

The Autism Model School

Policies, Procedures and Operations Manual

2014

To better serve as a resource to employees, board members and parents, this working document is divided into three segments or handbooks-

- Administrative
Addresses the school's mission and philosophy, organizational chart, the board and its bylaws, and any other operational procedures.
- Staff
Addresses the employee's responsibilities including work ethics, tardiness and absences, chain of communication, employment and new hire procedures, employee benefits dismissal and abuse policies.
- Student / Parent
Addresses the parent's responsibilities in the areas of tardiness, sickness, visitation and involvement.

It is our hope that the information will provide a more clear definition of the school's daily operation, and how all three areas are intertwined.

Administrative Handbook

The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.



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	Administrative Directives
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Any policy contained in this manual that is found to be not compliant with the Ohio Revised Code shall be removed without affecting any other policy contained herein.

Mission Statement	
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The Autism Model School
Multiple Options for Developmental and Educational Learning

MISSION STATEMENT

"The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs."

We Believe:

The only appropriate education is an effective education.

Parental involvement and participation is crucial in a child's development.

Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.

A working relationship between school and home is critical to the success of a child's education.

If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.

Behavior in any form is communication.

Everyone belongs.

Educational Philosophy

The Autism Model School serves students with a diagnosis of autism spectrum disorders. History shows that 100% of students attending the school are assessed with the alternate assessment for their age. The school adopts a curriculum and intervention programs for all students as listed below. The Autism Model School provides a humanistic learning environment for children with Autistic Spectrum Disorders. Education and scientific research indicates that highly structured, intensive education, especially in the early grades and preschool is the most appropriate teaching method for students for this population. Research also indicates individuals with these disorders benefit most from a multifaceted approach to learning.

In a collaborative effort with parents, The Autism Model School has developed an innovative program to accommodate the individual needs of each student. Each aspect of the program represents a continuum of services and environments from the most restrictive, to transition to a regular education classroom.

Together with parents, The Autism Model School provides each student with an individualized education program. The programming combines systematic instructional techniques based on the principles of applied behavior analysis, visual cueing systems, communication training, structured teaching, sensory integration, and direct social skill instruction.

Several groupings are taken into account. They include age, cognitive ability, severity of behavioral symptoms, and need for structure. Classes emphasize the development of communication, self-help, independence, social, motor, sensory integration, and cognitive skills. Strategies employed are based on the unique learning characteristics of each individual.

Reading, mathematics, and handwriting are part of the curriculum when students demonstrate the prerequisite skills. Multi-sensory curricula are implemented with this population. Daily living and vocational skills are an emphasis based on their ability levels.

Great emphasis is placed on staff training and development. The school recognizes and supports ongoing training in research-based educational practices with measurable positive outcomes.

With inclusion into various community settings the goal for all students; The Autism Model School recognizes the need for training and education for the broader society.

Support Services

The responsibilities of individuals providing support service therapies including but not limited to Speech Therapy, Occupational Therapy, Physical Therapy, and

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Physical Education. Therapies include the delivery of services as written in student’s Individual Education Plans (I.E.P.s) through the educational methodology implemented at the school, to the extent possible for each individual.

Embedding Therapies

Educational programming at The Autism Model School incorporates intensive structured teaching methods. These methods focus on the enhancement of communication skills, the facilitation of learning readiness skills, and the development of academic learning. As a basis for the classroom programming, components of Applied Verbal Behavior, the Picture Exchange Communications System (PECS), and Division TEACCH-style independent workstations directly lend to the embedding of sensory integration, occupational, and speech/language therapies into the classroom curriculum.

Due to the ongoing need of these related therapies by most individuals with autism, the “pull-out” model of direct services must be altered in order to effectively provide for more comprehensive therapy interventions. In order to more effectively serve the individual needs for the Model School students, a shift from a “pull-out” therapy model to an embedded, collaborative, classroom model is necessary. Each child’s implementation of appropriate interventions crosses classroom activities. Therapy goals are addressed through the collaboration of licensed therapists and teachers and paraprofessionals trained by these therapists in all intervention strategies.

Lastly, and most importantly, the school recognizes that these embedded therapies are effective in meeting the communication and sensory needs of students diagnosed with autism spectrum disorders. The school’s philosophy of embedded therapies reinforces the structure and intensive programming techniques that are incorporated through the school classrooms.

Special Education Planning / IEPs

The Autism Model School adopts the policies as specified in *Model Policies and Procedures for the Education of Children with Disabilities*, The Ohio Department of Education, Columbus, Ohio, 2003. The Autism Model School will adopt revisions and addendum to these policies and procedures as they become available through the Department of Education.

Student Assessment and Security Provisions for Statewide Tests

As a requirement of a student’s Individualized Education Plan (IEP), each student will be determined by the IEP team if they are eligible for alternate assessments and how the delivery, evaluation and implementation of these intervention methods are to be put in place.

In establishing provisions for the participation of students with disabilities in The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

required assessments administered at the designated grades, the Autism Model School will follow Ohio Administrative Code 3301-13-03.

Release or access of a student's assessment will require a signed Permission to Obtain/Release Form as found in the handbook's index.

504 Plan

Students Protected under Section 504

Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education (FAPE) to qualified students in their district who have a physical or mental impairment that substantially limits one or more major life activities.

Provisions for evaluation

The Education Director shall choose specific tests believed to be best for the student's age, grade level and physical abilities. The student, parent/legal guardian, teachers, principals, administration, support staff, therapists as well others that may be appropriate to be involved in the placement process including the 504 meeting.

Areas for Evaluation will include the following:

VISION – A visual screening to determine the student's visual acuity. If visual problems are indicated, other tests (achievement, psychological, etc.) will be selected to be nondiscriminatory in terms of the vision impairment or these tests may be postponed until the problem can be corrected.

HEARING – An audiometric screening to determine the student's hearing acuity

ACHIEVEMENT – Areas which may be included: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension; mathematics calculation; and, mathematics reasoning.

MOTOR – Testing may involve determination of the student's gross and fine motor skill development, including abilities to perform functional, school-related tasks and any deficits experienced in physical activities related to the educational program.

INTELLIGENCE/COGNITIVE ABILITY – Includes an individually administered test of general intelligence. These tests are used to measure different types of cognitive abilities such as comprehension, visual and auditory perception,

visual and auditory memory, vocabulary, etc. Results on tests of this kind are required for entry into certain programs in special education.

SPEECH/LANGUAGE – Testing includes assessment of the student’s articulation, language, fluency, voice and adequacy of the oral mechanism. For the nonverbal student, the assessment will explore alternative communication systems.

SOCIAL/EMOTIONAL – Testing includes an assessment of the student’s ability to interact appropriately in everyday situations within the family, the school and the community. Such tests may include checklists, parental and/or teacher interview, paper/pencil tasks for the student, and observation of the student in the classroom.

VOCATIONAL – Factors related to expected vocational levels are examined. Areas of assessment may include evaluation of scholastic abilities, manual dexterity, clerical (typically including perceptual speed and accuracy), mechanical reasoning, spatial reasoning, career interests and functional motor skills.

LEARNING STYLES – These types of tests examine individual learning strengths and weaknesses.

Reevaluations

Section 504 regulations require periodic reevaluations for children who have been provided special education or related services. Compliance with the IDEA requirement of reevaluation also serves as compliance with Section 504. In addition, the student must be reevaluated prior to a significant change in placement.

Services

Each child’s needs are determined individually. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the non-disabled.

Hearing Procedures

Right to Due Process. In the event a parent or guardian wishes to contest an action or omission on the part of the school with regard to the identification, evaluation, or placement of a disabled child under 504 of the Rehabilitation Act of 1973, the parent has a right to an impartial hearing before an impartial hearing officer.

Initiation of Due Process Procedures. A parent who wishes to challenge the school’s action must submit a written request for a hearing to the Director.

Appointment of a Hearing Officer. The school will appoint an impartial Hearing Officer to preside over the hearing and issue a decision. The Hearing Officer shall not be a current employee of the school.

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Scheduling of Hearing. The Director shall set the hearing date and time in writing. Such hearing date shall be within thirty days after the parent’s hearing request is received by the school, unless a continuance is granted for good cause.

Conduct of Hearing. The hearing shall be closed to the public. The parties are free to provide the Hearing Officer with information or opinions as to the validity and weight to be given the information presented to him or her. As part of their presentation, the parties may submit any reports, evaluations, correspondence, notes or any other documents that may support their positions and that the Hearing Officer will admit at his or her discretion.

Remedies and Relief. The Hearing Officer must confine his or her orders and rulings to those matters which involve identification, evaluation, or placement of children under 504 and the provisions of the regulations implementing 504. A Hearing Officer may not award attorneys’ fees as part of relief granted to a parent.

Appeal Procedure. If not satisfied by the decision of the Hearing Officer, any party may appeal the hearing decision to a court of competent jurisdiction.

Access to Equal Educational Opportunity/ Admission and Lottery Standards

The Autism Model School accepts students for enrollment based on the following criteria:

1. The student must be a resident of Ohio.
2. The student must be age five (5) up to age twenty one (21).
3. A completed application for enrollment must be received by the school for all students wishing to enroll.
4. Note: The Autism Model School’s educational methodology is focused on evidence-based practices supporting the general learning needs of students on the autism spectrum. Students with and without disabilities are permitted to enroll. Autism Model School admission teams may encourage traditional school placement as a less restrictive environment for students testing at appropriate levels. However, Autism Model School remains a school of choice for all students regardless of disability or any other criteria except those referenced in items 1 through 3 above.

Approved by the Autism Model School Board

Approval Date: September 19, 2017

Homeless Children and Youth

The Autism Model School ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate educational services, as provided to other children and youth.

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The Autism Model School provides homeless children access to the education and other services that such children and youth need to ensure that such children and youth have an opportunity to meet the same challenging State student performance standards, and appropriate modifications as designed by an IEP team if appropriate, to which all students are held.

Child Find

Child Find is a continuous process of public awareness activities, screening and evaluation designed to *locate, identify, and refer as early as possible* all young children with disabilities and their families who are in need of Early Intervention Program (Part C) or Preschool Special Education (Part B/619) services of the [Individuals with Disabilities Education Act \(IDEA\)](#)

To receive Early Intervention Program or Special Education, children must meet eligibility guidelines according to the IDEA. States have different eligibility guidelines for their Early Intervention Program and Special Education services.

<http://www.nectac.org/contact/Ptccoord.asp>

IDEA requires all states to have a "comprehensive Child Find system" to assure that all children who are in need of early intervention or special education services are located, identified, and referred. The lead agency for Part C of IDEA Early Intervention Program and for Part B/619 (serving preschoolers with special educational needs) in each state is responsible for planning and implement a comprehensive child find system. In some states, the lead agency for these two programs is one and the same, while in others, different agencies oversee the two programs.

The Autism Model School begins serving students at age five (5) as the youngest students permitted to be enrolled in the school under Ohio State Community School Law. The school accepts students with a medical diagnosis of an autism spectrum disorder. All students enrolled in the Autism Model School receive a Multi-factored Evaluation to determine eligibility for special education services on a three year basis. Disabilities in addition to autism spectrum disorders are identified through this process as well as informally through classroom evaluations.

Families seeking guidance as to whether their child (who is not enrolled in the Autism Model School) falls within the Autism Spectrum Disorders, or has any other disability are referred to The Autism Society of Northwest Ohio for guidance.

Ohio Community School Law

The Autism Model School complies with all Ohio Community School laws as outlined in the Ohio Revised Code, and seeks guidance and interpretation of these laws from its sponsor, The Lucas County Educational Service Center, and

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the State Support Team, Region 1, formerly known as the Northwest Ohio Special Education Regional Resource Center (SERRC).

Adoption of New Policies

The Autism Model School grants the Director authority to address the adoption of a new policy and the immediate implementation of that policy at will if necessary, with a confirmation or rejection of the policy at the next planned board meeting.

Open Records Policy

The Autism Model School provides access to inspection of public records during the hours the school is in operation. Requests for copies of records are provided within 5 working days of the request.

The school charges \$0.25 per page copied and \$10.00 per CD rom, videotape, or DVD copy.

Records excluded under Ohio Sunshine Law such as student records requested by someone other than a parent or guardian is not provided.

Records Retention and Disposal

The orderly acquisition, storage and retention of school records and reports are essential for the overall efficient and effective operation of the Autism Model School. The Director oversees and coordinates the disposal of appropriate records according to the schedule listed below:

1. Long-Term Retention—Seven (7) years

Includes all Student and Personnel Files, Board minutes, Policies, Manuals developed specific to the School, and Executive Correspondence

Executive Correspondence is defined as correspondence dealing with significant aspects of the administration of their offices (e.g. information concerning agency policies, program, fiscal, and personnel matters).

Email and Correspondence Retention

The following retention policy for email and correspondence is endorsed by the Local Government Records Program of the Ohio Historical Society. In general, the policy is based in the premise that email does not constitute a category of records in and of itself. Rather, email is a delivery medium, like paper or microfilm, and individual emails should be retained according to the information which is contained in the message. There are four categories of email and correspondence retention.

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1. Non-Record Materials (delete immediately)
 Email messages and correspondence that do not meet the criteria of being a “public record” under R.C. 149.43, because they do not document the organization, functions, policies, decisions, procedures, operation or other activities of the office, may be deleted immediately. These emails include:
 *Personal correspondence.
 *Publications, promotional materials and similar materials (unless specifically incorporated into other materials that are “records”).

2. Official Records
 - A. Transient Retention (Retain until no longer of administrative value)

 Transitory messages of very limited administrative value. (e.g., a message of an upcoming meeting only has administrative value until the meeting occurs; telephone messages; drafts, and other documents which serve to convey information of temporary importance in lieu of oral communication).

 - B. Intermediate Retention

 General Correspondence (Two Years)
 Internal Correspondence (letters, memos)
 Correspondence from various individuals and organizations (Requesting information or correspondence that is informative but does not attempt to influence policy)

 - Routine Correspondence (One year)
 Referral letters, requests for routine information and requests for publications which are answered by standard form letters.

 - C. Long term Retention (Seven Years)

 Student and Personnel Files, Board minutes, Policies, Manuals developed specific to the School, and Executive Correspondence
 Executive Correspondence is defined as correspondence dealing with significant aspects of the administration of their offices. (E.g. information concerning agency policies, program, fiscal, and personnel matters).

Student Records and Release of Information	
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The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The Autism Model School adopts the following policy with rights as indicated for parents and students:

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest:

Within the Autism Model School, this includes the Director, Education Director, Assistant Director, Transition Coordinator, Administrative Assistant, and Student Services Administrative Assistant, as well as the classroom teacher.

2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
1. State and local authorities, within a juvenile justice system, pursuant to specific State law.

The Autism Model School will disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

honors and awards, and dates of attendance. However, the Autism Model School will give information to parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The Autism Model School notifies parents and eligible students annually of their rights under FERPA.

BYLAWS

Article I - Name

The name of the organization shall be Multiple Options for Developmental and Educational Learning, Inc. The name of the school shall be The Autism Model School.

Article II - Area of Service

The Autism Model School shall provide intensive, structured, intervention to individuals with Autism Spectrum Disorders. Enrollment includes students with a diagnosis within the autism spectrum disorders who reside in Ohio, and who are in the age range of 5 years through 21 years at the beginning of each fall academic year. Community School Law (HB215) requires that a minimum of 25 students will be enrolled in the school at any time.

Article III - School Board

The affairs of The Autism Model School shall be under the direction of a School Board. The School Board shall approve the adoption of new educational programs at The Autism Model School, with input from the Education Director.

School Board members shall nominate individuals for board membership (one member moves another seconds) as needed. School Board members vote for prospective board members by written ballots. The Chairperson counts ballots. Terms of service are for three years with each new term beginning with the Board meeting held in April. Each year one third of the Board members with the most seniority will be up for reelection. No term limits are enforced.

Qualifications of prospective Board members are: (1) At least 51% of the members must be parents of children with autism. (2) Prospective Board members must be a permanent resident of U.S. or U.S. citizen aged 18 or older. Any Board members who misses three consecutive board meeting will be dismissed from the Board. (3) All Board members need to have a clean BCI check.

In the event of vacancies in the Board during a member's unexpired term, a replacement shall be nominated and approved following the above procedure, whenever the vacancy occurs.

Article IV - Meeting of the School Board

Regular meetings of the School Board will be held on the last Monday of each month, at 6:00 PM, at the school. This is subject to change. Regular meetings

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will be posted in advance for public notice. Regular meetings are open to all individuals.

The regular meeting held in October will be known as the annual meeting for the purpose of approval of the annual financial statement.

Subcommittee meetings will be held on an irregular basis as needed.

Special meetings may be held upon the call of the Chairperson or on the written request of any three members of the Board. The purpose of the meeting will be set forth in the notice.

One board member more than 50% of the Board membership shall constitute a quorum.

Article V – Officers

All officers are elected from amongst the Board members and serve 2-year terms beginning with the April meeting. Nominations for officers are taken up to three months prior to elections. All officers are elected for a 2-year term.

The Chairperson, or in his/her absence, the Vice Chairperson, shall preside at all meetings of the School Board. The Chairperson shall have other such duties as the School Board may from time to time determine.

The Vice Chairperson, at the request of the Chairperson, or in the event of the Chairperson's absence or disability, shall perform any and all of the duties of the Chairperson, and shall have other such duties as the School Board may from time to time determine.

The Administrative Assistant or her designee shall be responsible for the minutes of the meetings of the School Board and shall attend to the giving and serving of all notices of the School Board, and shall perform other such duties as the School Board may from time to time determine.

Article VI - Fiscal Year

The fiscal year of The Autism Model School shall be July 1st through June 30th.

Article VII - Parliamentary Authority

The rules contained in the Modern Edition of Robert's Rules of Order will govern the School Board in all cases where they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article VIII – Speaker Time Limit Policy

Board meetings are open to all members of the public. Public commentary is permitted with individual speakers limited to 3 minutes each following the guidelines available in the board pamphlet regarding speaker participation. Commentary specific to any individual employee or board member is strictly prohibited.

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Article IX – Indemnification

Each person who at any time is or shall have been a member of the governance Board, officer, employee or agent of the Corporation and such person’s heirs, executors, and administrators shall be indemnified by the corporation to the full extent permitted by ORC section 1702.12(E) in effect at the time of the adoption of these bylaws or amended thereafter. As authorized by the board, the Corporation may purchase and maintain insurance against liability on behalf of any such persons.

Article X – Amendments

These bylaws may be amended at any regular or special meeting of the Board by a two-thirds vote, provided that previous notice of the amendment was given to all members at least 4 days in advance.

Article XI – Code of Ethics

While serving as a member of the Autism Model School Board, each member shall agree to abide by the following code of ethics:

- A) Remember that my first and greatest concern must be the educational welfare of all students attending the school.
- B) Obey the laws of Ohio and the United States.
- C) Respect the confidentiality of privileged information.
- D) Recognize that as an individual Board member I have no authority to speak or act for the Board.
- E) Work with other members to establish effective Board policies.
- F) Delegate authority for the administration of the school to the Administration and staff.
- G) Encourage ongoing communications among Board members, the Board, students, staff, and the community.
- H) Render all decisions based on the available facts and independent judgment rather than succumbing to the influence of individuals or special interest groups.
- I) Make every effort to attend all Board meetings.
- J) Become informed concerning the issues to be considered at each meeting.
- K) Improve boardmanship by studying educational issues and by participating in in-service programs.
- L) Support the employment of staff members based on qualifications and not as a result of influence.
- M) Cooperate with other Board members and administrators to establish a system of regular and impartial evaluations of all staff.
- N) Avoid conflict of interest or the appearance thereof.
- O) Refrain from using their Board position for benefit of myself, family members or business associates.
- P) Express my personal opinions but, once the Board has acted, accept the will of the majority.

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School Directory

No Person shall release or permit access to directory information concerning any student for use in a profit making activity. The administration of the school determines the appropriateness of access to student directory information.

Board Member Reimbursement

Board members are reimbursed at a rate of \$75.00 per meeting attended as of September 29, 2009, and paid after the December board meeting is held each year. Board members who do not wish to receive compensation must indicate so in writing each year, no later than December 31, of the year in question.

Purchases / Purchase Orders

All purchases including supplies, classroom materials, equipment, services, training, and other expenses for The Autism Model School must have prior approval from the Governing Board (see requirements below), the Director, and The Autism Model School Finance Department before incurring or ordering the expense / purchase.

All requests for school funds must be placed on a school purchase order and completed according to the most current purchase order procedure of the Lucas County Educational Service Center.

Requirements for Approval

- 1) All purchase orders totaling in the amount of \$750.00 or more from one vendor must have the approval of the Governing Board of The Autism Model School. This includes a one-item purchase or multiple items from the same vendor using one purchase order number.
- 2) All purchase orders totaling in the amount of \$500.00 or more for just one item from one vendor must have the approval of the Governing Board of The Autism Model School.

Note: An emergency meeting of the Governing Board may be called to expedite the approval process.

- 3) All other purchase orders (those under the amount of \$750.00 for **multiple** items from one vendor or those under \$500.00) must have prior approval only from the Director and the Administrative Assistant before the order is placed.
- 4) If you are requesting reimbursement for any purchase you must get prior approval from the Director and must submit an original receipt to the

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Director and/or the Administrative Assistant. Sales tax is not reimbursable to any employee.

Fixed Assets

The Autism Model School assigns the designation of “Fixed Asset” to any one item with a purchase price of \$500.00 or greater. A listing of the school’s fixed assets is kept on hand and is updated at least yearly.

Use of School-Owned Credit Cards

1. Gasoline Credit Cards: Van Drivers employed by The Autism Model School are required to use gasoline credit cards for the purchase of gasoline for the school vehicle they drive. Any other use of the gasoline credit card is not permitted.
2. School Credit Cards other than gasoline: All credit cards are under the control of the Administrative Assistant. Administrative Positions have access to using the credit cards after verbal approval by the school Director. Positions with access to use of the credit cards include: Director, Assistant Director, Education Director, Coordinator, Administrative Assistant, and Student Services Administrative Assistant.

Petty Cash Policy

The Administration is responsible for overseeing petty cash and its distribution. Copies of receipts for purchases are kept at the school with the original receipts being sent to the fiscal agent. Purchases through petty cash will be incidental expenses with prior approval and in no case greater than \$250.00

Audit Committee

The audit committee of The Autism Model School is appointed by The Board of Directors and provides independent oversight into the organization’s accounting and financial reporting and oversees the organization’s annual audits (both external and internal). These areas include:

- Governance
- Ethics
- Adequacy of internal controls (i.e. review of accounting or fiscal operations manual).
- Compensatory reviews of executive level staff.
- Accuracy of records and reports presented to the board of directors.

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- Proper authorization of activities and expenditures.
- Review of the tax-exempt status and identification of activities that could jeopardize this status.
- Protection of employees raising concerns about serious accounting or auditing irregularities.

Annual Financial Report

An annual financial report of The Autism Model School is published and distributed to The Ohio Department of Education, the school's sponsor, all board members and all parents of students attending the school no later than November 1, of the year following the end of the fiscal year for which the report is prepared.

Federal Grant Administration

The Autism Model School receives supplemental federal funding through regular annual grants, and grant competitions, that require applications to the US Department of Education, other federal agencies, and/or the Ohio Department of Education. Usually these applications are made annually. In accordance with federal law, The Autism Model School receives and shares information regarding district and community needs, and proposed use of federal funds with various committees, task forces and advisory groups which include in their parents, staff, and community members, and that exist on an ongoing basis to support district planning. These may include the School Board, the Curriculum Committee, the Advisory Committee, and others.

Procurement with Federal Educational Funds

The procurement procedures for school districts and other subgrantees receiving federal education funds are in Education Department General Administrative Regulations (EDGAR) Section 80.36 (b-i).

Subgrantee Purchasing

Purchasing by subgrantees must meet the following standards:

1. All expenditures must be reasonable and necessary for the performance or administration of the federal program.
2. All proposed purchases must be reviewed to avoid unnecessary or duplicative items.
3. The purchase must be structured to document this was the most economical purchase.
4. The economical advantages of lease versus purchase were considered.
5. All procurement transactions must be conducted with full and open competition.
6. All goods and services must be sufficiently described on every purchase order and vendor invoice.

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7. Supporting documentation for all disbursement transactions must be maintained.

Contract Procedures

The following procedures must be followed for contracts:

1. Contracts must be a written agreement signed by both parties.
2. The agreement must clearly define the specific services to be provided or goods to be delivered.
3. The agreement must outline the expected timeline for goods, services, or products to be completed or delivered.
4. Activities outlined in the agreement supported by federal funds must be clearly allowable under that particular program.
5. Payments to contractors must be reasonable and allowable.
6. Contractors must perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
7. A payment will take place upon receipt of goods, services, or other deliverables. Districts shall not schedule a lump sum contract to be paid in advance of receipt of goods, services or other deliverables.
8. Invoices must include:
 - a. A description of the services performed or goods delivered,
 - b. The dates when the services were performed or goods were delivered,
 - c. The location where the services were delivered or goods were delivered, and
 - d. The number of eligible beneficiaries served, if relevant.
9. The information on the invoice should match information outlined in the contract agreement.

Records detailing the history of the contract agreement must be maintained for five years. These records include:

- a. The rationale for the contract,
- b. The selection procedures used including competition requirements, and
- c. The basis for the contract price.

Open Competition

Districts should avoid situations that restrict competition. Some of these situations are:

1. Unreasonable requirements on vendors to quality.
2. Requiring unnecessary experience or bonding.
3. Noncompetitive pricing practices.
4. Noncompetitive awards to consultants on retainer.
5. Conflicts of interest.
6. Specifying a brand name.
7. Instate or local preference.

Role of Cost Analysis

The cost of a contract or purchase requirements are listed below:

1. All costs must be reasonable.

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2. Fair market value must be established.
3. The district must make prudent actions under the circumstances.
4. The district must perform cost analysis for every procurement action, including contract modifications.
5. The method and degree of cost analysis depends on facts and circumstances.
6. The district must make an independent estimate of the cost before receiving bids or proposals.

The goal of cost analysis is to determine the reasonableness of the expenditure.

Vendor Selection Process

The district must have written selection procedures for making vendor selection. These procedures must ensure all solicitations:

1. Include a clear, accurate description of technical requirement.
2. Identify all requirements that a vendor must fulfill.
3. Identify evaluation factors.
4. Indicate the method of procurement--competitive bids, competitive proposals, or noncompetitive proposals.
5. Noncompetitive proposals are appropriate **only** when:
 - a. Goods or services are available only from a sole source.
 - b. There is a public emergency.
 - c. The awarding agency authorizes noncompetition.
 - d. After soliciting a number of sources, competition is deemed inadequate.

The district must perform a cost analysis with every noncompetitive contract to ensure a reasonable and competitive price.

Retain records to document the rationale for:

1. The method of procurement,
2. The selection of contract type,
3. Contractor selection or rejection, and
4. The basis for contract price.

Procurement/Contract Administration

All contracts supported with federal funds must contain required provisions.

These provisions are:

1. Remedies for breach, sanctions, and penalties;
2. Termination for cause;
3. Compliance with federal statutes and executive orders;
4. Reporting requirement;
5. Patent rights;
6. Copyrights;
7. Access by federal agency for records;
8. Retention of records for three years after final payment.

There must be adequate segregation of duties in the approval process for

procurement to ensure adequate and appropriate oversight and internal control.

Contract Competition Procedures

EDGAR requires all procurement transactions be conducted with full and open competition, Section 80.36(c).

Contract competition procedures:

1. Cannot place unreasonable requirements in order for them to qualify to do business.
2. Cannot require unnecessary experience or excessive bonding.
3. Cannot issue noncompetitive awards to consultants on retainer contracts.
4. Cannot specify a “brand name” product instead of allowing an “equal” product to be offered.
5. Cannot impose instate or local geographical preferences except where expressly mandated or encouraged.

There must be written procedures for selecting vendors.

There must be clear and accurate descriptions of technical requirements for materials, products, or services to be procured.

All factors to be used in evaluating bids and proposals must be clearly identified.

Vendors that have been debarred or suspended from participating in contracts with federal funds may not participate in the process.

Student Policy, Contract and Release

Student Policy, Contract, and Release

As a high school student enrolled at _____,
(name of college or other school)

I agree to the following statements to continue my enrollment:

1. I will comply with all policies for students as printed in The Autism Model School handbook and the _____ student handbook.
(name of college or other school)
2. I understand that I am enrolled under a probationary status.
3. I understand that I must maintain at least a 2.0 (“C”) grade point average each semester to continue enrollment.
4. I will attend all classes as scheduled by the instructors.
5. I will notify my instructors when I am absent due to illness, weather, or other emergencies.

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6. I will meet with my teacher from The Autism Model School and an advisor from _____ once each semester to
(name of college or other school)

review my progress and plan for the registration of next semester’s course(s).

I authorize _____ to inform my
(name of college or other school)

Parent/Guardian (if under 18 years of age) and The Autism Model School of my semester and cumulative course of study progress and other performance issues.

Print Student’s Name

Student’s Signature

Date

Parent’s Signature (if under 18 years old)

Date

AMS Teacher & Date

AMS Director & Date

The Autism Model School Staff Handbook

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The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

Appendixes

To better serve as a resource to employees, board members and parents, this working document is divided into three sections or handbooks-

- Administrative
Addresses the school's mission and philosophy, organizational chart, the board and its bylaws, employment and new hire procedures, employee benefits and any other operational procedures.
- Employee
Addresses the employee's responsibilities including work ethics, tardiness and absences, chain of communication, dismissal and abuse policies.
- Student / Parent
Addresses the parent's responsibilities in the areas of tardiness, sickness, visitation and involvement.

This handbook is not a contract for employment, a guarantee of benefits, pay or job protection.

Adoption of New Policies

The Autism Model School grants the Director authority to address the adoption of a new policy and the immediate implementation of that policy at will if necessary, with a confirmation or rejection of the policy at the next planned board meeting.

Equal Opportunity Employer

To give equal employment and advancement opportunities to all people, we make employment decisions at the Autism Model School based on each person's performance, qualifications and abilities. The Autism Model School does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, military/veteran status, sexual orientation, gender identity, genetic information or any other characteristic protected by law.

Our equal employment opportunity policy covers all employment practices, including selection, job assignment, compensation, discipline, termination, and access to benefits and training. You may discuss equal employment opportunity related questions with the Director or Assistant Director.

Employment of Instructional Staff

Hiring of instructional staff with experience in applied behavioral analysis, the PECS (picture exchange communication system), and Division TEACCH programming is a priority of the school.

Immigration Compliance

The Autism Model School complies with the requirements of federal immigration law, and for all employees hired after 1988, the school shall have a properly completed Form I-9 which shall be kept as a part of its permanent personnel records.

Copies of Form I-9 (Employment Eligibility Verification) can be obtained through the U. S. Department of Justice Immigration and Naturalization Service or through the administrative assistant at The Autism Model School.

Harassment Policy

I. POLICY

The Autism Model School (“School”) prohibits all forms of unlawful discrimination in accordance with state and federal law, including harassment because of sex, race, color, religion, national origin, age or disability. The School further prohibits threats, threatening behavior, or acts of violence against employees, contracted staff, vendors, visitors, students, families or other individuals by anyone on School property or off School property if the prohibited conduct relates to an individual’s employment with the School. Such misconduct, regardless of who originates it or participates in it, and regardless of whether it is verbal, visual, written, or physical conduct, must be reported promptly and will be investigated. If found to have occurred, appropriate corrective action will be taken up to and including termination of the offending individual’s employment. Criminal activity will be referred to the appropriate authorities which may result in arrest and prosecution.

II. HARASSMENT

A. Reporting Procedure

If you believe you are the object of harassment, or observe or have knowledge of any such activity; you must immediately report the matter to the Executive Director or any member of the Board.

This policy prohibits retaliation against individuals who in good faith report harassment, cooperate in an investigation, or reject sexual advances. If you

believe you have been retaliated against, you must report it by following the reporting procedures outlined above.

B. Investigation/Disciplinary Action

Each matter which is reported will be investigated and, where appropriate, corrective action, up to and including termination of the offending individual's employment, will be taken. In investigating complaints of harassment under this policy, the School may impose discipline for inappropriate conduct regardless of whether the conduct constitutes a violation of the law and even if the conduct may not rise to the level of a violation of this policy. The School also will accept complaints of offending conduct regardless of whether the conduct rises to the level of harassment under the law or of a violation of this Policy. The investigation will be conducted with as much confidentiality as can be provided consistent with a thorough investigation. Information may be disclosed to appropriate personnel as required to conduct an adequate investigation.

C. Prohibited Conduct

1. Sex Harassment

Prohibited sex harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Sex harassment also occurs where submission to or rejection of such conduct is used as the basis for making employment decisions.

Conduct prohibited by this Policy ranges from sexual innuendo, perhaps in the guise of humor, to coerced sexual relations. Forbidden conduct may include subtle or direct pressure for sexual activity; physical contact such as touching, patting or pinching; other sexual references or suggestive comments about a person's body, appearance, or clothing; or the display of pictures or objects that have women or men as sexual objects (including those displayed or transmitted through computers).

2. Other Types of Prohibited Harassment

Prohibited harassment also occurs when verbal or physical conduct based upon race, color, religion, national origin, age or disability has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. Conduct prohibited by this policy includes, but is not limited to, slurs, negative stereotyping, threatening, intimidating or hostile acts, and written or graphic materials (including those displayed or transmitted through computers).

III. WORKPLACE THREATS AND VIOLENCE

The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

A. Reporting Procedure

You are responsible for notifying the Executive Director of any threats, threatening behavior, or acts of violence relating to your employment on or off School property. You must also inform the School about, and provide a copy of, any legal protective or restraining order which involves you.

B. Investigation/Disciplinary Action

Each matter that is reported will be investigated and, where appropriate, corrective action, up to and including termination of the offending individual's employment, will be taken. Criminal activity may also be referred to the appropriate authorities, which may result in arrest and prosecution. Any person who makes substantial threats, exhibits threatening behavior, or engages in violent acts on School property shall be removed from the property as quickly as safety permits, and shall remain off School's property pending the outcome of an investigation regarding such behavior.

Approved by the Autism Model School Board Approval Date: September 19, 2017

Anti-Harassment, Intimidation, and Bullying

"Harassment, intimidation or bullying" means either of the following:

Any intentional written, verbal, graphic or physical act that a student of group of students exhibited toward other particular student more than once and the behavior both:

Causes mental or physical harm to the other student; and
Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.

Violence within a dating relationship.

Harassment, Intimidation or Bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

Causes mental or physical harm to other student/school personnel; and
Is sufficiently severe, persistent or pervasive that is creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that

is sponsored, recognized or authorized by the Ohio Board of Education.

Types of Conduct

Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel.

Examples of conduct that could constitute prohibited behaviors include:

- Physical violence and/or attacks;
- Threats, taunts and intimidation through words and/or gestures;
- Extortion, damage or stealing of money and/or possessions;
- Exclusion from the peer group or spreading rumors; and,
- Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyber-bullying”), such as the following:
 - Posting slurs on Web sites where student congregate or on Web logs (personal online journals or diaries);
 - Sending abusive or threatening instant messages;
 - Using camera phones to take embarrassing photographs of students and posting them online; and,
 - Using Web sites to circulate gossip and rumors to other students;
 - Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Complaint Processes

Publication of the prohibition against harassment, intimidation and bullying and related procedures.

The prohibition against harassment, intimidation and bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the district. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student/school personnel in the Autism Model School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and /or expulsion from school. “Harassment, intimidation or bullying, in accordance with House Bill 276, mean any intentional written, verbal graphic or physical acts including electronically transmitted acts i.e. Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official bus stop that a reasonable person under the circumstances should know will have the effect of:

Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students’/personal property; and,

Is sufficiently severe, persistent, or pervasive that it creates an

intimidating, threatening or abusive educational environment for the other student/school personnel.

Complaints

Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action as necessary.

Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with Section 6.

Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such actions may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

School Personnel Responsibilities and Intervention Strategies

Teachers and other School Staff

Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed and shall promptly file a written incident report concerning the events witnessed. Teacher and other school staff who receive student or parent reports of suspected harassment, intimidation or bullying shall promptly notify the building principal and/or his/her designees. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.

In addition to address both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or

bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment, intimidation or bullying.”

Administrator Responsibilities

Investigation

The principal and or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and , when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in the view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Remedial Actions

Verified acts of harassment, intimidation or bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation or bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation or bullying. While conduct that rises to the level of “harassment, intimidation or bullying,” as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the Board’s prohibition against “harassment, intimidation or bullying”.

Non-disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that

could be considered harassing, intimidating or bullying.

If a complaint arises out conflict between students or groups or students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear or future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Action

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation and bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Intervention Strategies

General

In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other district actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel.
- Planned professional development programs addressing targeted individuals' problems; including what is safe and acceptable Internet use.
- Data collection to document victim problems to determine the nature and scope of the problem;
- Use of peers to help ameliorate the plight of the victim and include them in group activities;
- Avoidance of sex stereotyping (e.g. Males need to be strong and tough);
- Awareness and involvement on the part of all school personnel and parents with regard to victim problems;
- An attitude that promotes communication, friendship, assertiveness skills and character education;
- Modeling by school personnel of positive, respectful and supportive behavior toward students;

- Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of other (Ohio School Climate Guidelines);
- Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and
- Form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

Intervention Strategies for Protecting Victims

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indication of harassing, intimidating or bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- Check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Reporting Obligations

Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of harassment, intimidation or bullying by a specific student are verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

If after investigation, acts of harassment, intimidation or bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation or bullying.

List of verified acts of harassment, intimidation or bullying.

A requirement that the district administrator semiannually provide the president of the district board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension and expulsion/due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines.

The Autism Model School must also investigate for the purpose of determining whether there has been a violation of the The Autism Model School Policy and Procedure, even if law enforcement or CPS is also investigating. All Autism Model personnel must cooperate with investigations by outside agencies.

In addition to, or instead of, filing a bullying/harassment/intimidation complaint through this policy, a complaint may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complaint from seeking redress under any other provision of the Revised Code or common law that may apply.

Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other district and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.

Information regarding the policy on harassment/intimidation/bullying behavior shall be incorporated into employee training materials and volunteers with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or district mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment/intimidation/bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and eliminate bullying behavior through classroom discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose of effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “harassment/intimidation/bullying”.

Policies for Employment

The Autism Model School does not discriminate based on age, gender, orientation, national origin, ethnic background, or religion.

You are required to read and sign the “Employment Statement and Signature” form (found in the Appendix) at the time of hire.

Background Check

All certified teachers, substitute teachers, administrators, Para-professional aides, substitute Para-professional aides, and drivers must have a Bureau of Criminal Investigation Check completed on themselves with proof of its initiation within one week of hiring. The cost of this procedure is borne by you. Reimbursement for this cost is provided to you upon the school’s receipt of an

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acceptable background check and your continued employment at the school. Refer to information found in the Appendix for location, days and times.

All visitors, Volunteers, and Guests who may have unsupervised contact with the students while at school may be subject to background checks.

You will renew your BCI checks, every three years. You will be divided by anniversary dates to accomplish this. The school will absorb this cost.

It is understood that if the criminal record check is not satisfactory, The Autism Model School Board is not permitted by state law to employ said applicant.

When you are offered employment by the Autism Model School you must successfully pass a Bureau of Criminal Investigation (BCI) Background Check with documentation presented to the school administration for maintenance in their file within 30 days of hire. Potential employees who have had successful BCI checks done within one year prior to the hire date at the Autism Model School may present documentation of the prior BCI check in lieu of having another one done.

TB Testing

You must have tuberculosis testing completed, with results submitted to the school and maintained in the employee's file. The cost of this testing is covered by the school, and for instructional staff, is to be completed outside of instructional time. It is your responsibility to follow up with occupational health service for the determination of the test. The school will only pay for one TB test. New hires must obtain proof of TB testing within the previous year, or schedule an appointment for the test within the first week of employment. Refer to information found in the Appendix for location, days and times.

Hepatitis Inoculations

A series of hepatitis vaccine inoculations is available to staff members of school. It is an option for you. The series consists of 3 shots spaced over a 6-month time period. The shots can be obtained at no cost to you by making an appointment with St. Luke's Hospital Occupational and Industrial Health Clinic. The Hepatitis Inoculations Form must be completed whether you choose to take advantage of this series or not.

Physical Ability

You must be of a physical status whereby you can fully engage all children in programming and safety issues, and use clear speech for modeling language to students with autism with clear communication.

Physical Engagement of Students

All instructional staff (teachers, therapists and Para-professional aides) of The Autism Model School must continually be able to physically engage all students to the extent needed to insure their safety and promote their educational

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programming. This may include but is not limited to: picking students up off the floor, lifting students, physically supporting students, running with or after students, pulling students (as in a wagon), demonstrating and participating in recreational sports games, including swimming and restraining student to prevent harm to themselves or others. Additionally, you must be able to sit in small chairs and kneel or sit on the floor for extended periods of time in order to engage the students.

It is your responsibility to report to administration if and when you are unable to physically engage all students as described above. If you have a medical doctor's order to not engage in any of the above-mentioned activities, you must report this information to administration immediately and provide a doctor's note to the effect. No light duty will be granted.

Employee Emergency Form

You are required to complete the "Employee Emergency Form" (found in the Appendix) and update it as information changes. It is to be given to the Administrative Assistant for inclusion in your file.

Employment Status

Para-professional aides are hired as "At-Will" employees. The Autism Model School does not offer tenured or guaranteed employment to employees hired as para-professional aides. Either the Autism Model School or you as the para-professional aide employee can terminate the employment relationship at any time.

This at-will employment relationship for the para-professional aide position exists regardless of any other written statements or policies contained in this Handbook or any other Autism Model School documents or any verbal statement to the contrary.

Full Time Employee /Part Time Employee

A full time employee is defined as any employee who is scheduled to work 30 hours per week or more during the weeks the school is in operation. You, as a full time employee are eligible for all benefits offered by the school.

A part time employee is defined as any employee who is scheduled to work less than 30 hours per week during the weeks the school is in operation. No benefits are offered to part time employees.

Substitute Teachers and Substitute Para-Professional Aide positions are defined as part time employees regardless of the number of hours an individual may work in any week or pay period.

Work Hours

The Autism Model School establishes work hours for employees based on insuring the safety of students, and the efficient use of time.

- 1) Administrative personnel typically work the hours of 8:00 AM to 4:00 PM Monday thru Friday. Flexibility is provided in reporting to and from work to accommodate meetings in the school, community, and at various locations to address the circumstances involving special projects and bureaucratic oversight.
- 2) Non-administrative, salaried employees (teachers) who work in the junior and high school are to report to work no later than 15 minutes prior to the first student arrival, and are to remain to supervise the Para-professional aides under their responsibility, or after a scheduled meeting / conference ends. In the elementary school and high school online classroom, teachers report for work no later than 8:00 a.m. and remain to supervise the Para-professional aides under their responsibility, or after a scheduled meeting / conference ends. Exceptions to this policy can be made with approval of the Education Director or the Director
- 3) Non-administrative, hourly employees (Para-professional aides) have a scheduled workday of 8:00 AM - 3:30 PM daily in the elementary and high school online classrooms, and 7:45 A.M. - 3:15 P.M. in the junior high and high school or after pre-approved extra hours have been completed. Para-professional aides use a time clock to record their time of work.

Introductory Policy

As a Para-Professional, you will remain on an introductory period associated with quarterly raises for 360 days after hiring. Every 90 days during this introductory period, you receive a performance review. If your performance as an employee “meets standards” or is rated higher than this, you will receive a 25-cent raise. At this review, you may be terminated based on performance. In the event that the Administration Team agrees to continue employing an individual who does not receive a raise, a plan with deadlines, will be written to address any areas needing improvement (see “Violation Documentation Form” in Appendix).

Employee Performance Reviews

You will receive a review at the end of your introductory period. Unless the performance is unacceptable, then a plan with deadlines will be written to address any areas needing improvement. No raise is associated with unacceptable performance. If the management team decides the performance is too unacceptable you can be terminated from employment. After the first

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year of employment, performance reviews and raises are given on an annual basis. You will receive annual raises based on policies set by the board each year.

The Autism Model School Board reserves the right to adjust the pay increases based on budgetary constraints.

Para-Professional Reviews

Incoming Para-Professionals aides regardless of experience will start at \$8.00 per hr. They will receive a \$.25 raise every three (3) months depending on performance for the first year. At one (1) year aides will make \$9.00 hr. After the first year, raises will be set annually and will be tied to the percentage raise in school funding.

Para-Professional Aide Testing and Certification

1. Any currently employed para-professional aide who has completed the required number of semester or quarter hours of college credit will provide the school with a copy of their college transcripts to meet para-professional aide certification through the state of Ohio.
2. Any currently employed para-professional aide who has not completed the required number of college credits for certification must complete and pass the Para-Pro Assessment through the Praxis Series. The Autism Model School will pay for one sitting at the praxis test for each para-professional aide employed at the school as of November 1, 2003. Time spent studying for the test or taking the test will not be reimbursed. If the para-professional aide does not pass the test that the school pays for, they must retake the test at their own expense.
3. Any para-professional aide hired after October 28, 2003, will be required to provide college transcripts or pass the praxis test at their own expense within six months of being hired. They will be given this information at the time of their interview.

Employee Benefits

A full time employee is defined as any employee who is scheduled to work 30 hours per week or more during the weeks the school is in operation. Full time employees are eligible for all benefits offered by the school.

A part time employee is defined as any employee who is scheduled to work less than 30 hours per week during the weeks the school is in operation. No benefits are offered to part time employees.

Benefit Package

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The Autism Model School offers medical, dental, and vision insurance to its full time employees that work 30 hours or more per week. The school board pays a predetermined amount towards all employees' choice of insurance packages. This is determined on regular review with consideration to increases in premiums and budgetary constraints. For any terminations of health benefits, insurance will be canceled on the last day of the month of separation.

Retirement Package

You are required under the Ohio Revised Code to contribute either to the State Teachers Retirement System (STRS) or School Employees Retirement System (SERS).

All certified, temporary certified, licensed or Director positions will be required to contribute to STRS. STRS applicants will be required to contribute the state mandated amount of their gross wage on each pay period to their individual retirement plan. The school's Governing Board will contribute the state mandated amount toward each employee's retirement. All contributions are deferred for federal and state income tax purposes.

All Para-professionals, secretaries, and other non-certified staff are required to contribute to SERS. SERS applicants will be required to contribute the state mandated amount of their gross wages on each pay period to their individual retirement plan. The school's Governing Board will contribute the state mandated amount toward each employee's retirement. All contributions are deferred for federal and state income tax purposes.

Holiday and Vacation Pay

All full time non-administrative employees will receive their regular hourly wages during vacation days and holidays. All Para-professional aide employees must be employed consecutively with no absences for a minimum of one month before being eligible for holiday or vacation pay.

If during this first one month of employment there is a scheduled holiday or school break, the scheduled days off will count towards the one-month minimum requirement.

Para-Professional Holiday, Vacation and Floating Days

All Para-professional aides are paid for regularly scheduled school vacation and holiday breaks.

You are required to work the day before and the day after all scheduled school holidays and break periods. If you call in sick the workday immediately prior to or the workday immediately following the scheduled holiday or scheduled break you will not be paid for the scheduled time off.

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Floating Days are provided at the rate of 5 days per year. These days are unpaid time off that must be submitted and approved at least 2 weeks in advance of the requested time. The school Director can grant exceptions for personal emergencies. Floating days must be taken in either half or full day increments.

All absences must be requested in writing by using the "Request for Leave Form" found in the Appendix.

Excluding the scheduled vacation and holidays, administration will consider all requests for time off based on the number of instructional staff already scheduled off for the given time.

Inclement Weather & other Closings/Delays

In the event of inclement weather or other closings all non-administrative employees will be paid regular hourly wages up to 5 days per school year.

All non-administrative full time staff will be paid their regular hourly rate for the time of delay on each occurrence.

All delays and closings will be reported to local radio and television stations

All closings beyond the 5th day in a school year require make-up days for staff and students.

In the event that school is open with no morning transportation, you are to report to school at your regularly scheduled times for work.

Sick Time and Accrual

As a full time employee, you accrue sick time at the rate of 1/2 day (4 hours) per month. A new hire that begins work after the 15th of any month does not accrue their first half day until the end of the next calendar month after their employment date.

At the end of each calendar year, you will be allowed to choose to be paid for your accrued sick time up to 40 hours during the previous calendar year or the option to "carry over" your sick time into the next calendar year. They will be able to accrue up to 160 hrs.

Sick time may be used for your illness, the care of your child or dependent, the care of your spouse, funeral time for your family members, doctor or dentist appointments, or referral to allied professionals for treatment. Sick time can be taken in any increment of time needed and follows the 7-minute rule as outlined under the policy "Work Hours".

A sick leave form (found in the Appendix) must be submitted for each sick leave request, even if after the time was taken.

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A doctor's note is required for the following: (1) 2 or more consecutive sick days taken (2) sick time taken without accumulated sick time for use. A doctor's note does not void lack of sick hours available.

Maternity Leave

The Autism Model School provides unpaid maternity leave of 6 weeks for employees working at the school. You must submit on the "Sick Leave Request Form" form (found in the Appendix) for maternity leave, to the Assistant Director and Education Director with a projected start time for the leave. You will use any accrued sick time or personal time for pay during the maternity leave.

Personal Leave

All certified teachers and administrative staff, which include the Director, Administrative Assistant, Education Director and Assistant Director, receive 5 personal days each fiscal year beginning on July 1st. Personal time can be used in ½-day increments and must be submitted two weeks in advance. You are allowed a carryover of 1 personal day from fiscal year to fiscal year. A "Personal/Floater Request" form (found in the Appendix) must be filled out for each occasion.

All Para-educators receive 5 unpaid floater days each year beginning July 1st or on date of hire. The floater days may be used for any reason upon administration approval and two week notice. The administration reserves the right to refuse a request based on staffing. You are allowed a carryover of 1 floater day from fiscal year to fiscal year.

Time off for Death in the Family

In the event that you lose an immediate family member (parent, spouse, child or sibling) you are entitled to up to 5 days off. Sick time must be used to cover this time off but in the event that accrued sick time is not sufficient, you will not be penalized with disciplinary action. Further time off may be requested as outlined in the "Leave of Absence" Policy.

Leave of Absence

You may request an unpaid leave of absence from the school by submitting it in writing specifying the beginning and ending dates of the planned leave of absence. The request must be submitted by using the "Leave of Absence Request" (found in the Appendix) to the Assistant Director at least one month prior to the requested beginning date of the leave, and must be approved by the majority of the Management Team. All floater or personal days must be used first in the planned Leave of Absence.

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You may request unpaid Emergency Leave of Absence for the following situations.

- 1) Illness of self or family member with a doctor's note to cover the time (all non-acute medical and dental appointments are expected to be scheduled during non working hours and will not be covered by Emergency Leave of Absence).
- 2) Death in the immediate family
- 3) Personal catastrophe (home fire, flood, etc...)

Emergency leave of absence to cover an illness may only be requested when sick time is exhausted. The time is unpaid and no disciplinary action or loss of holiday/vacation time is associated with approved Emergency Leave of Absence Time.

If emergency leave of absence time is requested more than two times in a fiscal year by you, management will review the requests and appropriate actions will be taken based on objective performance indicators and other documentation found in your permanent record.

Jury Duty

The Autism Model School encourages employees to fulfill their civic duties. To that end, employees will be allowed leave to serve on a jury, if summoned. We request that you bring in a copy of your summons notice as soon as you receive it, so that we may keep it on file.

Jury duty can last from several days to several months or more. During this time you will be considered on a leave of absence and will be entitled to continue to participate in insurance and other benefits as if you were working. While serving on jury duty, you are expected to call in to the main school phone number on or shortly before the first working day of each week to keep the school apprised of your status. You must return to work for any reasonable time the court is closed during normal work hours.

The Autism Model School will compensate full-time employees for the difference between jury duty compensation and your current daily pay for the first five days you serve as a juror. If additional time is required, it will be granted, but without pay. You must submit written proof of your payment for jury duty to the administrative assistant before your compensation from The Autism Model School can be determined for the time you serve as a juror.

Family Medical Leave Act (FMLA)

The Autism Model School will provide up to 12 work weeks of leave within any 12-month period for any of the following reasons:

- Birth of your child(ren);
- adoption of a child by you, or official placement of a child with you for foster care (leaves for birth or adoption must be taken within 12 months of the event);
- care of a son, daughter, spouse or parent (not parent-in-law) having a serious health condition;
- Incapacity of you as a result of a serious health condition.
- Leave for the care of an adult son or daughter (at least 18 years old) is not covered unless required as a result of "mental or physical disability" as those terms are defined under the Americans with Disabilities Act.

Notice

The Autism Model School requires a 30-day notice if the leave is foreseeable. For unforeseen circumstances, the school requires as much notice as is practicable.

Leave

These leaves of absence are without pay; however, accrued vacation time and other paid leave programs, as appropriate under The Autism Model School policies, must be used as part of the 12-week period.

The school may require the health care provider to certify the necessity of the medical leave. Medical leave will be limited to the duration of the serious health condition, as defined by FMLA.

You may take intermittent leave or leave on a reduced work schedule if medically necessary for your own serious health condition or the serious health condition of an immediate family member. Such leave is not available for birth, adoption or foster care.

Benefits

The Autism Model School will continue benefit programs in which you were enrolled at the time of FMLA leave. In order for the coverage to be continued, you will be responsible for your portion of the cost. If you do not return from a leave or return to employment but does not remain for a minimum period of thirty (30) days, you must reimburse The Autism Model School for the cost of benefits coverage during the leave unless the reason for failure to return is due to a continuing serious health condition, either his/her own or a family member's, or because of other circumstances beyond the employee's control.

Return to Work

A health care provider's certification will be required for return to work from your own serious health condition. The school will return you to the same position you had before the leave or an equivalent position. You will be provided the level of benefits and seniority you had before the leave started.

Accumulated Leave Payoff Upon Separation

If you provide two weeks notice of your intent to leave employment with The Autism Model School you will receive full payment of your unused personal leave time. If a two-week notice is not given, The Autism Model School reserves

the right to withhold payment of any unused personal leaves. Upon your separation from employment forfeit any accumulated, unused sick leave.

COBRA

Within the first month of leaving employment at the Autism Model School you are entitled to COBRA benefits if you choose. Any staff who carries Health, Dental and (or) Optical Insurance thru the Autism Model School is entitled to continue the coverage under the COBRA laws.

When you are no longer an employee of the Autism Model School you will receive a notice from Infinisource COBRA Compliance regarding your Health Insurance termination. At that time if you are interested in keeping the Health Insurance, you should follow the mailed instructions and return the information to them. You will be sending your insurance premiums to them every month. This will be the total cost of the Health Insurance. The Board of Directors of the Autism Model School will no longer pay half of your premium.

If you are carrying the Dental or Optical Insurance you will receive a letter from the Autism Model School office informing you of the date your insurance will be terminated. The letter you receive will give you the option of keeping one or both, but you must send in a check to the school address at the beginning of every month to pay your premiums. COBRA options are time limited according to law

Time Clock Use

The time clock is to be used by the Para-professional aides for starting and ending times each day. Para-professional aides are to work the hours of 7:45 AM through 3:15 and 8:00 AM through 3:30 PM. Para-professional aides will be paid their hourly rate.

As with the policy stated in this document regarding extra time worked, or time not worked (example: leaving early for an appointment), the classroom teacher or administrator must approve by initialing on the timecard next to the spot where the different time was punched or written that it is okay with her/him for that to have been done. (See "Additional Time of Work" for more information.) If a Para-professional aide works time outside their regularly scheduled work hours in order for that time to be paid, the classroom teacher and an administrator must approve it in writing.

Break time policy for Para-Professional Aides

All para-professional aides are provided a half hour lunch break and a 15 minute additional break during each 7 ½ hour day worked at The Autism Model School. The classroom teacher is responsible for assigning the lunch breaks and 15 minute break times, and has the flexibility to change the lunch break times and 15 minute break times for the para-professional aides according to

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classroom needs.

All para-professional aides clock out at the beginning of their break times and clock back in at the end of their break times. You may leave school grounds during your break times. All consumption of food and beverage and attention to personal needs are to be completed during the para-professional aide's break time. Additional time taken beyond the scheduled break time including one additional minute is reason for disciplinary action as described in the current policies of The Autism Model School. This policy is separate from the policy for clocking in and out of work at the beginning and end of each day.

All timecards should be completed with the following information before submitting them to the Administrative Assistant for payroll.

- Name of Employee
- Social Security Number(optional)
- The numeric date including the month/date/year on each day of the week
- The employee's signature

See the Appendix for an example of time cards.

Compensation and Salary Deductions

It is the policy and practice of The Autism Model School to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To make sure that you are paid properly for all time worked and that no improper deductions are made, you as a Para-professional aide must record correctly all work time according to the time clock policy, and review your paychecks promptly to identify and to report all errors.

Review Your Pay Stub

The Autism Model School makes every effort to pay its employees correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to attention, The Autism Model School will promptly make any corrections necessary. Please review your pay stub when you receive it to make sure it is correct. If you believe a mistake has occurred or if you have any questions, please bring your paystub to the Administrative Assistant and discuss the issue with her/him.

The time clock is to be used by the Para-professional aides for starting and ending times each day. Para-professional aides are to work the hours of 7:45 AM through 3:15 for the junior high and high school classrooms and 8:00 AM through 3:30 PM for the elementary and high school online classrooms. Para-professional aides will be paid their hourly rate.

Para-Professional Aide

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If you are classified as a para-professional aide, you must maintain a record of the total hours you work each day. These hours must be accurately recorded. You must verify that the reported hours worked are complete and accurate, including where applicable signing your time card. Your time card must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures and meal breaks. At the end of each week, you should submit your completed time card to your supervisor for verification and approval. When you receive each pay check, please verify immediately that you were paid correctly for all regular and overtime hours worked each work week. Do not sign your time card if it is not accurate. Unless you are authorized by your supervisor, you should not work any hours that are not authorized. Do not start work early, finish work late, work during a meal break or perform any other extra or overtime work unless you are authorized to do so and that time is recorded on your time card. You are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work you may perform but fail to report on your time card.

It is a violation of The Autism Model School's policy for you to falsify a time card, or to alter another employee's time card. It is also a serious violation of the school's policy for you or any manager to instruct another employee to incorrectly or falsely report hours worked or alter another employee's time card to under- or over-report hours worked. If any employee instructs you to (1) incorrectly or falsely under- or over-report your hours worked, or (2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, you should report it immediately to the Director of the school.

Salaried Employees

If you are classified as a salaried employee, you will receive a salary which is intended to compensate you for all hours you may work for the School. This salary will be established at the time of hire in your contract with The Autism Model School. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Your salary may also be reduced for certain types of deductions such as your portion of health, dental or life insurance premiums; state, federal or local taxes, SERS or STRS retirement; or, voluntary contributions to a 401(k) or pension plan. In any workweek in which you performed any work, your salary will not be reduced for any of the following reasons:

- Full day absences for approved personal time.
- Full day absences for sickness or disability with accrued sick time available.
- Family and Medical Leave absences (either full or partial day absences) when accrued sick or personal time is available.

Please note: it is not an improper deduction to reduce your accrued vacation, personal or other forms of paid time off for full or partial day absences for personal reasons, sickness or disability.

Tardiness / Absenteeism

The Autism Model School enforces a tardiness / absenteeism policy for all non-administrative staff.

All non-administrative staff, teachers and para-professionals are considered tardy if they are *more* than 4 minutes late in their arrival to work from their regularly assigned start time. Management will follow the appropriate steps. See “Disciplinary Policy”.

If you are too ill to report to work then you must call the main school phone number (419-897-4400) and leave a message with your name and that you are sick before your scheduled start time.

If you as a non-administrative employee take off time for any reason or have established a pattern of behavior and have no sick time or approved personal time, or approved floating days, to cover the time off regardless of a doctor’s note for the absenteeism, the violation will be documented in the “Counseling Documentation Form” (See Appendix).

If you as a non-administrative employee take off time that is not covered by accrued, leave of absence or approved times on more than three separate occasions in a rolling calendar year, you are subject to dismissal from the school, after a review of performance by the Education Director and Director.

Pay Periods / Direct Deposit Policy

The pay period for The Autism Model School is the 15th and 30th of each month. If a pay day falls on a weekend or holiday, the pay date will be moved to the first business day prior to the weekend or holiday.

All payroll checks are processed through direct deposit to your designated account. Upon employment at The Autism Model School, you are required to complete the Direct Deposit Authorization Agreement (found in the Appendix) with a voided check or a savings account deposit slip (or copies of) attached to the agreement. Return form and refer questions to the Administrative Assistant.

The 1st payroll check will not be processed under the direct deposit method to ensure accuracy to the appropriate account. The 2nd payroll check and all those thereafter will be direct deposited.

You will receive via email notification a detailed check stub. Refer questions to the Administrative Assistant.

Job Related Deadlines

You are expected to meet job-related deadlines. If necessary, disciplinary actions will be taken. See “Disciplinary Policy”.

Continuing Education Reimbursement

- 1) Teachers and Para-professional aides may attend continuing education programs after approval from the Education Director and the Director.
- 2) Time granted for continuing education activities should be made up in agreement with the classroom teacher and the Education Director.
- 3) If you attend continuing education programs you are required to present the information obtained at a teacher meeting after the conference has been attended.

Certifications / Training

It is your responsibility if you have certification, including temporary, to maintain current certification and professional development plans on file with the Education Director. All teachers must obtain and maintain Highly Qualified teacher status.

Teacher Mentoring

The Autism Model School has a teacher mentoring program for our current non-certified teachers. The mentoring program will be conducted over the course of one year. The program will be mandatory for all first year teachers regardless of certification.

One Year Mentoring

1. Stage One (First Month)

Informal observations: Education Director will observe new teacher informally in different areas of the classroom, as well as, different times of the day.

Each observation will be followed up by a meeting. During the meeting the Education Director will review the observation. After reviewing the observation, the new teacher and the Education Director will discuss any concerns and/or questions.

In addition to reviewing the observation and concerns, the Education Director will also review:

Weekly lesson plans

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Data collection
 Any crisis reports
 Classroom areas and teaching strategies
 Notes from weekly teacher meetings.

In each area, the Education Director will note questions and concerns as well as recommendations.

This one month process will continue until the Education Director feels stage two can begin.

Finally, the first IEP will be conducted by the Education Director. The new teacher will observe and follow along, using an IEP outline and guidelines with the Education Director. The next IEP will be conducted by the new teacher and will be followed up with an observation by the Education Director.

2. Stage Two (5 month process)

Informal observations and meetings will continue, however they will be held monthly. All areas listed above will also continue to be covered.

3. Stage Three (6months)

At the beginning of the 6th month, the new teacher will receive their 6 month employee evaluation. At this time the Education Director will either elect to continue stage 2 process or begin an “as needed” mentoring program. As needed would consist of monthly meetings to review questions and/or concerns the new teacher may have. In addition, the Education Director and/or the new teacher can request at anytime during stage 3 that stage 2 needs to be revisited.

Two Year Mentoring

Stage Three will continue for one more year for those teachers holding a two year alternative teaching license.

Local Professional Development
 Committee

The Autism Model School contracts with the Lucas County Educational Service Center for Local Professional Development Committee activities.

Veteran’s Day

The Autism Model School, in accordance with the Ohio Revised Code will devote time on or about Veterans’ day to an observance that conveys the meaning and significance of that day. The amount of time each school devotes to this observance shall be at least one hour.

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Credit Flexibility Policy

1. The Autism Model School communicates the aspects of the credit flexibility policy and plan to students and parents through the following methods:
 - A. Information packet sent to parents and students during the first week of the academic year. I
 - B. Included in each student's IEP. (All students attending The Autism Model School are on an IEP).
 - C. Attached to quarterly progress reports.
2. The Autism Model School's credit flexibility plan allows for demonstrated proficiency options on an on-going basis including, but not limited to the passing of cumulative course exams offered on-line at any point in the course, service learning reports of proficiency, research-based project supervisor reports of proficiency, and internship supervisor reports of proficiency.
3. The Autism Model School recognizes any grade of A, B, C, or D to demonstrate proficiency in a particular subject.
4. The Autism Model School allows for demonstration of proficiency to count towards course requirements for graduation.
5. The Autism Model School through its superintendent/designee determines credit equivalency for a Carnegie Unit (120 hours of seat time) for any student's individual work as written in their IEP.
6. The Autism Model School does not limit the number of courses or credits earned through credit flexibility.
7. The Autism Model School allows for both simultaneous credit and/or partial credit to be earned through the credit flexibility process on an individual basis as described in each student's IEP.
8. The Autism Model School does not prohibit access to online education, postsecondary options, or services from another district as approved by the Board.
9. The Autism Model School allows for the acceptance of credit from other districts and educational providers.
10. The Autism Model School establishes provisions on an individual basis with a student's IEP when students do not or cannot complete requirements.
11. The Autism Model School's review process regarding the methods and frequency of communication with students and parents is directed by the Superintendent/designee through the use of surveys, transcript and IEP reviews, and data collection in the first year of the policy. The Superintendent/designee collects and submits performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

Student Classroom Files

An individual classroom file on each student is maintained by each classroom teacher and contains at a minimum a copy of the student's current Evaluation Team Report(ETR), current Individual Education Plan, and any parent/professional contact documented in a contact log. Following an IEP

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meeting, the teacher is responsible for securing a copy of the newly formed IEP. In addition, the teacher is responsible for securing accurate “Progress Charts” for each of his/ her students. When a student withdraws from the school, the classroom file for that student is turned into the Education Director or Assistant Director.

Materials / Supplies

All materials created at the school or purchased by the school must remain at The Autism Model School at all times. If you wish to take materials of any sort belonging to the school off the grounds of the school then you must get permission from the Education Director. When you terminate employment with the school you must leave all materials produced at the school, with the school’s supplies and in the school as property of The Autism Model School.

Classroom Supplies

Any supplies (otherwise not provided) deemed necessary by the classroom team must be submitted to the Administrative Assistant via the Education Director or the Director (See “Supply Request Form”). The Administrative Assistant must receive approval for the purchase by the Director (as well as Governing Board when appropriate) and then must make the approved purchase for the classroom.

Benefiting from School Purchases Policy

Benefiting from School Purchases Policy
The Autism Model School, in compliance with Ohio Ethics Commission Advisory Opinion No. 91-010, prohibits a school official or employee from accepting, soliciting, or using the authority or influence of their position to secure, for personal travel, a discounted or free frequent flyer airline ticket, reward points or other benefit from an airline if they obtained the ticket, or other benefit from the purchase of airline tickets or items from a store for use at the Autism Model School.

School Prayer

General Rule: Organized prayer in the public school setting, whether in the classroom or at a school-sponsored event, is unconstitutional. The only type of prayer that is constitutionally permissible is private, voluntary student prayer that does not interfere with the school's educational mission.

The Autism Model School does not engage in organized prayer with its students. Individual students who choose prayer or religious commentary as a reinforcer for completing tasks are permitted to engage in such prayer or religious commentary as long as it does not infringe on the rights of other students or staff members. Likewise, students with autism who are expanding

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their functional communication abilities through the use of verbal or written prayer are permitted to continue as long as their studies and vocal practices do not infringe on the rights of other students and staff.

Dress Code

Purpose: Comfort, safety and ease of movement for the staff member.

The Autism Model School promotes a dress code of comfort and ease of movement for the staff members. You must be able to physically engage students appropriately including kneeling down to a student's level, sitting on the floor, bending to engage students, and working with students who may be having a severe behavior. Additionally, the school recognizes the value of you being a role model for the students in appropriate attire.

In order to facilitate the demands of the job, the school adopts a dress code that permits the following items to be worn:

1. Any type of pants, slacks, or shorts that covers you entirely from 1 inch below the naval (or higher) to mid thigh for shorts, or any length longer for other types of pants, slacks or capris. The clothing may not show cleavage or undergarments.
2. Any type of upper body covering that covers from shoulders to pants, slacks, capris or shorts upper edge. (No midriff showing and no cleavage showing. Also, no tube tops or strapless tops).
3. Any print, pattern, or drawing on the clothing must be un-offensive to all populations. (No obscene drawings or words, no religiously or politically motivated statements, no references to alcohol or drugs, no skull/crossbones, no promotion of hate activities, and any other drawings or print deemed inappropriate by the administration.
4. During instructional time, shoes must cover the entire front of the foot and the top of the foot. Shoes must have a solid heel covering or strap that secures tightly. You must be able to run in the shoe for the purposes of safely escorting a potentially unsafe situation. (No high heels, flip flops, or open toed shoes or sandals). You are permitted to store appropriate footwear at the school to wear during instructional hours.

Use of Tobacco on School Premises

The Autism Model School prohibits the use of any substance containing tobacco in or on school grounds or at any school-sponsored function. The school posts No-Smoking signs in the school building.

Drug / Alcohol Policy

The Autism Model School prohibits the use of any substance containing alcohol or any substance that is illegal in or on school grounds or at any school-sponsored function. This includes being on school grounds under the influence of alcohol or an illegal substance. The Autism Model School reserves the right to conduct unannounced random drug testing of any school employee, volunteer or contracted employee. Violation of this policy may result in disciplinary action including dismissal. Illegal activity will be reported to local law enforcement.

Personal Effects

The Autism Model School follows the Lucas County Educational Service Center's policy in that all employees of the school are responsible for your own personal effects, and you hold the school harmless for damages or loss of personal effects during the time you are an employee of the school. You are required to sign a waiver upon hire.

Searches

The Autism Model School under the direction of the School Director reserves the right to search your computer within the workplace, private lockers within the workplace, desks within the workplace, or any items within the workplace whether they are locked or unlocked, including your car or truck parked in the school parking lot. You, while at work or on the grounds of The Autism Model School do not retain a "reasonable expectation of privacy" in your computer, private lockers within the workplace, desks within the workplace, or any items within the workplace whether they are locked or unlocked, including your car or truck parked on the company's parking lot.

Cell Phones

The Autism Model School utilizes cellular phones in classrooms and among administrators for purposes of communication and safety. Cellular phones provided by the school are limited to usage in the following manner.

Classroom

Classroom cell phones are used by teachers and staff for the purpose of contacting parents/guardians, or for school-related work during non-instructional times. During instructional times, the cell phone is used by you for safety reasons such as contacting administrators for help in the room, on the playground, or for use on field trips when approved by administration. The cell phone is not to be used during instructional times except in the case of an emergency. The cell phone is not to be picked up by instructional staff during instructional hours unless the ring tone is from an administrator. Cellular

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phones are to be left in classrooms and charged every evening. Every morning, prior to student arrival, cell phones are to be checked for messages. Cell phones are not permitted to be used while driving any vehicle. Cell phones are not permitted for personal use at any time.

Administration

Administrators use cellular phones assigned to them for the purposes of work related calls, both local and long distance. Administrators take their cellular phones to their homes for use after school hours for work related business as needed. Cell phones are not permitted to be used while driving any vehicle. Cell phones are not permitted for personal use at any time.

Personal Cell Phone Use Personal cell phones are to be turned off during instructional and work times. The use of a personal cell phone for any reason during instructional or work time is prohibited and is subject to disciplinary action.

Personal Phone Calls

1. Non-emergency incoming personal phone calls for you will not be transferred to the classroom during instructional hours. Instead, a message will be taken and you will have the opportunity to return the call during the scheduled lunch break or after instructional hours. If the call is an emergency, it will be treated as such.

Incoming calls from a parent may be forwarded to the appropriate classroom, unless a message can be taken.

At no time should personal, non-emergency outgoing phone calls be made during instructional hours.

Infractions could result in disciplinary actions.

2. All personal cell phones are turned off or made silent during instructional hours.

Computer and On-Line Use and Safety

Technology can greatly enhance the instructional programs as well as the efficiency of the district. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the district network or on-line services support learning and enhance instruction as well as assist in the administration. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this

policy and the guidelines below will result in the revocation of the user's access privilege.

It is the policy of The Autism Model School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Unacceptable uses of the computer/network include but are not limited to:

1. Violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy.
2. Using profanity, obscenity or other language which may be offensive to another user.
3. Reposting or forwarding personal communication without the author's prior consent.
4. Copying commercial software in violation of copyright law.
5. Using the network for financial gain, for commercial activity or for any illegal activity.
6. Accessing and/or view inappropriate material
7. Downloading of freeware or shareware programs without prior approval of the Director, Assistant Director or Education Director
8. As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

The Director, Assistant Director and Technology Committee shall develop a plan to address the short and long term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, they shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to on-line services provides connections to other computer systems located all over the world; users (and parents of users who are under 18 years old) must understand that neither the school nor the district can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parent of students must be aware that the privileges to access on-line services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgement of the risks and regulations for computer and on-line use.

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Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Guidelines and Procedures

The following guidelines and procedures shall be complied with the staff, students or community members who are specifically authorized to use the district’s computers or on-line services. These apply also to computer usage after school hours and access during breaks.

1. Use appropriate language. Do not use profanity, obscenity or other language which may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address or phone number or those of other students or colleagues.
3. Note that electronic mail (e-mail) is not guaranteed to be private. Systems managers have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in such a way that it disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be the property of the district.
7. Rules and regulations of on-line etiquette are subject to change by the administration.
8. The user in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses and telephone numbers private. They shall use this system only under their account numbers issued by the district.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.
10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco no shall they promote unethical practices or any activity prohibited by law or Board policy.
11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.

12. Copyrighted material may not be placed on the system without the author's permission.
13. Vandalism results in the cancellation of the users privileges. Vandalism includes unloading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
15. Users are expected to keep messages brief and use appropriate language.
16. Users shall report any security problems or misuse of the network to the teacher or the Director, Assistant Director or Educational Director.

It shall be the responsibility of all members of the Autism Model School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Director or his/her designated representative.

The Director or designated representatives will provide functioning age-appropriate training for students who use the Autism Model School Internet facilities. The training provided will be designed to promote the school's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Computer and On-line Use and Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Security Policy and Procedure for Testing Materials

1. Persons designated to access testing materials are listed on the following page.
2. Procedures for handling, tracking and maintaining testing materials are as follows:

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- Testing materials will be taken from the delivery vehicle to the library to be sorted by the District Test Coordinator (DTC) and Student Services Administrative Assistant.
 - Tracking numbers will be recorded and kept in a locked cabinet in the library. Tests will be locked in the library until distributed to the teachers.
 - Teachers will return all testing materials to the library (which will be locked) each day after testing.
 - When testing week is over, materials will be returned to the DTC to be shipped back to the scoring contractor.
 - Unused testing materials will be locked in the library until shipped back to the scoring contractor.
3. Procedures for investigating alleged violation of assessment security are as follows:
 - Security violations will be reported to the DTC who will then report to the School Director. The Director will take investigative action into the allegations including ensuring due process to any individual accused.
 - This investigation will occur within ten (10) days of the allegation occurring.
 4. Procedures for determining whether to invalidate a student's assessment score are as follows:
 - All questions of whether to invalidate a student's assessment scores must be reported to the DTC.
 - The DTC will report the allegations to the School Director.
 - The School Director and DTC will determine if any wrongdoing has occurred and determine whether to invalidate a student's assessment.
 5. This written security procedure will be communicated with all employees who have access to secure testing materials each school year.

Staff Meetings

All classroom teachers are required to attend the scheduled conferences or meetings related to students in their classrooms, whenever the meetings are scheduled, as part of their regularly assigned duties. Additionally, as a classroom teacher, you are required to attend planned educational and training meetings and conferences as part of their regularly assigned duties.

All Para-professional aides who work the hours of 8:00 AM – 3:30 PM or 7:45 - 3:15 are required to attend scheduled classroom staff meetings, and implement or complete any issues or tasks that are discussed and assigned by the classroom teacher in the meetings.

All Para-professional aides are required to attend all assigned parent/student meetings, and all assigned professional/educational training meetings and conferences when they are assigned.

You are required to attend staff meetings as scheduled by the Management Team.

Chain of Communication

The Autism Model School endorses an open door policy regarding issues of concern to any individual employed at the school. The organizational chart provided in the appendix is followed for all conversations / discussions concerning work related issues.

When programming, behavioral or transportation questions or concerns arise in the classroom, the teacher should be the point of contact by Para-professionals. If the question or concern is not resolved, the issue should then be brought to the attention of the Education Director. If for any reason the issue is not resolved, the Director will address it. If the issue is not addressed satisfactorily by the Director, the School Board should be notified.

In all cases of the safety and welfare of students, staff or school, the Management Team should be notified (Director, Education Director, and Assistant Director). The Management Team will discuss possible resolutions.

Organizational Chart

A copy of the organizational chart of The Autism Model School can be found in the Appendix area of this document. It has been added to the Employee Handbook to assist employees when determining the proper chain of communication in cases of issues or concerns. The Management Team is always available to you if you feel uneasy talking with your direct supervisor about sensitive issues.

Performance

You are guaranteed consistent and fair evaluations of performance. For any actions considered to be disciplinary, see "Disciplinary Policy".

For serious offenses, determination of disciplinary actions is at the discretion of the Director. Supportive documentation and witnesses' accounts should be written and placed in the employee's personnel file, via the Administrative Assistant.

Code of Ethics

We expect Autism Model School employees to ethical in their conduct. It affects our reputation and success. The Autism Model School requires employees to carefully follow all laws and regulations and to hold themselves to the highest standards of conduct and personal integrity. Our continued success depends on our families' trust. Employees owe a duty to the Autism

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Model School to act in ways that will earn the continued trust and confidence of the public. We expect you to be honest, dependable, and courteous and to work cooperatively with others and to devote your energy during working hours to performing the duties and responsibilities assigned to you.

As an organization, the Autism Model School will comply with all applicable laws and regulations. We expect all employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to not do anything that is illegal, dishonest or unethical.

Employees may not solicit or accept gifts, gratuities, favors, entertainment, loans, compensation or special discounts on products for personal use from a person or company with which the Autism Model School does business or is likely to do business.

Whistleblower

Purpose

The Autism Model School is committed to high standards of ethical, moral and legal business conduct. In line with this commitment, and Autism Model School's commitment to open communication, this policy aims to provide an avenue for employees to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing.

This whistleblowing policy is intended to cover protections for you if you raise concerns regarding

Autism Model School, such as concerns regarding:

- incorrect financial reporting;
- unlawful activity;
- activities that are not in line with Autism Model School policy, including the Code of Business

Conduct; or

- activities, which otherwise amount to serious improper conduct.

Safeguards

Harassment or Victimization - Harassment or victimization for reporting concerns under this policy will not be tolerated.

Confidentiality - Every effort will be made to treat the complainant's identity with appropriate regard for confidentiality.

Anonymous Allegations - This policy encourages employees to put their names to allegations because appropriate follow-up questions and investigation may not be possible unless the source of the information is identified. Concerns expressed anonymously will be explored appropriately, but consideration will be given to:

- The seriousness of the issue raised;
- The credibility of the concern; and
- The likelihood of confirming the allegation from attributable sources.

Bad Faith Allegations - Allegations in bad faith may result in disciplinary action.

Procedure: 1. Process for Raising a Concern

Reporting- The whistleblowing procedure is intended to be used for serious and sensitive issues. Such concerns, including those relating to financial reporting,

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unethical or illegal conduct, may be reported directly to the Director. Employment-related concerns should continue to be reported through your normal channels such as your Director Supervisor.

Timing - The earlier a concern is expressed, the easier it is to take action.

Evidence - Although the employee is not expected to prove the truth of an allegation, the employee

should be able to demonstrate to the person contacted that the report is being made in good faith.

Procedure: 2. How the Report of Concern Will be Handled

The action taken by the Autism Model School in response to a report of concern under this policy will depend on the nature of the concern. The Audit Committee of the Autism Model School Board of Directors shall receive information on each report of concern and follow-up information on actions taken.

Initial Inquiries - Initial inquiries will be made to determine whether an investigation is appropriate, and the form that it should take. Some concerns may be resolved without the need for investigation.

Further Information -The amount of contact between the complainant and the person or persons investigating the concern will depend on the nature of the issue and the clarity of information provided.

Further information may be sought from or provided to the person reporting the concern.

Staff Assignments

The administration of The Autism Model School will place and change instructional staff from classroom to classroom, or job tasks on an as needed basis for the purpose of serving the best interests of the students and assuring student safety.

Disciplinary Policy

The following policy will be used as a method to work with you and management to ensure practices and improvements. Documentation of violations include (but are not limited to): Tardy/ Absenteeism, Policy or Procedure Violation and Personal Performance (See "Violation Documentation Form" in Appendix).

All meetings to discuss violations must include employee, direct supervisor and a member of the administrative team.

1. First Offense: Documentation of violation and methods of improving the condition is signed by all participants and placed in your file. If you refuse to sign all other team members will witness and document as such on the form. Deadlines for improvement will be agreed upon. A follow-up meeting on the deadline date will occur to review improvements made. This meeting will be indicated on the documentation form.

2. Second Offense: Documentation of violation and methods of improving the condition is signed by all participants and placed in your file. Deadlines for improvement will be agreed upon. A follow-up meeting on the deadline date will occur to review improvements made. This meeting will be indicated on the documentation form. This documentation serves as a final warning.
3. Third Offense: You will meet with the immediate supervisor, Education Director and Chief Administrator to review the documentation of the 3rd offense as well as other documentation found in their personnel file. This 3rd offense is grounds for dismissal if the Administrative Team agrees this is appropriate after reviewing all documentation. If the Administrative Team agrees to keep the employee, a detailed improvement plan is documented with specific date for review. Each offense following the third will be potential grounds for dismissal.

Each offense is removed from consideration of this policy after one year has lapsed since the time of the incident. Documentation of the offense(s) may also be removed from consideration after the trends of incidents are deemed by management as improved.

Grievance Procedures

It is the policy of the school that prompt consideration be provided for employees' questions or complaints regarding working conditions, relationships, work performance review, or discrimination because of race, religion, sex, orientation, age, disability or national origin. You have access to responsible and receptive administrative persons for discussion of such matters. Staff members who have a grievance should follow the steps below:

- | | |
|-----------|---|
| Step I. | Meet with the individual you have the grievance with. |
| Step II. | Meet with immediate supervisor |
| Step III. | Meet with appropriate Coordinator |
| Step IV. | Meet with the Director |
| Step V. | Meet with designated Board members |

Child Abuse Reporting

I. Legal Obligations

If you having reason to believe that a child less than 18 years of age or an identified handicapped child through 21 years of age has suffered any wounds, injury, disability or condition of such a nature as to reasonably indicate abuse and/ or neglect of the child, are required by Section 2151.421 of the Ohio Revised Code to immediately report this information. The expedient reporting of suspected child abuse or neglect is a legal and moral obligation of all school employees. It is emphasized that "to suspect" is not "to accuse". It is also emphasized that the legal requirement is not discretionary or optional- but mandatory. Failure to report suspected abuse and/or neglect is a misdemeanor of the fourth degree and several cases have been prosecuted in the Lucas

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County courts. The professional who knows or suspects abuse and or neglect, but fails to report, also may be liable for contributing to the abuse and /or neglect of a child.

II. Definitions

Three basic forms of child maltreatment are recognized: the abuse of a child, the neglect of a child and the endangering of a child.

- A. Abuse represents an action against a child. It is an act of commission and is characterized in three categories:
 - 1) Physical abuse – non-accidental injury of a child.
 - 2) Sexual abuse – any act of a sexual nature upon or with a child. The act may be for the sexual gratification of the perpetrator or a third party.
 - 3) Emotional abuse – chronic acts which interfere with the psychological and /or social development of the child.

- B. Neglect is a failure to act on behalf of a child. It is an act of omission and is generally characterized in two categories:
 - 1) Physical neglect – failure to meet the requirements basic to a child’s physical development, such as supervision, housing, clothing, medical attention, nutrition and support.
 - 2) Emotional neglect – failure to provide the support and/or affection necessary to the child’s psychological and social development.
An additional category that is especially important to the teacher or school authority is:
 - 3) Educational neglect – failure to ensure a child’s opportunity to learn in a school or home environment.
 - 4) Endangering of a Child – creating a substantial risk to the health or safety of a child, by violating a duty of care, protection, or support.

III. Procedures for Reporting

- 1) If you have reason to believe that a child is being, or has been, abused and / or neglected you shall immediately make a written report and must verbally report your concern to the Children’s Services Board in the county where the child resides.

- 2) Since it is the responsibility of the CSB worker to investigate suspected abuse and / or neglect, you shall not pressure the child to divulge information regarding specific circumstances or the identity of the perpetrator.

- 3) Under Section 2151.421 of the Ohio Revised Code, reports of suspected child abuse and / or neglect are confidential. You should be aware that the reporting person is immune for civil or criminal liability for reporting.

Abuse Policy

The Autism Model School has adopted the following definitions of verbal and physical abuse. Failure to abide by the definitions and to adopt behavior reflecting the definitions may result in removal from employment. Reports of these defined abuses by staff or outsiders will result in an investigation by the Management Team.

Definitions of Verbal Abuse

- 1) Using profanity towards anyone.
- 2) Using a sarcastic tone or sarcastic words about a student or towards a student.
- 3) Using a sarcastic tone or sarcastic words to anyone about the school, a class, or any student.
- 4) Lack of a positive and enthusiastic tone when a student engages you.
- 5) Lack of a positive and enthusiastic tone when you are attempting to engage students.
- 6) Failure to respond to a student's attempt at communication or engagement.
- 7) Any verbal "blame" directed to a student or about a student, parent or family member at any time, including when severe behaviors are being dealt with or afterwards.
- 8) Any derogatory comments about any aspect of a student's appearance or behavior even if it is meant in a playful way.
- 9) Any derogatory comments about a student's family at any time.
- 10) Discussions with staff or other adults (with students not included in the discussion for programming purposes) about your personal activities, interests, or concerns, when the students are in session during the day, and you are working with them and supervising them.
- 11) Any other actions, comments or discussions deemed unprofessional will not be tolerated.

Definitions of Physical Abuse

- 1) Striking a student with your hand or any object.
- 2) Pushing a student with force unless it is a safety issue, or a reaction issue (swinging).

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- 3) Restraining a student with rope or a rope-like object, or secluding or “caging” student with furniture even if done in a playful manner.
- 4) “Yanking” a student for any reason other than a safety issue.
- 5) Pulling a student’s hair or any part of their body or clothing for any reason other than a safety issue.
- 6) Failure to respond appropriately to a student in distress.

Confidentiality Policy

The Autism Model School adopts the policies as specified in the most recent *Model Policies and Procedures for the Education of Children with Disabilities*, The Ohio Department of Education, Columbus, Ohio. The Autism Model School adopts revisions and addendum to these policies and procedures as they become available through the Department of Education. More specifically “maintaining confidentiality” means that no employee discloses any information regarding students and/or staff at the Autism Model School other than information needed to carry out the school’s programming among staff members.

Protecting our School’s information is the responsibility of every employee. We all share a common interest in making sure it is not improperly or accidentally disclosed. Do not discuss the School’s confidential business with anyone who does not work the Autism Model School. Internal discussion of confidential student matters, personal data or other sensitive information must also be strictly and appropriately limited. Employees who improperly use or disclose confidential information will be subject to disciplinary action, up to and including termination of employment, and legal action may be pursued.

Service Animals Policy

Individuals with disabilities are permitted to be accompanied by their service animals in all areas of the school’s facilities. In compliance with Federal law, the Autism Model School permits the use of service animals in the schools for those individuals with qualified disabilities.

Personal Use of the Autism Model School Property and Name

Purpose: The purpose of this policy is to differentiate between appropriate and inappropriate use of The Autism Model School Property, Name, and Leased Space.

Definitions: The Autism Model School property includes supplies, equipment, tools, books, furniture, art objects, vehicles, facilities, name, and all other

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assets owned, leased by, or in the custody of The Autism Model School. This includes both inventoried and non-inventoried items.

Policy:

- A. Faculty, staff, volunteers, and visitors may use The Autism Model School's property only for work-related activities. Students may use The Autism Model School property only as required in pursuing their studies. Faculty, staff, students, volunteers and visitors may not use The Autism Model School property to pursue personal activities or endeavors.
- B. At no time may The Autism Model School property be removed from The Autism Model School premises without the written approval of the school Director.
- C. In some instances The Autism Model School's property is available for lease or loan by you or students providing that appropriate fees are paid (if applicable), requirements are fulfilled, and appropriate documents are filed.
- D. Use of The Autism Model School property for personal use may result in disciplinary action.
- E. The use of The Autism Model School Name (or its former name, The M.O.D.E.L. Community School) to promote another business is not permitted.
- F. If you as an employee of The Autism Model School engage in work with another company you are not permitted to promote the other company at or through The Autism Model School.

Student Attendance Policy

The Autism Model School recognizes that students with autism often have associated immune deficiencies and/or abnormal metabolic profiles that result in increased illnesses compared to typically developing students. Additionally, it is recognized that sleep disturbances are common among children with autism, and may regularly cause a student to be awake most of the night. Finally, the severe behaviors that are classic symptoms of autism may wax and wane with any individual child.

Because of these specific behavior and health idiosyncrasies, The Autism Model School adopts a liberal definition of "illness". This definition includes times when a student has been awake most or all of the previous night, regular physician and health service provider appointments to address physical issues, and extreme negative behavior prior to school, when in the parent/ guardian's best judgment, the student should be kept home.

Because the school is a year-round school, it is recognized that families may plan vacation time during the scheduled school year. To accommodate this "normal" family function, the school allows a total of 15 days of vacation time as approved absence during any school year, with the school year defined as starting in the fall semester, and ending after the summer school session.

Missing and Absent Children

Classroom teachers take daily student attendance and report attendance on a daily basis to the Administrative Assistant. The Administrative Assistant compares the daily classroom attendance with the messages received that day indicating non-attendance of any student by their parent or guardian. For any student who is reported absent by the classroom teacher's attendance report, but for whom the Administrative Assistant has not received a message from a parent or guardian excusing the child from school, the Administrative Assistant calls the contact information for the student to inform the parent or guardian of the child's absence.

Field Trips

Classroom teachers can plan field trips, after approval by the Education Director. All students who go on the field trip must have a signed copy of the "Field Trip Permission Slip", found in the Appendix, at the school prior to attending the field trip. The classroom teacher is required to take all medical/emergency forms for all students attending the field trip with him/her. A first aid kit is packed for use during the field trip if needed. Classroom teachers should verify the availability of the first aid kit before each field trip. Classroom teachers indicate the advisability of including parents with each field trip. You are not permitted to use your own vehicle for the transportation of students, self or other staff to or from the field trip.

Incident / Accident Reporting

If a student at the school is involved in an incident or accident that causes bodily harm or potential physical harm to that same student, the parents / guardians are notified as quickly as is reasonably possible. Examples of injury include: hitting, biting, kicking, falling, cuts or bumps of any sort, hair pulling, scratching, bee stings and any other incident that occurs leaving the potential for bruising.

Procedure:

1. Management is notified.
2. Parent or guardians are called by the classroom teacher (or Management if the teacher is unable to make the call) and spoken to in person if possible.
3. An injury report (See Injury Report in Appendix) is filled out by the person who was most closely involved and copies are made: (1) for parents and (1) for school file.
4. If the incident warrants a call to 911, this should occur before steps 1, 2 or 3. All steps will be completed following the emergency.

If you are injured by a student, the injury report must be filled out.

This applies to all staff related to the school, including drivers and volunteers.

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If you are involved in an incident or accident that causes bodily harm where first aid care is needed to either them or student, must complete the “Injury Report Form” found in the Appendix. If additional medical care is necessary, you must also complete an “Authorization for Release of Medical Information” form (found in the Appendix) to receive benefits under the Bureau of Workman’s Compensation. You, as the injured employee are to enter St. Luke’s Hospital’s E.R. and state at admittance that they are entering under a Workman’s Compensation claim. All costs will be reimbursed under that claim. You are required to complete all initial and follow-up documentation in a timely manner.

Crisis Behavior Reporting

A crisis behavior is defined as: when a student is no longer in control of his or her behavior or indicates (by warning signs) that they are going to lose control of their behavior.

There should always be two staff available during a crisis behavior.

If an injury occurs during the crisis behavior, an injury report must also be completed.

Following a crisis behavior:

1. Complete the crisis behavior report as applicable to the student in the crisis.(See Appendix)
2. Conduct a debriefing meeting if the crisis follows an unusual pattern or circumstance.
 - 1) include all classroom staff and administrators as necessary
 - 2) decide as a team what is to be done to prevent the crisis from happening again
 - 3) have all team members sign the bottom of the form
 - 4) submit form to Education Director’s mailbox
 - 5) Inform parents of incident but don’t send home crisis report home

Employee Access to Personnel Files

All employees, former employees, and representatives of employees may view certain contents of their personnel file with advance notice to the Administrative Assistant.

Documents that relate to your qualifications for hire such as the application, promotion, disciplinary action, and transfer may be viewed. Additionally, you may review policy signoff forms and training records.

Documents that you may not review include: references or reference checks, records of any investigation undertaken by management, medical records, documents related to a judicial proceeding, any document that would violate the confidentiality of another employee, and documents used for employee planning.

Procedure

If you want to review the allowable contents of your personnel file you should contact the Administrative Assistant with 24 hours notice. Former employees, or people unknown to the Administrative Assistant, must present identification and/or proof of permission to access the personnel file.

Personnel files must be reviewed in the presence of an Administrative staff person. No part of the personnel file may be removed from the file or building by the employee.

Photocopies of the file, or portions of the file, may be requested by you. Within reason, an Administrative staff person will provide photocopies. For extensive copying, you will need to pay for the photocopies.

If you are unhappy with a document in your personnel file, in the presence of the Administrative staff person, you may write an explanation or clarification and attach it to the disputed document.

You may also ask to have a document removed from the personnel file. If the Autism Model School Director agrees, the document may be removed. If the Director disagrees, the matter may be appealed to the School Board.

Reporting Employee Accidents

If you experience injuries, accidents, or “near misses” while working at The Autism Model School you must complete an incident form as contained in the appendix. All injuries, accidents, and “near misses” regardless of the severity of the injury must be recorded and turned in to the immediate supervisor at The Autism Model School. Failure on the part of you to complete an incident form may result in loss of benefits from The Bureau of Workers Compensation, or disciplinary action for non-reporting of dangerous situations.

Medication Policy

No medication of any kind will be given to a student unless there is a prescription from a doctor and the medication is in the original bottle. This includes over-the-counter medication as well as prescription medication. A prescription bottle must have the date on it for the month it was filled. This means parents cannot split a prescription between two bottles and give the school a bottle without the current date on it. A separate form is available for parents in the event a parent would want the classroom staff to apply, lotion, sunscreen, deodorant, etc.

The Authorization for Medication and/or Authorization for the Possession and Use of Asthma Inhalers form must be completed by the physician and the parent in order for the medication to be given at school.

In the case of prescribed medication, parents are responsible for providing the school with any medication in its original container and a completed doctor’s

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statement as to how the medication is to be administered. The doctor and the parent must both sign the Authorization to Administer Medication form and/or the Authorization for the Possession and Use of Asthma Inhalers form. The classroom teacher or his/her delegate distributes medications to students under the following conditions:

1. The medication is provided to the classroom teacher in the original prescription bottle with a current date, and the student's name on the prescription bottle.
2. The parent provides a Medication Administration form and/or the Authorization for the Possession and Use of Asthma Inhalers form completed by the doctor and the parent with specific instructions of the time and amount of medication to be given to the student.

For over-the-counter medications, vitamins, supplements, etc. a Medication Administration form must be completed and signed by the doctor and the parent and the medication must be in the original container.

Prescriptions in properly labeled bottles are distributed to students by the classroom teacher, or his/her delegate.

Prescription and over-the-counter medications need to be transported to and from the school by the parents. If parental transportation is not available, the parent can give the medication directly to the van driver and the van driver will deliver the medication to the classroom teacher. Students may not transport medications to and from school in their book bags. Emergency medications such as asthma inhalers or other medications that need to be readily available to the student on an emergency basis may be transported in the student's book bag.

Upon arrival at the school, the medication will be counted and inventoried by school administration and classroom teacher using the directions described on the Medication Inventory Record. The Medication Inventory Record will be maintained in the Assistant Director's Office and will be made available to administration and classroom teachers in order to have the necessary amount of medication at school.

Medication Disposal

Unused or expired medications will be properly disposed of at school as recommended by the Lucas County Health Department unless other arrangements have been made with parents to retrieve the medication from the classroom teacher. It is the responsibility of the parents to inform the school they will retrieve the outdated /unused medications within one week of expiration.

The method of disposal will be to mix the unused medication with something undesirable in a lidded container. The container will have any personal information removed before disposal. The container will be placed in the trash.

Hand washing



Studies have shown that hand washing and personal hygiene are the most

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important measures a person can use to prevent illness and communicable disease. Many germs can live for long periods on tables, counters and other hard surfaces. Hand washing with soap and warm water for a minimum of twenty seconds, paying close attention to the surfaces between the fingers and on the back of the hands, is best for removing dirt and germs. The proper use of hand sanitizers is also useful in controlling the spread of germs.

It is the policy of the Autism Model School that students and staff will wash their hands with soap and water;

1. After using the rest room.
2. Before and after eating.
3. If their hands are visibly soiled.
4. If the student or staff member has encountered chemicals or other items, such as soil, in a science lab, art room, vocational facility or other educational venue that soils hands.
5. If the student or staff member encountered chemicals during cleaning the school environment.
6. After cleaning animal habitats or handling animals.
7. Before and after each task when preparing food in any class.
8. After athletic practices and games.
9. If the students or staff member has encountered bodily fluids (e.g. blood, nasal discharge, mucous from coughing, etc.)
10. After recess
11. After sneezing or coughing.

When soap and water are not available and hands are not visibly soiled, CDC guidance assure that alcohol-based, waterless disposable hand wipes or gel sanitizers may be used in place of hand washing on most occasions. Not all sanitizers are effective, however. A 60 percent minimum alcohol concentration is necessary to kill most harmful bacteria and viruses.

Hand washing signs will be posted at all rest rooms and/or hand sinks.

Soap, warm water and towels or an air dryer will be located at all hand washing areas.

The school will provide education in hand washing and hand hygiene at least once every school year.

Staff Medication

Personal use of over the counter medication and prescription medication will occur during scheduled break times and in a room not occupied by students. Personal medication of any kind will not be kept in the classroom, unless it is in a locked compartment and clearly labeled.

Building Safety Plan

Fire and Tornado Drills

Each month the staff and students of The Autism Model School shall participate in a “real-time” fire and tornado drill as outlined by the State of Ohio Department of Commerce, Division of State Fire Marshall.

Fire Emergencies

In the event of a fire that threatens The Autism Model School, you and the students follow the evacuation plan found in the disaster plan to appear later in the building safety plan.

Fire Emergencies Disaster Plan

If you notice a fire of any size, you are to go to the nearest fire pull station and activate the fire alarm by pulling down on the lever. Upon activation of the fire alarm, you are to guide all students and staff outside to the nearest exit. All students and staff will then move around the building to the east parking lot away from Tremainsville so that the administration can take attendance..

Classroom teachers should take a head count of students and staff immediately upon exiting the building and every five minutes thereafter. Staff and students should re-enter the building only after being approved to do so by a member of the Administration. If the fire is not controlled, administration along with the fire department will provide instruction for staff and students in terms of further movement.

A call to the fire department should be made by via the cell phones located in the transportation vehicles or personal cellular / phones after the fire has been confirmed.

Tornado Emergencies

In the event a tornado warning is issued in the geographic area of The Autism Model School, all students and staff are to immediately go into the hallways. Teachers will take with them the classroom phone and student emergency medical forms. Students will sit along the wall. Everyone is to remain in the hallway until the warning has been lifted, or a member of the Administration or personnel from the outside with appropriate training gives the okay to leave. Parents will be notified after the "all clear" has been established.

Pesticide Policy

In accordance with Ohio State Law 901:5-11-15, the Autism Model School has The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

adopted a policy for pesticide use the school.

Parents and staff will receive written pre-notification of pesticide applications made in school classrooms. This will be completed by the Assistant Director who will serve as the contact person for pesticide applications.

Pesticides will only be used during non-business hours for no longer than four hours. A sign will be placed at the front door saying "Pesticide Treatment Area. Do Not Enter Before (the date and time where re-entry will be permitted into the treatment area)."

As the contact person, the Assistant Director will also keep a record of the pesticide applications and documentation of notifications. These records will be maintained for one year.

Lockdown Procedure

The Autism Model School will practice the lockdown procedure two times a year.

Tremainsville Road

When a perceived threat enters or attempts to enter the building, anybody at the front desk will immediately use the intercom to inform the building that we are going into "lockdown".

Upon hearing word "lockdown":

- Administrator 1 will call the Annex to inform them of the lockdown. The Venus Classroom will call Archer informing them of the lockdown.
- All administrative and therapeutic staff will report to the office for further instruction with the exception of those personal in the annex who remain there but keep in contact through the phone.
- All rooms will immediately lock their doors, turn off their lights
- Gather their cell phones and emergency medical forms.
- Have all students and staff go to an area that cannot be seen from outside windows determined in advance. In some cases, students will be moved to the hallway.
- They will remain in this area until they receive a call from the administration or local law enforcement stating that everything is "all clear".

All staff will answer a phone call from another classroom under the assumption it is an emergency situation. They will continue to observe the cell phone policy as outlined in the Employee Handbook for all other calls. No phone calls will be answered during instructional time from parents, personal calls or from an unknown caller.

Upon hearing the word "lockdown" Administration and all employees not assigned to a classroom will report to the office for further instruction including:

- Call 911 if the incident is directly involving our school.
- Meet with outside responders if safe to do so.
- Sweep areas to make sure all students and guests are returned to a classroom.

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- Check that all hallway outside doors are locked.
- Call and inform the Supernova Classroom that we are in lockdown.
- Call all classrooms on out-of-school trips and inform them to stay where they are and do not return until they have received permission from the administration or law enforcement.
- Help escort students back to their classroom.
- Determine if situation is adequately addressed and make decisions how to handle situations.

If an intruder is in the building, an Administrator will use the public address system and say “intruder in the building”.

Upon hearing this phrase, all students and staff will lie on the floors on the classrooms and wait for further instruction.

Bomb Threats / Terrorism

Bomb threats are considered an act of terrorism and are addressed in the Building Safety Plan below as terrorism.

Building Access Policy

Safety is a priority of the Autism Model School. We work to provide a safe environment for all students, staff and visitors. Wearing identification badges and locking the doors accomplish this.

1. Identification Badges:
 - Employees wear their identification badges whenever they are on school grounds. If an employee should lose their badge, then they may be required to pay a fee to replace it.
 - All visitors are required to:
 - A. Ring the doorbell for entry to the school.
 - B. Sign in at the office.
 - C. Receive and wear an identification badge during their time on the school grounds.
 - D. If you should identify a visitor not wearing a badge, you should escort the person to be signed in. In the event a visitor refuses to sign in or wear an identification badge, the employee should call 911.
2. Doors locked:
 - All doors are locked between the hours of 8:00 am and 3:30 pm. Employees leaving the building for any reason during this time will have to enter through the front door.

If a serious accident or death of a student or staff member should occur during school hours or on school property:

1. Call 911 and begin first aide/ CPR.

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2. Administrative Assistant calls the appropriate emergency contact.
3. Classroom staff removes all other students to a more appropriate location. If the incident occurs in a classroom, students should go to a sensory room, gym or playground.
4. Director decides if closing the school is appropriate.
5. If the school does close, the Administrative Assistant with help from administration staff will begin calling van drivers, parents and media to let them know of early dismissal.
6. Should the school remain open to the end of the school day; the director will write a letter going home to parents explaining the situation.
7. Classroom teachers do not leave until every student in their class has been picked up and they have talked with the Education Director. Para-Educators may leave when directed by teachers as the staff/ student ratio becomes appropriate. This staff ratio will be determined by a member of the administration team as appropriate to the specific needs of each classroom.
8. Administration team and School Board meet directly after school to discuss incident.
9. Director calls media with a statement.

If a serious accident or death occurs outside of school hours and property:

1. Administration team and available board members are contacted and meet immediately.
2. Team decides whether or not to close school the following day with director having final decision.
3. Director calls family to offer supports and sympathies.
4. If school does close for the following day, the administration will begin calling parents to pass along information. Should school not close for the following day, a letter will be written and sent home with students informing parents of the situation.

In the event of a funeral for a staff member or student:

1. Days before the funeral the administration under advisement of school board members decide whether or not to close school the day of the funeral.
2. A letter goes home to the parents explaining why the day is being taken off and when school will resume.

In the event of a disaster that requires evacuation:

1. Call 911 and inform of the situation. Follow directions of 911 operators in the event of injury.
2. Contact administration about the incident and the administration will inform the rest of the staff.
3. We will evacuate to the emergency parking lot at Flower Hospital. This will provide one safe place for all parents to find us easily.
4. A copy of the evacuation plan will be placed in visible area of the classroom along with the student emergency medical forms and vehicle evacuation

plans. You will take assigned staff vehicles to load students using preference for those with the most seating. Teachers will also take classroom phones.

5. The Administrative Assistant will take a passenger seat in a vehicle with a cell phone and the emergency medical book. She will begin to call parents and give them appropriate information.
6. An Administrator will call media and Red Cross informing them of our move and where parents can pick up their children.
7. Teachers should bring appropriate medications and emergency supplies as pertaining to their classroom.
8. Administration will oversee the loading of vehicles with students and emergency kits.
9. Vehicles will proceed to Flower Hospital in a caravan drive.
10. Once at Flower Hospital those students requiring medical attention will be taken into the hospital immediately. A designated administrator will speak with hospital personnel and find out if a separate area is available for our staff and students to wait for parents. Until such an area is secured, staff and students will wait in the vans.
11. Students do not leave until their parents/ guardians or emergency contact person(s) have talked with the classroom teacher.
12. Students may only leave with people who are listed on the Release of Student Form. Copies of these forms will travel with the Administrative Assistant.
13. Teachers do not leave until all students in their class have been picked up and they have talked with the Education Director. Para Educators may leave as staff/ student ratio becomes appropriate and their class teacher has dismissed them. This staff ratio will be determined by a member of the administration team as appropriate to the specific needs of each classroom.
14. Students with guardians/ parents that lack transportation to pick them up will be provided a way home through the administration.
15. School will resume when the disaster has become safely and securely attended to by the appropriate relief personnel in the community. Parents and staff will be informed of this through media channels.
16. The administration and board will meet as soon as possible to plan accordingly.

In the event of a disaster that requires us to stay on school grounds with potential Lock Down)

1. Call 911 and follow directions of the 911 operators.
2. Classes will continue to run as scheduled with the exception that there will be no outside activities. If “Lock Down” is decided—no one leaves the building and no one enters the building until the “Lock Down” is lifted.
3. The Director will call the Red Cross and media with a statement and needed requests. The Director will determine if a “Lock Down” is needed.
4. The Administration Assistant will call parents and inform them of the situation. Parents will be encouraged to follow police and Red Cross directions for entering the area.

5. Children will only be released to people listed on the Release of Student Form when the administration has lifted “Lock down”.
6. You will be required to stay in the building until police or other disaster personnel have made the area safe and secure.
7. Should the students and staff be required to stay in the building after regular school hours, schedules will be set with the help of administrative support staff.
8. Emergency supplies will be handed out as needed.

A disaster includes, but is not limited to: community explosions, acts of terrorism, natural disasters, gas leaks and building damage.

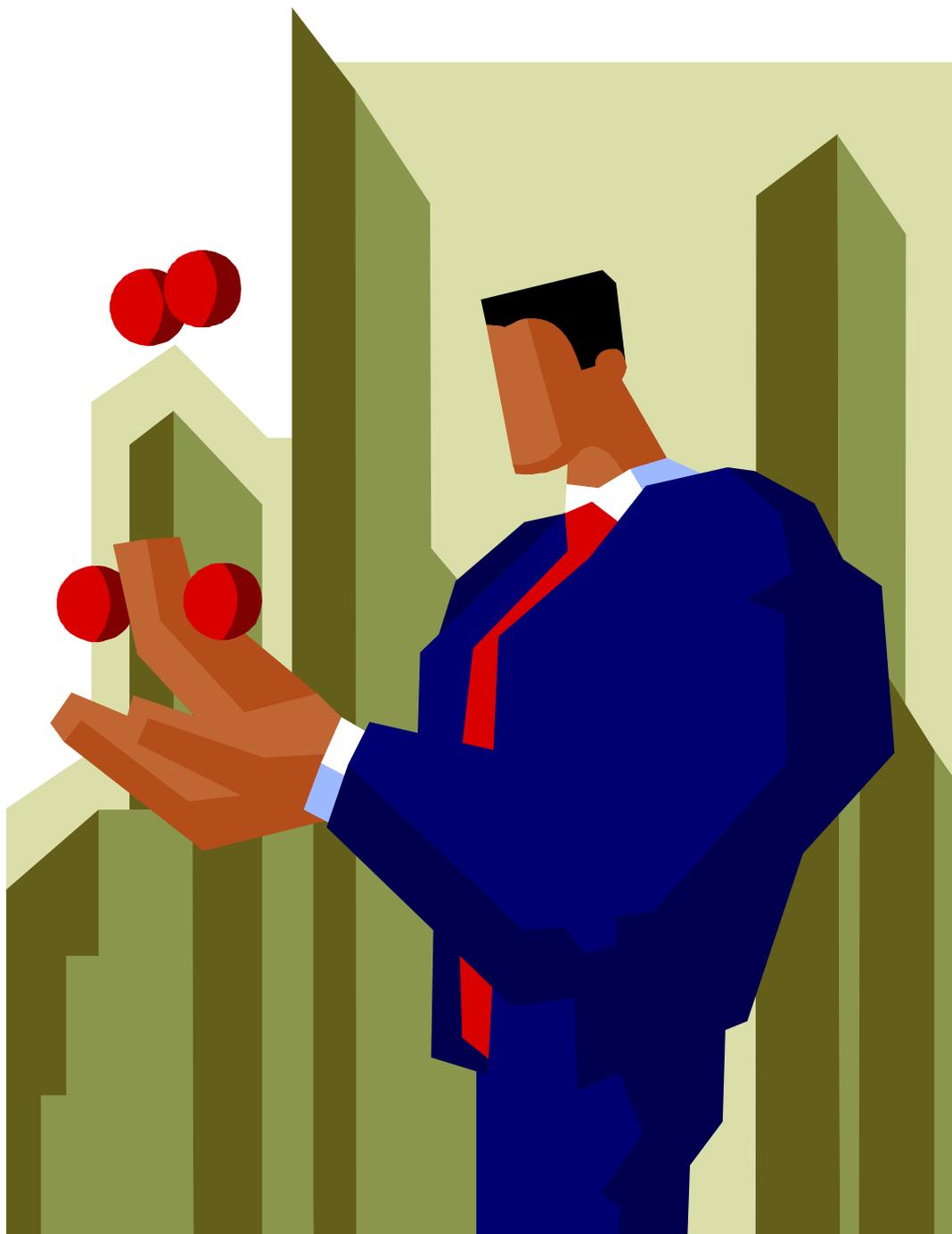
In the event that a member of the administration team is out of the building, the highest-ranking administrator will assume responsibility for the duties of the absent administrator and delegate these responsibilities as appropriate.

In the event that a group of staff and students are out of the building on a field trip or other occurrence and a disaster happens back at the school or in their location:

1. The most senior staff person calls 911 as appropriate and evacuates as appropriate.
2. The same staff member calls the school and lets them know of their location and situation.
3. If the disaster takes place back at the school, the group will proceed to Flower Hospital and park in the back near the emergency entrance.
4. If the disaster happens to the group or in their location, the group will follow the directions of the local police or Red Cross personnel.
5. If a serious injury or death occurs on the field trip, call 911 and follow the directions of the operator.

End of Policies—Job Descriptions continue on next page.

Autism Model School Job Descriptions



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Director

Reports To: School Board

Job Description: Responsible for ensuring the school operates on sound financial basis, complies with all applicable laws and regulations, has the necessary resources to operate and has the support of school parents, volunteers, and selected professionals and government officials within the community.

Essential Responsibilities:

- Attend and report at each board meeting.
- Oversee fund raising from government and private sources, including researching, identifying and preparing of grants and contributions.
- Maintain current information on legislation and trends pertaining to community school law & state finances that could impact the school and people with autism.
- Act as the school's liaison with the state legislature, key bureaucrats with agencies charged with serving children with autism, local public schools, school unions, other community schools, and the Lucas County Educational Service Center.
- Oversee the negotiation & implementation of the school's contract with Lucas County Educational Service Center.
- Serve as the school's primary public relations person.
- Advocate and promote public awareness and relationships with a variety of audiences.
- Supervise mediation as necessary.
- Work directly with the Board of Directors to create budget, implement short and long-term visions and goals.
- Create a strategic plan and school development.
- Oversee annual staff evaluations.
- Interact with community leaders, service providers and funding agencies.
- Advocate for the rights of all children with autism.
- Perform job duties with little or no supervision.
- Perform additional related duties as assigned.

Qualifications:

- Must be a self-starter.
- Be a team player that shares the vision of the Board.
- Able to delegate responsibilities and support staff.
- Has firm knowledge of the audience served by the school.
- Has knowledge of the school's programming, and the data research supporting it.
- Professional on and off the job.
- Flexibility to travel as needed.

Administrative Assistant

Reports To:	Director (or in the Director's absence, reports to Assist. Director)
Description:	Responsible for ensuring the financial accountability of the school by complying with all state auditor's requirements and report in accordance with Generally Accepted Accounting Principles, to maintain and coordinate all necessary supplies, materials, equipment and services for operation of the day to day activity to the school.
Essential Responsibilities:	<p>Attend monthly board meetings to give a report on current events.</p> <p>Manage and implement the internal control processes that provide reasonable assurance of the integrity of its financial reporting, compliance with applicable laws, regulations and contracts.</p> <p>Maintain all financial records using the state's Uniform School Accounting System.</p> <p>Process and maintain records of all staff attendance, payroll, benefits and summary reports.</p> <p>Maintain inventory and purchase all supplies, materials, returns, equipment, and services to ensure smooth operations within the school.</p> <p>Maintain close relationships with the Lucas County Educational Service Center Finance Department to oversee and reconcile all accounts and month end reports of the school.</p> <p>Record a fixed assets listing and locations according to Board policy.</p> <p>Work directly with the Chief Administrator and Board of Directors to create budget and month end summary reports.</p> <p>Receive and forward telephone calls, mail and postage accordingly within the school.</p> <p>Be the school's liaison to the contracted drivers, their timesheets, the maintenance and fuel of vehicles, and month end summaries.</p> <p>Assist in scheduling parent and community tours of the school.</p> <p>Assist the state auditors by providing information for the annual state audit.</p> <p>Perform job duties with little or no supervision.</p> <p>Perform all other related jobs as assigned.</p>
Qualifications:	<p>Must be a self-starter.</p> <p>Able to meet deadlines.</p> <p>Must be detailed oriented with good organizational skills.</p> <p>Knowledge and experience with accounts payable, receivables and month end closings.</p> <p>Experience with Microsoft Office.</p> <p>Professional on and off the job.</p> <p>Flexibility in work assignments.</p>

Assistant Director

Reports To:	Director
Description:	The Assistant Director reports directly to The Director and coordinates activities with the Director. The Assistant Director works with The Education Director, Job Training Coordinator, and Student Services Coordinator in the projects they are involved with. The Assistant Director is responsible for arranging transportation for students within Lucas County according to the school policy. This position also works with transportation for students in job training, and for field trips and community-based education. This position oversees the Administrative Assistant in the absence of the Director.
Essential Responsibilities:	<ul style="list-style-type: none"> · The Assistant Director performs needed classroom support, inventory of supplies and distribution of supplies. Troubleshoots for student issues as needed. Insures mandatory staff training is arranged in conjunction with the Education Director and Director. Works with EMIS, AOIS and SOES as assigned by the Director. Participates in appropriate training sessions. Performs interviews of para-professional aides and van drivers as needed. <ul style="list-style-type: none"> · Perform all other related jobs as assigned. · Perform job duties with little or no supervision.
Qualifications:	<ul style="list-style-type: none"> · Have at least a 4-year degree. Have 3 years experience with people with Autism · Must be a self-starter. · Able to meet deadlines. · Must be organized. · Works well with others. · Flexible. · Professional on and off the job. · Have certification in First Aid / CPR.

Behavior Management Director

Reports To:	Director
Description:	The Behavior Management Director of The Autism Model School will oversee and coordinate instruction for children with an Autism Spectrum Disorder at The Autism Model School. The goal is to ensure that behavior analysis services result in meaningful outcomes for the students served. The Autism Model School uses an intensive, individualized Applied Behavior Analysis (ABA) model that promotes development and generalization of speech and language, social and life skills, functional academics, and pre-vocational training.
Essential Responsibilities:	<p><u>50%</u> Through the use of Applied Behavior Analysis methodologies, the candidate will develop and consult with teachers to prepare individualized education plans based on assessment data, conduct functional behavior assessments, create effective behavior plans, develop student progress reports, develop and implement appropriate reinforcement systems, and ensure quality programming.</p> <p><u>30%</u> Consult with The Autism Model School staff, assist in the daily operations of the school by establishing activity priorities, goals, and objectives driven by the individualized education plan. Consult on resource allocation priorities, assign activity responsibilities for behavior plans and related activities, consult on the development of policies and procedures regarding operational performances, and evaluate progress toward achievement of established goals and objectives.</p> <p><u>20%</u> Write and submit weekly progress reports, and attend staff meetings and trainings as required.</p>
Qualifications:	<p>Masters Degree in Applied Behavior Analysis, Special Education, Psychology, or related field.</p> <p>Current credentials as a BCBA (Board Certified Behavior Analyst) with a minimum of 3 years experience post-certification working with people with autism, preferably in a private school setting is highly desirable. Salary negotiable.</p>

Teacher

Reports To:	Education Director
Description:	The teachers of The Autism Model School will provide the highest quality of education available, using typical or non-typical methods. Teachers will be responsible for adapting their teaching methods to each child in the classroom, to give guidance to the Para-professional Aides under their charge and give appropriate input to the parents of the children in the classroom.
Essential Responsibilities:	<p>Incorporate into the classrooms, the most current of educational practices and materials received through the in-service training sessions and knowledge.</p> <p>Delegate work to the para-professional aides in a method that is meaningful and appropriate.</p> <p>Adhere to and support the administration, the Board of Director policies, rules and regulations, and building procedures.</p> <p>Participate in IEP meetings and know and adhere to the IEPs of each student in your classroom.</p> <p>Demonstrate a courteous, cooperative and professional attitude at all times.</p> <p>Ensure the classroom is safe.</p> <p>Prepare daily lesson plans according to IEPs written for each child in your classroom.</p> <p>Evaluate each student's progress and report those evaluations to parent according to prescribed procedures.</p> <p>Organize classrooms and post such displays to ensure that an attractive learning atmosphere exists.</p> <p>Provide a non-threatening learning environment.</p> <p>Maintain good housekeeping habits.</p> <p>Maintain the highest level of confidentiality about students, their parents and home environment.</p> <p>Perform job duties with little or no supervision.</p> <p>Perform all other related duties as assigned.</p> <p>Maintain certifications.</p>
Qualifications:	<p>Certified in Special Education.</p> <p>Maintain Highly Qualified status.</p> <p>Must be a self-starter.</p> <p>Must be organized.</p> <p>Able to meet deadlines.</p> <p>Works well with others.</p> <p>Flexible.</p> <p>Professional on and off the job.</p> <p>Have certification in First Aid / CPR</p>

Para-Professional Aide

Reports To:	Education Director
Description:	Para-professional aides are placed in classrooms to assist with carrying out the day-to-day instruction. They are to follow the programs and lessons developed by the classroom teachers and Education Director.
Essential Responsibilities:	<p>Assist in delivering of educational components to each student based on their IEP, developed by the classroom teacher and Education Director.</p> <p>Adhere to and support the administration, the Board of Director's policies, rules and regulations and building policies.</p> <p>Ensure the safety of the student is first and foremost while on campus or on any field trips.</p> <p>Assist with the preparation of materials for specific instructional programs.</p> <p>Assist the teachers in collecting and maintaining data about student behavior.</p> <p>Assist the teachers with crisis interventions.</p> <p>Attending IEP and other staff meetings at the request of the teacher or Education Director.</p> <p>Reinforcing and embedding lessons with small groups as assigned.</p> <p>Additional duties may include, but are not limited to: performing bus duty, supervising playground and lunchroom activities, assist students with personal and hygiene care, set up and maintain adaptive equipment and learning centers, and operate office or video equipment.</p> <p>Able to perform job duties with little or no supervision.</p> <p>Will perform all other related duties as assigned.</p> <p>Maintain certifications.</p>
Qualifications:	<p>Must be a self-starter.</p> <p>Able to work in a consistent manner.</p> <p>Able to take and carryout directions well.</p> <p>Have at least a high school degree.</p> <p>Pass Praxis test for Para-educators or have the equivalent of a two-year degree.</p> <p>Able to speak clear English.</p> <p>Physically capable of engaging in all activities, including intervention activities, and physical education activities.</p> <p>Flexibility.</p> <p>Professional on and off the job.</p> <p>Have certification in First Aid / CPR</p>

Student Services Coordinator

Reports To: Director

Essential Responsibilities: Works under the direction of the Director assisting in classrooms during absences or crises.
 Maintain student files for Dorr Street.
 Assists with transportation issues as needed.
 Assists Job Training Coordinator in various tasks for students who have jobs or job sampling.
 Prepare yearly calendar.
 Assists Education Director with Alternate Assessment testing, OAA testing and OGT testing pre-identification and record maintenance.
 Maintains Teacher Resource Library.
 Schedules and oversees fire, tornado and safety drills at Dorr Street.
 Schedules Project MORE and St John's volunteers.
 Maintains current Parapro testing materials and applications.
 Contacts parents as needed.
 Attends meetings as directed.
 Coordinates activities with Assistant Director, Administrative Assistant, Job Training Coordinator, Education Director and teachers.
 Maintains operational standards within the building.
 Repairs broken equipment such as printers, computers, laminators, playground equipment, etc.
 Makes materials for classroom needs. Laminates materials for classroom needs.
 Maintains inventory of supplies for Dorr Street.
 Schedules and directs Safety and Health inspections at Dorr Street.
 Coordinates all recycling for both buildings.
 Works to maintain various fundraising activities throughout the school year such as Box Tops for Education, Campbell's Labels for Education and Terracycle.
 All other duties as assigned.

Qualifications: A minimum of a high school diploma.
 4 years experience working with people with autism.

Speech-Language Pathologist

Reports To:

Director

Essential Responsibilities:

Works directly with students and instructional staff to deliver speech therapy services to students based on the goals and objectives of each student's I.E.P.

Evaluates students for Speech Language Therapy portion of Evaluation Team Report.

Maintains records of student progress toward goals and objectives, and updates student progress reports on speech therapy-related goals and objectives.

Provides training and supports to instructional staff on appropriate speech therapy related issues impacting each student's education, along with guidance on speech therapy-related methodologies to help students reach individual goals and objectives.

Collaborates with Behavior Management Director, Job Training Coordinator, and School Director.

Qualifications:

A minimum of a current Ohio license as a Speech Language Therapist.

Knowledge of verbal behavior techniques.

1 year experience working with individuals diagnosed with an Autism Spectrum Disorder.

Occupational Therapist

Reports To:	Director
Essential Responsibilities:	<p>Works directly with students and instructional staff to deliver occupational therapy services to students based on the goals and objectives of each student's I.E.P. Evaluates students for Occupational Therapy portion of Evaluation Team Report.</p> <p>Maintains records of student progress toward goals and objectives, and updates student progress reports on occupational therapy-related goals and objectives.</p> <p>Provides training and supports to instructional staff on appropriate occupational therapy related issues impacting each student's education, along with guidance on occupational therapy-related methodologies to help students reach individual goals and objectives.</p> <p>Supervises Certified Occupational Therapy Assistant.</p> <p>Collaborates with Behavior Management Director, Job Training Coordinator, and School Director.</p>
Qualifications:	<p>A minimum of a current Ohio license as an Occupational Therapist.</p> <p>Knowledge of sensory integration techniques.</p> <p>1 year experience working with individuals diagnosed with an Autism Spectrum Disorder.</p>

Certified Occupational Therapy Assistant

Reports To: Occupational Therapist

Essential Responsibilities: Works directly with students and instructional staff to deliver occupational therapy services to students based on the goals and objectives of each student's I.E.P.
Assists supervising occupational therapist with students for Occupational Therapy portion of Evaluation Team Report.
Maintains records of student progress toward goals and objectives, and updates student progress reports on occupational therapy-related goals and objectives.
Provides training and supports to instructional staff on appropriate occupational therapy related issues impacting each student's education, along with guidance on occupational therapy-related methodologies to help students reach individual goals and objectives.
Collaborates with Education Director, Job Training Coordinator, and School Director.

Qualifications: A minimum of a Certification as an Occupational Therapy Assistant in Ohio.
One year experience working with people with Autism.

Job Training Coordinator

Reports To:

Director

Essential Responsibilities:

Referral and Identification

Develops and implements a student identification, selection and assessment process.
Secures comprehensive career-technical assessment/evaluations for each enrolled student.
Participates in IEP conferences for identified students who will be enrolled in the Job Training Program.

Maintains records

Job Development

Contacts employers to identify and develop job-training sites.
Places students at competitive sites and non-competitive sites and formulates training plans.
Matches the appropriate Job Coach as needed to the student and job site.

Assists in the arrangement of transportation for students and coordinates travel training when needed.

Develops specific job analysis/task analysis for each student.

Determines appropriate accommodations and/or job modifications and negotiates these issues with employer.

Support Services

Assists teachers in scheduling students to meet academic requirements.

Serves as a liaison with students' classroom teacher and other support staff on job-related activities.

Coordinates employment efforts with all participating associate school representatives.

Participates in curriculum design such as employability skills, career-technical skills, and social skills.

Job Coach Supervision

Assists in the selection, training, supervision, and evaluation of the Job Coaches/Aides.

Identifies Job Coach funding sources.

Conducts workshops and ongoing in-services for Job Coaches.

Networking

Develops linkages among other agencies such as Rehabilitation Services Commission (RSC), and Mental Retardation/Developmental Disabilities (MR/DD) to ensure effective transition from school to work.

Develops and conducts program marketing for community, schools and parents.

Conducts evaluation of all components of the program.

Qualifications:

A minimum of an Intervention Specialist License in Ohio, and a Job Training Coordinator Endorsement, and three years experience working with people with autism.

The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

APPENDIXES

The following appendix is sample forms for review by the employee of The Autism Model School. For a continued supply of these forms contact the Assistant Director.

- Incident/Harassment Form
- Employment Statement and Signature Form
- Leave of Absence Request Form
- Memo concerning Fingerprinting/ PPD Tests/ Hepatitis Options
- Employee Emergency Contact Form
- Employee Counseling / Discussion Form
- Personal Leave/Floater Day Request Form
- Sick Leave Form
- Sample of a Completed Timesheet
- Organizational Chart
- Payroll Direct Deposit Form
- Teacher Requisition Form
- Field Trip Permission Slip
- Crisis Report Form
- Authorization for Medication Form
- Medication Administration Log

Incident Reporting Form

(For Reports of Harassment, Intimidation, Bullying, or other non-injury related incident)

Please Print

Date of Incident: _____

Time of Incident: _____

Name of Individual(s) involved in the incident: _____

Description of what occurred: _____

Signature of person completing this report:

_____ Date _____

Printed name: _____

The Autism Model School Employment Statement and Signature

Date: _____

I have been advised and understand that:

1. The background information supplied by an applicant for a position will be check by The Autism Model School Board to assure the accuracy of the data furnished and the past performance record of the candidate.
2. I authorize The Autism Model School Board to make such investigations and inquiries of my personal employment and related matter as may be necessary in arriving at its employment decision. I hereby release current and past employers, schools or persons from liability in responding to inquiries in connection with my application for employment.
3. I understand that as a precondition to employment in the position for which I am applying, I must provide a set of fingerprints and satisfactorily pass a criminal record check if I come under final consideration for employment. I also understand that I will be charged for the cost of the records check and that unless I pay the fee, I will not be considered for employment.
4. I understand that any offer of employment is conditional upon The Autism Model School Board receiving a satisfactory record check from the Ohio Bureau of Criminal Identification and Investigation. I understand that if the criminal record check is not satisfactory, that The Autism Model School Board is not permitted by state law to employ me and must release me from any conditional contracts of employment.
5. I certify that all the information that I have provided to The Autism Model School Board is complete and accurate and is submitted with the intent that The Board will rely on this information in making its employment decisions. I understand that, should the employer discover that I have falsified any such information I will not be hired, or if already hired, will be subject to termination from employment on that ground.

Applicant's Signature

School Representative

Print full name

Title

Social Security Number

The Autism Model School Leave of Absence Form

Employee Name: _____ Date Submitted: _____

Room Assigned: _____

Dates Requested Off:

Reason for Leave of Absence:

If a medical leave, please list physicians:

Name: _____

Address: _____

Phone: _____

Name: _____

Address: _____

Phone: _____

Signature of Employee: _____

Date: _____

Signature of Supervisor: _____

Date: _____

Signature of Director: _____

Date: _____

Approved: _____

Disapproved: _____

Reason for disapproval: _____

The Autism Model School Employee Requirements

Background Check

All employees must have a Bureau of Criminal Investigation Check done on them with proof of its initiation within one week of hiring. The cost of this procedure is borne by the employee. When the criminal check comes back satisfactory, the school reimburses the employee.

The Lucas County Educational Service Center will do fingerprinting on Monday, Wednesday and Friday from 8:30 – 11:30 and 12:30 – 4:00 for a fee of \$60.00. Call 419-245-4150 for questions. The LCESC is located at 2275 Collingwood in Toledo, Ohio 43620.

It is understood that if the criminal record check is not satisfactory, the Autism Model School Board is not permitted by state law to employ said applicant.

PPD TEST (TB CHECK)

All employees must have tuberculosis testing completed, with results submitted to the school. The cost of this testing is covered by the school.

Available at St. Lukes's Occupational Health Center, located at St. Luke's Hospital near the Emergency Room. Please call 419-891-8003 for an appointment. Remember when scheduling, you will have to return 2 days later to see if you are reacting to the test.

Hepatitis Inoculations

A series of hepatitis vaccine inoculation is available to staff members at the Autism Model School. It is optional for all employees. The series consists of 3 shots spaced over a 6-month period. The shots can be obtained at no cost to employees by making an appointment with St. Luke's Hospital Occupational Health.

Employee Emergency Contact Form

Employee Name: _____

Home Address: _____

Emergency Contact #1 _____

Daytime Phone: _____

Cell Phone: _____

Home Phone: _____

Emergency Contact #2 _____

Daytime Phone: _____

Cell Phone: _____

Home Phone: _____

Preferred Doctor _____ Phone _____

Preferred Hospital _____ Phone _____

Preferred Dentist _____ Phone _____

Counseling/ Violation Documentation Form

Employee Name _____

Date(s) of Violation _____

_____ Tardy/Absenteeism

_____ Violation of Policy or Procedure

_____ Personal Performance / Non Performance

_____ Other

Action Taken:

_____ 1st offense (see below for description of violation and methods for improvement)

_____ 2nd offense (see below for description of violation and methods for improvement)

_____ 3rd offense (see below for description of violation and results of Administrative meeting)

Description of Violation _____

Methods for Improvement _____

Deadline for improvements: _____

_____ Date follow-up meeting was conducted.

Employee Signature _____ Date: _____

Supervisor Signature _____ Date: _____

The Autism Model School

Personal / Floater Day Request Form

(Circle appropriate request)

Employee Name: _____ Date Submitted: _____

Classroom Assigned To: _____

I hereby request:

_____ day(s) of personal/floater leave for the date(s) of _____
_____.

OR

½ day of personal / floater leave for the date of _____ at the following
time _____.

Reason for time off

Employee Signature _____

For office use:

Approved _____

Disapproved _____

Date Reviewed _____

By _____

If disapproved state reason _____

The Autism Model School

Sick Leave Form

Employee Name: _____ Date Submitted: _____
Classroom Assigned: _____

I hereby request:

_____ day(s) of sick time on the following date(s) _____
_____.

OR

_____ hour(s) of sick time on following date _____.

The undersigned says the (s)he is hereby making application for the use of sick leave as provided in Revised Code 3319.141 and that the use of such sick time is justified for the following reasons:

- A. _____ Personal Illness B. _____ Personal Injury C. _____ Pregnancy
- D. _____ Exposure to Contagious Disease
- E. _____ Illness, Injury or Death of Immediate Family
- F. _____ Other (please explain) _____

If A, B, or D is checked above, was medical attention required? Yes _____ No _____

If Yes, please state the name and address of the physician and the date(s) consulted.

Name of physician _____ Date Consulted _____
Address _____ Phone _____

If E is checked above, please give the name, address and relationship of such members of your immediate family:

Name _____ Relationship _____
Address _____ Phone _____

Signature of Employee _____

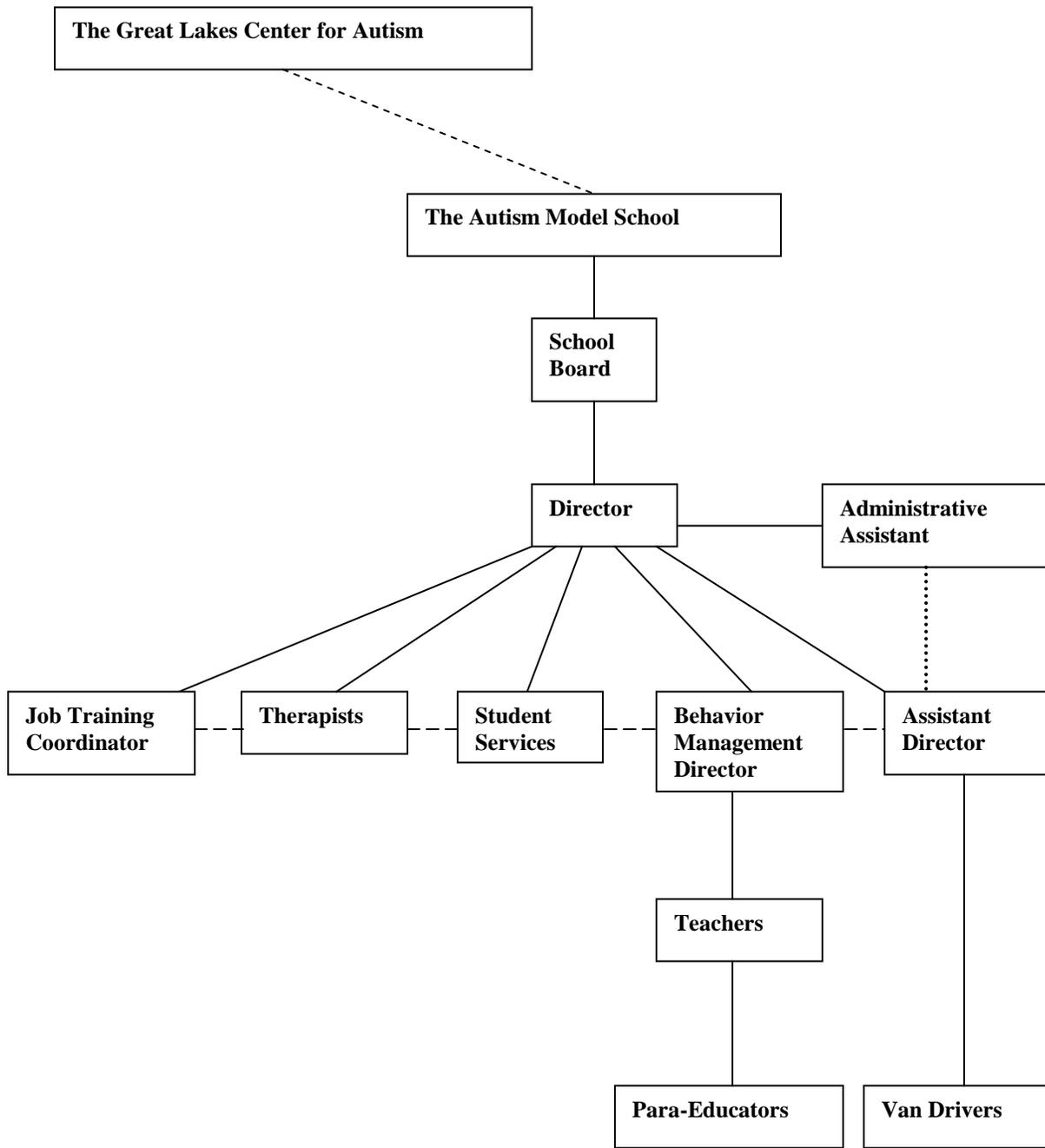
For office use

Approved _____ Review by _____

Disapproved _____

If disapproved state reason _____

This page
reserved
for
sample
timecard.



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Autism Model School Injury Report

*before filling out this form, be sure that you have:

- 1. attended to the injury (call 911 if necessary)
- 2. contacted the administration about the injury
- 3. called the parent/guardian about the injury

Student or Staff Name (who was injured) _____ Date: _____

Where and when did the injury occur?

Describe the injury in detail (side of body, type of abrasion, potential for bruising, etc...)

What caused the injury (another student, playground equipment, etc...)

List witnesses:

Was first aid required? Yes_____ No_____

If yes, explain_____

Was hospital/doctor treatment required? Yes_____ No _____

Teacher Signature _____

Para-Professional Signature _____

Administrator Signature _____

Copies: 1. Parent/Guardian 2. Classroom files 3. Main filing cabinet Holland building

CHARTER SCHOOL DIRECT DEPOSIT

CHARTER NAME_____

AUTHORIZATION AGREEMENT FOR EMPLOYEE DIRECT DEPOSIT

I hereby authorize the Lucas County Educational Service Center, hereinafter referred to as LCESC, to initiate credit entries and if necessary, debit entries and adjustments for any credit entries in error, to my account listed below.

NAME _____ SSN_____

FINANCIAL INSTITUTION NAME _____

**ROUTING NUMBER _____

**ACCOUNT NUMBER _____

TYPE OF ACCOUNT:

_____CHECKING

_____SAVINGS

This authority is to remain in force until LCESC Finance Office has received written notification from me of its termination in such timely manner as to afford the LCESC and Financial Institution a reasonable opportunity to act on it.

SIGNATURE _____ DATE _____

**It is critical that this information is correct so that your money will be deposited in the correct account at the appropriate bank. Please contact your financial institution if you have questions regarding the routing or accounting numbers.

**If you have an email account either through your employer or at home, please fill in below and your direct deposit will be emailed to you. You may use 2 addresses.

PLEASE ATTACH A VOIDED CHECK OR DEPOSIT SLIP TO THIS FORM TO INSURE ROUTING AND ACCOUNT NUMBERS ARE CORRECT.

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Weekly Classroom Inventory & Supply Needs Consumables & Operations

Name of Person completing this form: _____

Room: _____ Room phone number: _____

Date: _____

Consumables

Item:	Minimum Weekly Needs:	Amount on Hand:	Amount to Order:
Vinyl gloves (med/large)			
Disinfectant Wipes (Clorox)			
Spray Cleaner (multi-use: toilets, tables, chairs, etc.)			
First Aid Kit Supplies (specify)			
1)			
2)			
3)			
Baby Wipes (for Polaris & Libra only)			
Printer Ink (printer brand & ink number)			
Other (specify)			

Operations

Item:	Minimum Standard:	Need More? Does it Need Fixed?? It's okay.
Vacuum Cleaner	Plugs in & works	
Lights	Working?	
Windows	Intact, close tightly & lock	
Other (specify)		

The Autism Model Community School
419-897-4400

Field Trip Permission Slip

Destination: _____

Day and Date: _____

I give my permission for my child to attend: _____

I do not give my permission for my child to attend: _____

Parent / Guardian Signature

Date

Please return this completed and signed form to your child's classroom teacher before the date of the field trip. Thank you.

**Autism Model School
Crisis Behavior Report**

Student Name: _____

Date: _____

Time Crisis Started: _____ **Time Crisis Ended:** _____

Activity the student was engaged in:

Describe behaviors observed:

What happened before the crisis?

Names of staff involved (always at least 2 on 1 in a crisis)

Where on the intervention continuum did staff begin? Where did it end? (See opposite side for continuum)

Set a debriefing meeting with team to answer the following:
What will be done to prevent this crisis from occurring again?

Meeting date: _____ Time: _____

Signatures of team:

The Autism Model School

Authorization for Medication

Name of Student: _____ Date of Birth: _____
Room: _____ Date: _____

Medication Treatment Plan to be completed by Physicians

Diagnosis: _____

Medication, dosage, specific time and direction for administration: _____

((Note:) Medication must be supplied in the original prescription container. Ask pharmacist to provide the medication into two separately and completely labeled containers, providing one for home and one for school.)

Side Effects/ Special Instructions: _____

Print or Stamp Name of Physician

Physician's Signature

Physician's Phone Number

Physician's Fax Number

Parental Permission To Be Completed By Parent/Guardian

I grant the school permission to assist in the administration of each prescribed medication/procedure to be provided during the school day, including when _____ (name of student) is away from school property.

Parent Signature

Date

Medication Administration Log

Name of Student: _____

Name of Medication: _____

Dosage of Medication: _____

Date:	Time:	Signature:	Notes:
1 st Attempt			
2 nd Attempt			
3 rd Attempt			
Date:			
1 st Attempt			
2 nd Attempt			
3 rd Attempt			
Date:			
1 st Attempt			
2 nd Attempt			
3 rd Attempt			
Date:			
1 st Attempt			
2 nd Attempt			
3 rd Attempt			
Date:			
1 st Attempt			
2 nd Attempt			
3 rd Attempt			

Directions:

1. Fill out this medication administration log form for each medication that a student is on.
2. In the event that a medication dosage is changed, start a new log indicating the new dosage.
3. File all completed medication administration logs in the manila section of the student's file.

The Autism Model School

Parent & Student Handbook

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The Autism Model School

MISSION STATEMENT

"The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs."

We Believe:

The only appropriate education is an effective education.

Parental involvement and participation is crucial in a child's development.

Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.

A working relationship between school and home is critical to the success of a child's education.

If the child cannot learn by the way that we teach, then we must teach in a way the child can learn.

Behavior in any form is communication.

Everyone belongs.

Educational Philosophy

The Autism Model School provides a humanistic learning environment for children with Autism Spectrum Disorders. Education and scientific research indicates that highly structured, intensive education, especially in the early grades and preschool is the most appropriate teaching method for students in this population. Research also indicates individuals with these disorders benefit most from a multifaceted approach to learning.

In a collaborative effort with parents, The Autism Model School has developed an innovative program to accommodate the individual needs of each student. Each aspect of the program represents a continuum of services and environments from the most restrictive, to transition to a regular education classroom.

Together with parents, The Autism Model School provides each student with an individualized education program. The programming combines systematic instructional techniques based on the principles of applied verbal behavior, visual cueing systems, communication training, sensory integration, structured teaching and direct social skill instruction.

Several groupings are taken into account. They include age, cognitive ability, severity of behavioral symptoms, and need for structure. Classes emphasize the development of communication, self-help, independence, social, motor, sensory integration, and cognitive skills. Strategies employed are based on the unique learning characteristics of each individual.

Reading, mathematics, and handwriting are part of the curriculum when students demonstrate the prerequisite skills. Specifically, the "Edmark Reading Program", "Touch Math", and "Handwriting without Tears", are implemented with this population.

Great emphasis is placed on staff training and development. The school recognizes and supports ongoing training in research-based educational practices with measurable positive outcomes.

With inclusion into various community settings the goal for all students, The Autism Model School recognizes the need for training and education for the broader society. The school is formally working the Great Lakes Center for Autism at this time to identify needs in the community and collaboratively fill gaps in service.

Embedding Therapies Philosophy

Educational programming at The Autism Model School incorporates intensive structured teaching methods. These methods focus on the enhancement of

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communication skills, the facilitation of learning readiness skills, and the development of academic learning. As a basis for the classroom programming, components of Applied Verbal Behavior, the Picture Exchange Communications System (PECS), and Division TEACCH-style independent workstations directly lend to the embedding of sensory integration, occupational, and speech/language therapies into the classroom curriculum.

Due to the ongoing need of these related therapies by most individuals with autism, the “pull-out” model of direct services must be altered in order to effectively provide for more comprehensive therapy interventions. In order to more effectively serve the individual needs for the Model School students, a shift from a “pull-out” therapy model to an embedded, collaborative, classroom model is necessary. Each child's implementation of appropriate interventions cross classroom activities. Therapy goals are addressed through the collaboration of licensed therapists and teachers and paraprofessionals trained by these therapists in all intervention strategies.

Lastly, and most importantly, the school recognizes that these embedded therapies are effective in meeting the communication and sensory needs of students diagnosed with autism spectrum disorders. The school's philosophy of embedded therapies reinforces the structure and intensive programming techniques that are incorporated through the school classrooms.

Policy regarding Low Performing Students

Adopted August, 2008

The Autism Model School serves students with a medical diagnosis within the autism spectrum disorders. The school is ungraded due to the variability of skills among the students. Historically, all students have had an IEP, and all students have been tested with alternate assessment tests. The curriculum and programming is planned to be accommodating of all needs among the students attending, and provides all students with individual supports to be successful. Most students at the school do not perform at grade level for their age.

All students attend The Autism Model School as a choice in public education. For those students or parents of students who wish to engage in a traditional public school education, the choice of their home school district remains open to them throughout the school year.

Enrollment

All children enrolled in The Autism Model School must have an Evaluation Team Report (ETR) and an Individualized Educational Plan (IEP). No child may attend the school until the IEP team (parent and school staff) has completed and signed a current ETR and IEP.

The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

Computer and On-Line Use Policy

Technology can greatly enhance the instructional programs as well as the efficiency of the district. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the district network or on-line services support learning and enhance instruction as well as assist in the administration. Computer networks allow people to interact with many computers; the Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege.

It is the policy of The Autism Model School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Unacceptable uses of the computer/network include but are not limited to:

1. Violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy.
2. Using profanity, obscenity or other language which may be offensive to another user.
3. Reposting or forwarding personal communication without the author's prior consent.
4. Copying commercial software in violation of copyright law.
5. Using the network for financial gain, for commercial activity or for any illegal activity.
6. Accessing and/or view inappropriate material
7. Downloading of freeware or shareware programs without prior approval of the Director, Assistant Director or Education Director
8. As required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

The Director, Assistant Director and Technology Committee shall develop a plan to address the short and long term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, they shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

Because access to on-line services provides connections to other computer systems located all over the world; users (and parents of users who are under 18 years old) must understand that neither the school nor the district can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parent of students must be aware that the privileges to access on-line services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgement of the risks and regulations for computer and on-line use.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Guidelines and Procedures

The following guidelines and procedures shall be complied with the staff, students or community members who are specifically authorized to use the district's computers or on-line services. These apply also to computer usage after school hours and access during breaks.

1. Use appropriate language. Do not use profanity, obscenity or other language which may be offensive to other users. Illegal activities are strictly forbidden.
2. Do not reveal your personal home address or phone number or those of other students or colleagues.
3. Note that electronic mail (e-mail) is not guaranteed to be private. Systems managers have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.
4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.
5. The network should not be used in such a way that it disrupts the use of the network by others.
6. All communications and information accessible via the network should be assumed to be the property of the district.
7. Rules and regulations of on-line etiquette are subject to change by the administration.
8. The user in whose name an on-line service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers,

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- home addresses and telephone numbers private. They shall use this system only under their account numbers issued by the district.
9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited. The administration reserves the right to monitor any computer activity and on-line communications for improper use.
 10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco no shall they promote unethical practices or any activity prohibited by law or Board policy.
 11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, sex, sexual orientation, age, disability, religion or political beliefs.
 12. Copyrighted material may not be placed on the system without the author's permission.
 13. Vandalism results in the cancellation of the users privileges. Vandalism includes unloading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
 14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
 15. Users are expected to keep messages brief and use appropriate language.
 16. Users shall report any security problems or misuse of the network to the teacher or the Director, Assistant Director or Educational Director.

It shall be the responsibility of all members of the Autism Model School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Director or his/her designated representative.

The Director or designated representatives will provide functioning age-appropriate training for students who use the Autism Model School Internet facilities. The training provided will be designed to promote the school's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Computer and On-line Use and Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;

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- ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Student Cell Phone Policy

Students are permitted to bring personal cellular phones to school. Students must turn their cell phones off during school hours. All other electronic equipment is not permitted at school unless written permission is given by the classroom teacher.

Suspension & Expulsion of Students

The main focus of The Autism Model School is to support the educational curriculum of children that fall into the Autism Spectrum Disorders. The Autism Model School's Planning Committee recognized that several challenging behaviors manifest from the disabilities to be served. Minimizing challenging behaviors will be one of the foci of The Autism Model School. By implementing positive behavior supports, providing children with the skills to make choices and communicate their needs, effective teaching strategies, high staff-to-student ratios, and high rates of student engagement, inappropriate behaviors are decreased. Individualized behavior plans are incorporated into IEPs as needed

However, if a situation arises that involves serious violations noted below, expulsion may be appropriate at the discretion of the school board. Serious violations include, but are not limited to:

NO ALCOHOL OR OTHER ILLEGAL DRUGS. A student shall not possess, use, conceal, sell, and offer to sell, or be under the influence of alcohol or illegal drugs. Sale or distribution of any of the foregoing may result in expulsion.

NO WEAPONS. A student shall not possess, handle, transmit, conceal, or use an implement designed to be used as a dangerous weapon. Violation of this rule results in referral by school personnel to the juvenile justice system and may result in expulsion.

INTENTIONAL ARSON. A student shall not burn property or cause property to be burned. Violations of this rule may result in expulsion.

EXPLOSIVES. A student shall not possess, handle, transmit, conceals or use any form of fireworks, explosive devices or substances which can be used as explosives. Violations of this rule may result in expulsion.

Other serious offenses follow the guidelines of the IEP.

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The Autism Model School Student Code of Conduct

This code of conduct will be implemented with extreme caution and discretion while employing a functional behavior analysis to be involved with all processes regarding individual student behavior, and particular attention paid to individual student's educational diagnosis as determined by their multi-factored evaluation (M.F.E.).

Senate Bill #1 of 1999 addition to ORC Section 3313.66

This code of conduct is in effect while students are under the authority of school personnel or involved in any school activity. This includes, but is not limited to, school buses or transportation and property under the control of school authorities, and while at extracurricular events, or other school activities or programs.

In addition, this Code of Conduct includes:

- 1) misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property; and*
- 2) misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee.*

This code meets the intent of HBO 421 which required each board of education to adopt a set of rules and regulations designed to maintain order and discipline necessary for effective learning. The Board of Education's primary concern is that students learn in an environment conducive to learning. Students in a school system have the responsibility to act in such a way as not to interfere with the rights of others to their proper educational opportunity. By accepting the right to participate in school programs on and off school property, the students shall also accept the responsibility to conduct themselves according to the rules, regulations, and provisions governing the operation of these programs. Students are subject to the discipline code while attending athletic events, all other school functions, and while on field trips and to and from field trips.

The Student Discipline Code describes: 1) the types of conduct that will lead to certain disciplinary action and 2) the procedures to be employed in removals, suspensions and expulsions of students. The Student Discipline code shall be made available to all students and posted in a central location within each school.

Pupils accused of violating a school rule or committing an act of misbehavior shall be so informed along with their parents/guardians, and shall have an opportunity to express their viewpoint before a decision is made about the type of disciplinary action to be taken.

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Students 18 years of age and older are considered by law to be adults. As such, they are entitled to function in place of their parents in matters being dealt within the following code. However, if a matter as serious as suspension or expulsion of an "adult student" is pending, the school administration will assume the parents or guardians will want to know. Thus, they will be notified.

Methods of Discipline

The building principal is charged with the proper enforcement of discipline in the total school setting. The principal has the discretionary authority to use or authorize other certified personnel to use the following disciplinary measures to correct pupil behavior:

1. Deny privileges
2. Suspension from school and/or school related activities
3. Arrange in-school reassignments
4. Recommend to the superintendent for expulsion
5. Refer for citation to Juvenile Court
6. Arrange pupil or parental conferences
7. Removal from class, activities or the premises
8. Safe School Act filed or contact juvenile authorities
9. Ask the parents to remove their children from school for the protection of the youngsters involved, pending investigation of a situation which may be disruptive to the school program
10. Prescribe other disciplinary measures
11. Assignment to Alternative Educational Facility by Superintendent
12. Principal's probation
13. Substance abuse screening

A violation of any of the following rules may result in disciplinary action as prescribed above.

Rule 1 Disruption of school: A student shall not by use of violence, force, coercion, threat, harassment or intimidation cause the disruption or obstruction of the educational process, including all curricular and extracurricular activities. This includes any disruption within a district building, property or on district transportation. Any statement or non contact action that a staff member, student, or other person associated with the District feels to be a threat, as well as profanity directed toward a staff member. Any act that seriously interferes with the teacher's ability to conduct his/her class could result in suspension and/or expulsion. For the Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 2 Profanity: A student shall not use any form of profanity in the school building, the school grounds, or the school bus. This would include but not be limited to, obscene gestures, signs, letters, pictures, etc. This shall include obscene or inappropriate words or pictures on clothing. (Could result in suspension and/or expulsion). For the Autism Model School, a functional

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behavior analysis will be included to determine the action to be taken.

Rule 3 Endangerment: A student shall not engage in any activity or action that may result in the endangerment of another person's health and/or safety. Such actions include, but are not limited to: throwing objects, tripping another student or staff member, placing a sharp object on a chair, spitting at another person, etc. Endangerment could result in suspension and/or expulsion. For the Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 4 Disregard for Student Code of Conduct: Disregard for the Student Code of Conduct, as evidenced by repetitive violations of school rules and/or policy, could result in suspension with possible recommendation for expulsion. For the Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Procedures for Suspension

The Superintendent/ Director may suspend a student from school for not more than ten days. No student shall be suspended unless prior to the suspension such superintendent, principal or assistant principal:

1. Gives the pupil and parents/guardians written notice of the intention to suspend and the reason for the intended suspension.
2. Provides the student and parents/guardians an opportunity to appear at an informal hearing before the superintendent, principal, assistant principal, or designee and to challenge the reason for the intended suspension or otherwise to explain his/her actions. (It should be noted that the informal hearing is not an adversarial hearing and the student has no right to counsel.)
3. If the student is to be suspended, he/she and his/her parents/guardians will be told of the suspension and its length.
4. The superintendent or principal shall at the time of the student's suspension, notify in writing the parents, guardians, or custodian of the student, and the treasurer of the board of education of such suspension. The notice shall include:
 - a. The reason for the suspension
 - b. The right of the student or his/her parent, guardian or custodian to appeal such action to the board of education or its designee
 - c. The right to be represented in all such appeal proceedings
 - d. The right to a hearing before the board of education or its designee in order to be heard against such suspension
 - e. The right to request that such hearing will be held in executive session.

Drug Prevention

Use of illicit drugs among students at The Autism Model School is not tolerated; The Policy and Procedure Handbook may change at any time during the fiscal year. Updates will be found on the school website Autismmodelschool.com.

however, due to the abstract nature of teaching drug abuse prevention to students with autism spectrum disorders, the school chooses to focus on parental support in the use of prescription medications that may be prescribed for their child attending the Autism Model School.

Use of Tobacco on School Premises

The Autism Model School prohibits the use of any substance containing tobacco in or on school grounds or at any school-sponsored function. The school posts No-Smoking signs in the school building.

Anti-Harassment, Intimidation, and Bullying

“Harassment, intimidation or bullying” means either of the following:

Any intentional written, verbal, graphic or physical act that a student of group of students exhibited toward other particular student more than once and the behavior both:

- Causes mental or physical harm to the other student; and
- Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
- Violence within a dating relationship.

Harassment, Intimidation or Bullying also means electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA) or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

- Causes mental or physical harm to other student/school personnel; and
- Is sufficiently severe, persistent or pervasive that is creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Ohio Board of Education.

Types of Conduct

Harassment, intimidation or bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel.

Examples of conduct that could constitute prohibited behaviors include:

- Physical violence and/or attacks;
- Threats, taunts and intimidation through words and/or gestures;

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Extortion, damage or stealing of money and/or possessions;
 Exclusion from the peer group or spreading rumors; and,
 Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber-bullying"), such as the following:
 Posting slurs on Web sites where student congregate or on Web logs (personal online journals or diaries);
 Sending abusive or threatening instant messages;
 Using camera phones to take embarrassing photographs of students and posting them online; and,
 Using Web sites to circulate gossip and rumors to other students;
 Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Complaint Processes

Publication of the prohibition against harassment, intimidation and bullying and related procedures.

The prohibition against harassment, intimidation and bullying shall be publicized in any student handbooks and in any of the publications that set forth the comprehensive rules, procedures and standards of conduct for schools and students in the district. In addition, information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student/school personnel in the Autism Model School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and /or expulsion from school. "Harassment, intimidation or bullying, in accordance with House Bill 276, mean any intentional written, verbal graphic or physical acts including electronically transmitted acts i.e. Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students/school personnel with the intent to harass, intimidate, injure, threaten ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official bus stop that a reasonable person under the circumstances should know will have the effect of:

Causing mental or physical harm to the other student/school personnel including placing an individual in reasonable fear of physical harm and/or damaging of students' /personal property; and,

Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student/school personnel.

Complaints

Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of

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the alleged conduct, the target of suspected harassment, intimidation and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action as necessary.

Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with Section 6.

Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such actions may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation and/or bullying.

School Personnel Responsibilities and Intervention Strategies

Teachers and other School Staff

Teachers and other school staff, who witness acts of harassment, intimidation or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed and shall promptly file a written incident report concerning the events witnessed. Teacher and other school staff who receive student or parent reports of suspected harassment, intimidation or bullying shall promptly notify the building principal and/or his/her designees. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.

In addition to address both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal

definition of “harassment, intimidation or bullying.”

Administrator Responsibilities

Investigation

The principal and or his/her designee shall be promptly notified of any formal or informal complaint of suspected harassment, intimidation or bullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation or bullying were verified, and , when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in the view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Remedial Actions

Verified acts of harassment, intimidation or bullying shall result in an intervention by the building principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation or bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation or bullying. While conduct that rises to the level of “harassment, intimidation or bullying,” as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible interventions for building principals to enforce the Board's prohibition against “harassment, intimidation or bullying”.

Non-disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or bullying.

If a complaint arises out conflict between students or groups or students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded

by fear resulting from past intimidation and fear or future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Action

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation and bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Intervention Strategies

General

In addition to the prompt investigation of complaints of harassment, intimidation or bullying and direct intervention when such prohibited acts are verified, other district actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- Respectful responses to harassment, intimidation or bullying concerns raised by students, parents or school personnel.
- Planned professional development programs addressing targeted individuals' problems; including what is safe and acceptable Internet use.
- Data collection to document victim problems to determine the nature and scope of the problem;
- Use of peers to help ameliorate the plight of the victim and include them in group activities;
- Avoidance of sex stereotyping (e.g. Males need to be strong and tough);
- Awareness and involvement on the part of all school personnel and parents with regard to victim problems;
- An attitude that promotes communication, friendship, assertiveness skills and character education;
- Modeling by school personnel of positive, respectful and supportive behavior toward students;
- Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of other (Ohio School Climate Guidelines);
- Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and

- Form harassment, intimidation and bullying task forces, programs and other initiatives involving volunteers, parents, law enforcement and community members.

Intervention Strategies for Protecting Victims

- Supervise and discipline offending students fairly and consistently;
- Provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- Maintain contact with parents and guardians of all involved parties;
- Provide counseling for the victim if assessed that it is needed;
- Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indication of harassing, intimidating or bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- Check with the victim daily to ensure that there has been no incidents of harassment/intimidation/bullying or retaliation from the offender or other parties.

Reporting Obligations

Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of harassment, intimidation or bullying by a specific student are verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

If after investigation, acts of harassment, intimidation or bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation or bullying.

List of verified acts of harassment, intimidation or bullying.

A requirement that the district administrator semiannually provide the president of the district board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of harassment, intimidation and bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is protected by state or federal law such as the nondiscrimination, suspension and expulsion/due process, violent and aggressive behavior, hazing, discipline/punishment, sexual harassment, peer sexual harassment and equal educational opportunity acts.

Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines.

The Autism Model School must also investigate for the purpose of determining whether there has been a violation of the The Autism Model School Policy and Procedure, even if law enforcement or CPS is also investigating. All

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Autism Model personnel must cooperate with investigations by outside agencies.

In addition to, or instead of, filing a bullying/harassment/intimidation complaint through this policy, a complaint may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complaint from seeking redress under any other provision of the Revised Code or common law that may apply.

Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies, procedures and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other district and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer and parent handbooks.

Information regarding the policy on harassment/intimidation/bullying behavior shall be incorporated into employee training materials and volunteers with direct contact with students. Time spent by school employees in the training, workshops or courses shall apply toward any state or district mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment/intimidation/bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and eliminate bullying behavior through classroom discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of "harassment/intimidation/bullying".

Operational Guidelines

Student Attendance Policy

The Autism Model School recognizes that students with autism often have associated immune deficiencies and / or abnormal metabolic profiles that result in increased illnesses compared to typically developing students. Additionally, it is recognized that sleep disturbances are common among children with autism, and may regularly cause a student to be awake most of the night. Finally, the severe behaviors that are classic symptoms of autism may wax and wane with any individual child.

Because of these specific behavior and health idiosyncrasies, The Autism Model School adopts a liberal definition of "illness". This definition includes times when a student has been awake most or all of the previous night, regular physician and health service provider appointments to address physical issues, and extreme
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negative behavior prior to school, when in the parent/ guardian's best judgment, the student should be kept home.

Because the school is a year-round school, it is recognized that families may plan vacation time during the scheduled school year. To accommodate this "normal" family function, the school allows a total of 15 days of vacation time as approved absence during any school year, with the school year defined as starting in the fall semester, and ending after the summer school session.

Procedure for Reporting a Student Absence

Parents must call their child's classroom phone number. The Appendix lists all classroom numbers and these numbers will be included in the monthly newsletters, when they are aware that their student will not be attending on any particular day, and to give the reason. This call should be placed prior to the start of classroom instruction.

Parents must call daily for each day absent. If the illness or condition is expected to be long term with the student missing substantial time, the parent is responsible for obtaining a doctor's note to indicate the estimated length of absence, and to send this note to the school. The school will make arrangements for instruction of the student who must be absent due to illness or physical issues for an extended time period. Parents must call the school to schedule this instruction as soon as they are aware their child will be absent for more than ten days.

If the student does not arrive at school, and no message has been called into the school by the parent or guardian, an assigned employee of the school will attempt to make contact with the parent or guardian. The school keeps a record of phone messages and conversations to be included in the student's attendance file.

Each day, an assigned school employee contacts each classroom teacher individually to take attendance from the teacher. Each teacher keeps a daily attendance log that can be compared with the school's phone contact log for verification. The teacher log becomes a part of the school's attendance record at the end of each month.

The following reasons are acceptable as approved absences for non-attendance by a student.

1. Personal illness
2. Illness in the family
3. Quarantine of the home
4. Death of a relative
5. Observance of religious holidays

6. Emergency set of circumstances that in the judgment of the Management Team constitute a good and sufficient cause for absence from school. The request form is found in the Appendix.

Upon the students return to school after an absence the parent must send a note indicating the reason the child was absent. Any absences other than the 6 listed above are recorded as unapproved absences. A student with a habitual attendance problem of unexcused absences will be referred to the Director for an attendance hearing/referral to truancy officer. For more guides to help determine when to keep your child home or to have them return to school after illness, see the following page.

Truancy

A student with a habitual attendance problem of unexcused absences will be referred by the Administrative Assistant or Classroom Teacher to the Director. Ten day of unexcused absence in the year is reason for the Director to refer the child to truancy authorities for investigation.

Guidelines to help determine when to keep your child home from school:

- Fever (temperature) reaching 100.0 or higher, Vomiting and/or Diarrhea (more than one abnormally loose stool in 24 hours) - **the child may not return for one full day after the condition is determined to be normal.**
- Skin rash
- Evidence of lice infestation
- Severe and / or deep coughing – Yellow or green mucous secretions from the nose
- Difficult or rapid breathing
- Conjunctivitis (pinkeye)
- Untreated infected patch of skin
- Stiff neck, which causes pain for the child to touch his chin to his chest.
- Flu-like symptoms (sudden onset of chills, fever, headache, body-ache, sore throat and a dry hacky cough)
- Strep throat symptoms (usually sudden onset of fever, headache, difficulty swallowing and occasionally earache, abdominal pain and vomiting)

- Any child who does not feel well enough to participate in class activities but is not exhibiting any other symptoms listed above

Children who contract a communicable disease will be excluded from school during the communicable phase of the illness. They will only be re-admitted to school upon the written advisement of a family physician / pediatrician. Compliance with this request will help minimize the spread of disease among the children, faculty and staff.

A student with a habitual attendance problem of unexcused absences will be referred for an attendance hearing with the Director. Ten day of unexcused absence in the year is reason for the Director to refer the child to truancy authorities for investigation.

Health Examinations and Immunizations

The Autism Model School may deny admission to a pupil otherwise exempted from the chicken pox immunization requirement if the director of the state department of health notifies the school's principal or chief administrative officer that a chicken pox epidemic exists in the school's population. The denial of admission shall cease when the director notifies the principal or officer that the epidemic no longer exists.

The academic standing of a pupil who is denied admission during a chicken pox epidemic is preserved by The Autism Model School, and the days the student misses school due to a chickenpox epidemic will be considered an approved absence.

Body Mass Screening and Index

1. School responsibility

Prior notification of BMI screenings and the benefits of the screening will be communicated to all parents and guardians by reasonable means.

Accurate measurement of height and weight and the calculation of BMI for students in grades 1, 4, 7, and 10 (or by a student's 7th, 10th, 13th and 16th birthday) will be done by trained individuals.

Direct, confidential notification of parents or guardians of the child's screening results will be done, even those results within normal BMI range.

2. Parent/guardian responsibility

Parents and guardians have the opportunity to waive their child's BMI screening at school by submitting a written request.

3. Confidentiality

Screening will be done in a space with respect for student's privacy and confidentiality of results will be assured. The student's BMI in the health record is strictly confidential and will not be discussed with anyone other than the student, his/her parent or guardian and healthcare provider.

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Asthma Inhaler

In accordance with House Bill 121, students may carry an asthma inhaler and self-administer as directed by a physician. The asthma inhaler permission form must be filled out and signed by a physician.

Peanut and Food Allergies

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's Responsibility

Notify the school of the child's allergies.

Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.

Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.

Provide properly labeled medications and replace medications after use or upon expiration.

Provide emergency contact information.

School's Responsibility

Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply. Review the health records submitted by parents and physicians.

Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.

Assure that all staff who interact with the student on a regular basis understands food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.

Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.

Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.

Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.

Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.

Take threats or harassment against an allergic child seriously.

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Student's Responsibility within appropriate ability level as determined by parents and staff

Should not trade food with others.

Should not eat anything with unknown ingredients or known to contain any allergen.

Should be proactive in the care and management of their food allergies and reactions based on their developmental level.

Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

Parent Involvement

The Autism Model School follows the parental policy guidelines in accordance with No Child Left Behind Act of 2001 as listed below. The Autism Model School distributes this policy to parents of students participating in the Title 1 program with periodic updates as the updates occur.

- The Autism Model School convenes an annual meeting.
 - At the annual meeting, the school director explains the requirements and the rights of the parents wishing to be involved.
 - A flexible schedule of meetings is planned to include parental participation.
 - The meetings involve parents in an organized, ongoing, and timely way to plan, review and improve programs such as:
 - Parental involvement policy
 - School wide policy
- The Autism Model School provides the parent of participating students with:
 - Timely information
 - Description and explanation of curriculum to be used
 - The forms of academic assessment used to measure student progress
 - Proficiency levels that students are expected to meet
 - Opportunities for decision-making related to the education of their children
 - Provide materials and training on how parents can improve their child's achievement
 - Educate school staff on how to build ties between home and school

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- Coordinating and integrating, as appropriate, parent involvement with Head Start, Even Start, Parents as Teachers Program and public preschool programs.
- Ensuring, to the extent possible, that information sent home is in a language parents can understand
- Developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle and high schools
- The Autism Model School responds to any parent suggestions as soon as practicably possible
 - The Autism Model School's School-Parent Compact: The Autism Model School carries out the specifics of each student's IEP using the school's adopted educational methodology. In collaboration with students and parents, the school strives to optimize learning, skill development, individual talents, and preferred family outcomes, through the clear and mutual communication of needs between home and school.
- The Autism Model School provides other reasonable support for parental involvement at parents' request.

Any comments indicating parents' dissatisfaction with the school Title I program must be collected and submitted along with the Title 1 Application for Grant to the Ohio Division of Compensatory Education.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by The Autism Model School. The school is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that The Autism Model School correct records which they believe to be inaccurate or

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misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

The Autism Model School must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows the school to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The Autism Model School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The school must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Title IX Coordinator/ Grievance Procedures

For families who believe their child/family has been discriminated against in admission to The Autism Model School the grievance procedure is as follows:

1. Contact the School Superintendent for an informal mediation meeting. (419) 810-4155
2. If the mediation produces unsatisfactory results, the family contacts the school's sponsor and places a formal complaint. 419-878-6320
3. If contact with the school's sponsor produces unsatisfactory results, the family contacts the Ohio Department of Education, Office of Exceptional Children and may begin due process proceedings if no satisfaction is reached through the Ohio Department of Exceptional Children. 877-644-6338

Title I Services and Complaint Procedures

The Autism Model School applies for Title I grant money to provide additional supports in reading and mathematics to eligible students attending the Autism Model School. Since 100% of students attending the school are placed on IEPs, all students are eligible for Title I services.

Grievance procedures for families feeling their student is being unfairly denied Title I supports follow the procedure listed below:

1. Contact the School Superintendent for an informal mediation meeting. (419) 810-4155
2. If the mediation produces unsatisfactory results, the family contacts the school's sponsor and places a formal complaint. 419-878-6320
3. If contact with the school's sponsor produces unsatisfactory results, the family contacts the Ohio Department of Education, Office of Exceptional Children and may begin due process proceedings if no satisfaction is reached through the Ohio Department of Exceptional Children. 877-644-6338

Student Classroom Assignments

Student movement to a new classroom can occur at any time throughout the year based on a student's age, progress towards goals and other factors. The

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Autism Model School staff and administration will work with parents to assist students in a smooth transition.

Credit Flexibility Policy

1. The Autism Model School communicates the aspects of the credit flexibility policy and plan to students and parents through the following methods:
 - A. Information packet sent to parents and students during the first week of the academic year. I
 - B. Included in each student's IEP. (All students attending The Autism Model School are on an IEP).
 - C. Attached to quarterly progress reports.
2. The Autism Model School's credit flexibility plan allows for demonstrated proficiency options on an on-going basis including, but not limited to the passing of cumulative course exams offered on-line at any point in the course, service learning reports of proficiency, research-based project supervisor reports of proficiency, and internship supervisor reports of proficiency.
3. The Autism Model School recognizes any grade of A, B, C, or D to demonstrate proficiency in a particular subject.
4. The Autism Model School allows for demonstration of proficiency to count towards course requirements for graduation.
5. The Autism Model School through its superintendent/designee determines credit equivalency for a Carnegie Unit (120 hours of seat time) for any student's individual work as written in their IEP.
6. The Autism Model School does not limit the number of courses or credits earned through credit flexibility.
7. The Autism Model School allows for both simultaneous credit and/or partial credit to be earned through the credit flexibility process on an individual basis as described in each student's IEP.
8. The Autism Model School does not prohibit access to online education, postsecondary options, or services from another district as approved by the Board.
9. The Autism Model School allows for the acceptance of credit from other districts and educational providers.
10. The Autism Model School establishes provisions on an individual basis with a student's IEP when students do not or cannot complete requirements.
11. The Autism Model School's review process regarding the methods and frequency of communication with students and parents is directed by the Superintendent/designee through the use of surveys, transcript and IEP reviews, and data collection in the first year of the policy. The Superintendent/designee collects and submits performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

Graduation Policy

Students and parents may elect to continue educational programming at The

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Autism Model School through the age of 21. Students who reach age 22 must exit public educational programming. All students participating in alternate assessments are not eligible to enroll in most state universities in Ohio without successful completion of additional coursework.

The Autism Model School will offer two graduation ceremony opportunities every six months each fiscal year. Students who have left during the year due to age or meeting other requirements for graduation will be invited to participate in the next graduation ceremony.

Hours of Operation

Junior High and High School Instructional Hours are 8:10 am until 2:10 pm. Students may enter the building at 8:00 am.

High School Online and Elementary Classroom Instructional Hours are 9:25 am until 3:25 pm. Students may enter the building at 9:15 am.

Family Vacations

In the event of a family vacation during the school year, which is not scheduled during regular breaks, please make prior arrangements with the Director and the student's classroom teacher to assist with developing schedules or sending independent work to help ease transitions.

Transportation

It is the goal of the school to provide a safe transportation system to any family residing in Lucas County. Routes are designed to make the child's stay on the van or bus as short as possible. As this is such a large undertaking, we request that communication lines between the school, the drivers and the parents stay open, as we continue to monitor this service.

The following details assist with the transportation of your child.

- 1) Parents and guardians must have their student (s) ready for the van when it arrives. Parents and guardians are must be watching for the van 1/2-hour prior to pick-up and delivery due to variations in drive time caused by absent students or changing traffic and weather conditions.
- 2) All book bags and backpacks will be kept in the trunk section of each van. The parents are responsible for putting the carry-on's in and out of the trunk section in the morning and afternoon respectively. This request is for the safety of the students.

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- 3) Student and staff are not permitted to eat or drink on the van at any time. This is a state guideline as well as a safety issue. Any food for breakfast can be stored in the trunk section, and the student can eat the food once he or she arrives at school.
- 4) If a parent, guardian or designated adult is not available to meet the student when the van driver arrives in the afternoon for drop-off, the following steps will be taken-
 - a) The van driver will wait 1 minute, during which time the driver calls into the home number listed on the emergency contact sheet, and if no one is responding will inform the school that no one was available to meet the student.
 - b) The school will attempt to reach the parents or guardians or a person noted on the emergency notification form.
 - c) If someone is reached, the school will contact the driver to relay pick-up information.
 - d) If no one is contacted, the school will direct the driver to continue the route while the school attempts to reach someone.
 - e) In the event no contact is made by the end of the van route, the child will be taken to the Lucas County Children's Services Bureau, the van driver will be responsible for contacting administration at the school to make arrangements for the student. Administration will contact The Children's Services Bureau (C.S.B) and provide information about the child and the situation.
- 6) Route changes will be honored with 2 weeks written notification from parents/guardians for changes within Lucas County. The letter should be addressed to the administration of the Autism Model School. Route changes will be regular with one pick-up and one drop-off location. After the Transportation Coordinator of the school receives a written request.
- 7) Any changes in the designated adult meeting the child need to be made clear ahead of time with the administration of the school. The van driver will ask the new designated adult to show a picture I.D. before releasing the child to the new adult.
- 8) The van drivers will stop the van to inspect that all students are secured in their seat belts if the driver suspects that a student is not secured. There may be instances where a child or another student has unlatched a child's seat belt and the driver is unaware of the situation.
- 9) The van drivers will not stop if a student takes off shoes, socks, or other clothing items. Every attempt will be made to insure the child's dignity, and to insure adequate coverage in cold temperatures, however, generally the removal of socks, shoes, mittens, gloves or coat is not considered a safety issue, and is not considered part of the driver's responsibilities for redressing.

10) Due to the potential severity of behavior with students who have ASD safety in transportation may be compromised. Van drivers may return an aggressive student to their home in the morning if the student's behavior is a threat to anyone on the van. The van driver will not release the student unless a responsible person is at the home to meet/receive the student.

Student Tardiness

The Autism Model School's educational philosophy supports intensive, structured programming to allow for student's maximum potential. In order for this to be achieved and to keep classrooms running efficiently and smoothly, all students must arrive at a time that is consistent with the classroom's schedule.

Instructional times: Junior High and High School - 8:10-2:10
Online High School and Elementary – 9:25-3:25

Weather Related School Closings

Extreme ice, snow, fog, or cold may cause difficulties with transportation to and from school. The school's Management Team carefully checks the conditions of the roads to determine safe travel. Please watch local news broadcasts for up-to-date information on school closings or delays.

Lunches

Parents/guardians are responsible for providing a lunch including a drink for their child every day. A microwave and refrigerator are available.

Student Dress Code Policy

The purpose of the policy is to ensure comfort and safety for all students. Keeping in mind that many of our students struggle with sensory and sexuality issues, perhaps more than the general population, this policy is intended to keep everyone safe and avoid unintended sensory/sexuality issues that are confusing for all our students.

Please be sure your child is dressed with the following issues in mind:

1. All clothing should be comfortable on your child, including shoes, belted items and heavier clothing for the winter.
2. For all students, make sure their midriff is covered completely.
3. For all students, shorts and skirts should be finger-tip length or longer.
4. For all students, please provide a change of clothes if your child has toileting issues.

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5. For all students, make sure that pants and skirts cover all buttocks areas.
6. For all students, any print or graphics on clothes must be non-threatening, non-sexual, non-discriminatory, and not portraying illegal or violent issues.
7. For girls, make sure all tops completely cover their breast/cleavage area.
8. All tops and bottoms should be non-see-through material or have something other than underwear under the material. (A see-through top with a bra under it is not acceptable).
9. Footwear should be sturdy enough so that students can participate in gym activities.

We appreciate your cooperation with helping all our students!

Parent / Teacher Conferences

Parent-Teacher conferences are scheduled according to the school calendar. Parents are encouraged to keep in contact with their child's classroom teacher as needed during non-instructional times. Parents may request an I.E.P. meeting update at any time. The school will schedule the meeting within 30 days of the request. For I.E.P. updates, contact the Education Director to schedule the meeting.

Visitors

All visitors must report to the office and sign in and out for each visit to the school. All visitors must check in with office staff prior to entering any other area of the school.

Parent Observation Procedures

When requesting to observe your child in the classroom setting, the following procedures keep the classrooms running smoothly:

- 1) Schedule an observation time and date with the Education Director.
- 2) Check in at the front desk before going into the classroom. All individuals must have a pre-planned appointment to go into the classroom.
- 3) Follow classroom staff direction for an appropriate place to observe.
- 3) Please do not leave your spot except to stand and move slightly to get a better view.
- 4) Please do not talk with the staff or students unless they approach you.

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- 5) If you wish to discuss the activities in the class, please make an appointment with the classroom teacher. For the smooth operation of the classroom do not approach the teacher during your observation.
- 6) Please do not interrupt the classroom activities for any reason.

The school is excited to have parents and guardians involved in their child's education. A coordinated effort with parents helps all children with their educational programming and development.

Our students' parents are the true guardians of this school, and the strongest advocates for our children. Together we can accomplish tremendous things.

In the interest of serving all the students and recognizing the sensitivity of students with autism to changes in their environment, Parents/Guardians may be asked to leave the classroom if staff determines that the visitor's presence is causing a student to have severe behaviors, or is disruptive to the classroom activities.

Custody and Guardianship of Students

For parents of students who are not married, it is the responsibility of the custodial parent(s) to provide the school with a copy of a date-stamped court document indicating the custodial status of the child or children. The custodial parent maintains this responsibility to formally inform the school of any changes in custody through date-stamped court documents throughout the time the student is enrolled at The Autism Model School. If both parents maintain custody, it is the responsibility of both parents to present date-stamped court documents to this effect.

For individuals other than the parents, it is the responsibility of the person who maintains custody to provide the school with current date-stamped documents indicating the custodial status of the child.

Once a child reaches the age of majority (18 years old) custodial care is discontinued. If you are seeking guardianship of a student who is age 18 or older you are responsible for providing date-stamped court documents to the school which indicate the guardianship status of the student.

If The Autism Model School does not receive up-to-date copies of court date-stamped documents, the school personnel will follow the most recent court documents available in the event of any student issues involving custody or guardianship.

Student Policy, Contract, and Release

As a high school student enrolled at _____,
(name of college or other school)

I agree to the following statements to continue my enrollment:

1. I will comply with all policies for students as printed in The Autism Model School handbook and the _____ student handbook.
(name of college or other school)
2. I understand that I am enrolled under a probationary status.
3. I understand that I must maintain at least a 2.0 ("C") grade point average each semester to continue enrollment.
4. I will attend all classes as scheduled by the instructors.
5. I will notify my instructors when I am absent due to illness, weather, or other emergencies.
6. I will meet with my teacher from The Autism Model School and an advisor from _____ once each semester to
(name of college or other school)
review my progress and plan for the registration of next semester's course(s).

I authorize _____ to inform my
(name of college or other school)

Parent/Guardian (if under 18 years of age) and The Autism Model School of my semester and cumulative course of study progress and other performance issues.

Print Student's Name

Student's Signature

Date

Parent's Signature (if under 18 years old)

Date

AMS Teacher & Date

AMS Director & Date

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Student Records

Student records are confidential and are protected by the "Privacy Act". Only school staff and the child's natural parents or legal guardians have access to the records. Parents must request access to student records through the Director.

Student Surveys

The Autism Model School permits parents to inspect student surveys prior to the administration of the survey, and allows parents to opt their child out of the survey if the survey collects, discloses or uses personal information about the student in any categories related to behavior, attitudes or beliefs of students or their families. Additionally, the Autism Model School invites parents each year at the beginning of the fall semester to review and revise policy/procedure regarding notification of parental rights to inspect student surveys.

Notice to Parents Regarding the Protection of Pupil Rights

At the beginning of the Fall semester on an annual basis, The Autism Model School provides parents and students with a notice of their rights under the Protection of Pupil Rights Amendment.

Moving

Parents of students who move need to contact the school with updated information regarding their new address as soon as they are aware of the move and the date of the move. Parents who are moving their child to another educational setting must complete a "Withdrawal" form prior to the child's last day. The Education Director and Classroom teacher can assist in the transition of the student to their new school, if enough preparation time is given to the school personnel.

Proof of Residency

Parents and Guardians of all students attending the Autism Model School must have Proof of Residency in the student's cumulative file for their current address for each school year that the child attends Autism Model School. Proof of Residency may be proven in one of two ways:

1. A copy of a utility bill with the parent's or guardian's name and address clearly printed.

Or

2. A Proof of Residency Form that has been notarized by a Notary Public. The Proof of Residency Form can be found in the appendix.

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Withdrawal

Parents may withdraw their child from The Autism Model School at any time through the completion of a withdrawal form. If the parents inform the school verbally of the withdrawal but fail to complete a formal withdrawal form, the school administration will report the student withdrawn as of the first date the student does not attend the school after the date the parent(s) verbally indicated the student would be placed elsewhere.

Leave for Medical Appointments

Students who need to leave during the school day for medical appointments must bring a note for their teacher specifying the reason for leaving, the exact time the student will be picked up, who is picking them up, and when they will be returning. Parents will need to sign their children in and out at the office.

Child Custody

Ohio law states that parents must inform the school any time the custody of a child changes. The Parent/Guardian is responsible for providing updated copies of court orders pertaining to a child's custody.

School Prayer

General Rule: Organized prayer in the public school setting, whether in the classroom or at a school-sponsored event, is unconstitutional. The only type of prayer that is constitutionally permissible is private, voluntary student prayer that does not interfere with the school's educational mission.

The Autism Model School does not engage in organized prayer with its students. Individual students who choose prayer or religious commentary as a re-enforcer for completing tasks are permitted to engage in such prayer or religious commentary as long as it does not infringe on the rights of other students or staff members. Likewise, students with autism who are expanding their functional communication abilities through the use of verbal or written prayer are permitted to continue as long as their studies and vocal practices do not infringe on the rights of other students and staff.

Field Trips

Classroom teachers may plan field trips to assist students with social, functional, or leisure skills after approval by the Director. All students who attend field trips must have a signed copy of the "Field Trip Permission Slip" at the school prior to

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attending the field trip. The classroom teacher is required to take all medical and emergency forms for all students attending the field trip with them.

Classroom teachers will indicate the advisability of including parents with each field trip. Parents may transport their own child / children in their person vehicle, but may not transport any other students in their own vehicle.

Health & Safety Guidelines

Medical / Dental Exams

The Autism Model School recognizes the difficulty parents and guardians may encounter in having their child/children cooperate with the "typical school health medical and dental exams".

All parents of new students entering the school must provide proof that a medical and dental exam has been attempted within one year prior to the entrance to the school, or that an appointment has been scheduled for the child to be seen by an M.D. or D.O., and a dentist.

Emergency Medical Form

Parents are required to complete the Emergency Medical Form and release of student form at the beginning of each school year.

Administration of Medication

In the case of prescribed medication, parents are responsible for providing the school with any medication in its original container and a doctor's statement about how the medication is to be administered, and filling out the Authorization for Medication form to allow the school personnel to administer the medication. A copy of the Authorization for Medication form is included after these policies.

Building Safety Plan

Pesticide Policy

In accordance with Ohio State Law 901:5-11-15, the Autism Model School has adopted a policy for pesticide use the school. Parents and staff will receive written pre-notification of pesticide applications made in school classrooms. This will be completed by the Assistant Director who will serve as the contact person for pesticide applications. Pesticides will only be used during non-business hours for no longer than four hours. A sign will be placed at the front door saying "Pesticide Treatment Area. Do Not Enter Before (the date and time where re-entry will be permitted into

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the treatment area).”

As the contact person, the Assistant Director will also keep a record of the pesticide applications and documentation of notifications. These records will be maintained for one year.

Building Access Policy

Safety is a priority of the Autism Model School. We work to provide a safe environment for all students, staff and visitors. Wearing identification badges and locking the doors accomplish this.

1. Identification Badges:

- Employees wear their identification badges whenever they are on school grounds. If an employee should lose their badge, then they may be required to pay a fee to replace it.
- All visitors are required to:
 - E. Ring the doorbell for entry to the school.
 - F. Sign in at the office.
 - G. Receive and wear an identification badge during their time on the school grounds.
 - H. If you should identify a visitor not wearing a badge, you should escort the person to be signed in. In the event a visitor refuses to sign in or wear an identification badge, the employee should call 911.

2. Doors locked:

- All doors are locked between the hours of 8:00 am and 3:30 pm. Employees leaving the building for any reason during this time will have to enter through the front door.

Emergency Plan/Disaster Plan

If a serious accident or death of a student or staff member should occur during school hours or on school property:

1. Call 911 and begin first aide/ CPR.
2. Administrative Assistant calls the appropriate emergency contact.
3. Classroom staff removes all other students to a more appropriate location. If the incident occurs in a classroom, students should go to a sensory room, gym or playground.
4. Director decides if closing the school is appropriate.
5. If the school does close, the Administrative Assistant with help from administration staff will begin calling van drivers, parents and media to let them know of early dismissal.
6. Should the school remain open to the end of the school day; the director will write a letter going home to parents explaining the situation.
7. Classroom teachers do not leave until every student in their class has been picked up and they have talked with the Education Director. Para-Educators may leave when directed by teachers as the staff/ student ratio becomes appropriate. This staff ratio will be determined by a member of the

administration team as appropriate to the specific needs of each classroom.

8. Administration team and School Board meet directly after school to discuss incident.
9. Director calls media with a statement.

If a serious accident or death occurs outside of school hours and property:

1. Administration team and available board members are contacted and meet immediately.
2. Team decides whether or not to close school the following day with director having final decision.
3. Director calls family to offer supports and sympathies.
4. If school does close for the following day, the administration will begin calling parents to pass along information. Should school not close for the following day, a letter will be written and sent home with students informing parents of the situation.

In the event of a funeral for a staff member or student:

1. Days before the funeral the administration under advisement of school board members decide whether or not to close school the day of the funeral.
2. A letter goes home to the parents explaining why the day is being taken off and when school will resume.

In the event of a disaster that requires evacuation:

1. Call 911 and inform of the situation. Follow directions of 911 operators in the event of injury.
2. Contact administration about the incident and the administration will inform the rest of the staff.
3. We will evacuate to the emergency parking lot at Flower Hospital. This will provide one safe place for all parents to find us easily.
4. A copy of the evacuation plan will be placed in visible area of the classroom along with the student emergency medical forms and vehicle evacuation plans. You will take assigned staff vehicles to load students using preference for those with the most seating. Teachers will also take classroom phones.
5. The Administrative Assistant will take a passenger seat in a vehicle with a cell phone and the emergency medical book. She will begin to call parents and give them appropriate information.
6. An Administrator will call media and Red Cross informing them of our move and where parents can pick up their children.
7. Teachers should bring appropriate medications and emergency supplies as pertaining to their classroom.
8. Administration will oversee the loading of vehicles with students and emergency kits.
9. Vehicles will proceed to Flower Hospital in a caravan drive.
10. Once at Flower Hospital those students requiring medical attention will be taken into the hospital immediately. A designated

- administrator will speak with hospital personnel and find out if a separate area is available for our staff and students to wait for parents. Until such an area is secured, staff and students will wait in the vans.
11. Students do not leave until their parents/ guardians or emergency contact person(s) have talked with the classroom teacher.
 12. Students may only leave with people who are listed on the Release of Student Form. Copies of these forms will travel with the Administrative Assistant.
 13. Teachers do not leave until all students in their class have been picked up and they have talked with the Education Director. Para Educators may leave as staff/ student ratio becomes appropriate and their class teacher has dismissed them. This staff ratio will be determined by a member of the administration team as appropriate to the specific needs of each classroom.
 14. Students with guardians/ parents that lack transportation to pick them up will be provided a way home through the administration.
 15. School will resume when the disaster has become safely and securely attended to by the appropriate relief personnel in the community. Parents and staff will be informed of this through media channels.
 16. The administration and board will meet as soon as possible to plan accordingly.

In the event of a disaster that requires us to stay on school grounds with potential Lock Down)

1. Call 911 and follow directions of the 911 operators.
2. Classes will continue to run as scheduled with the exception that there will be no outside activities. If “Lock Down” is decided—no one leaves the building and no one enters the building until the “Lock Down” is lifted.
3. The Director will call the Red Cross and media with a statement and needed requests. The Director will determine if a “Lock Down” is needed.
4. The Administration Assistant will call parents and inform them of the situation. Parents will be encouraged to follow police and Red Cross directions for entering the area.
5. Children will only be released to people listed on the Release of Student Form when the administration has lifted “Lock down”.
6. You will be required to stay in the building until police or other disaster personnel have made the area safe and secure.
7. Should the students and staff be required to stay in the building after regular school hours, schedules will be set with the help of administrative support staff.
8. Emergency supplies will be handed out as needed.

A disaster includes, but is not limited to: community explosions, acts of terrorism, natural disasters, gas leaks and building damage.

In the event that a member of the administration team is out of the building, the highest-ranking administrator will assume responsibility for the duties of the absent administrator and delegate these responsibilities as appropriate.

In the event that a group of staff and students are out of the building on a field trip or other occurrence and a disaster happens back at the school or in their location:

1. The most senior staff person calls 911 as appropriate and evacuates as appropriate.
2. The same staff member calls the school and lets them know of their location and situation.
3. If the disaster takes place back at the school, the group will proceed to St. Luke's and park in the back near the emergency entrance.
4. If the disaster happens to the group or in their location, the group will follow the directions of the local police or Red Cross personnel.
5. If a serious injury or death occurs on the field trip, call 911 and follow the directions of the operator.