

The Autism Model School

Parent  
&  
Student  
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](http://Autismmodelschool.com).*

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Pesticide Policy

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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 communication skills, the facilitation of learning readiness skills, and the development of academic learning. As a basis for the classroom programming,

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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.

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## 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.

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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 ILLEAGAL 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;

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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

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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.

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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

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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.

## 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

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strategies for managing the food allergy.

Take threats or harassment against an allergic child seriously.

**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

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- Educate school staff on how to build ties between home and school
- 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

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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 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. |
  - 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.

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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  
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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.

### 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.

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## 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 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.

### 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

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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.