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The Autism Model School  
Board Meeting Agenda  
March 18, 2013

I. Welcome and Public Commentary

II. Board Minutes from February 26, 2013. Discussion/Approval. *pages 2-4*

III. Committee Reports

A. Finance Committee

1. February Budget *pages 5-8*
2. February Variance Report *pages 9-10*

B. Curriculum Committee *pages 11-13*

1. Direct Instruction, TeachTown, HeadSprout Reading, ABLLS, and VB MAPP curricula.

C. Strategic Planning Committee

1. Transition Program curriculum—Pathfinder and PAES programs *pages 14-20*

D. Policies and Procedures Committee *pages 21-24 + handout*

1. School enrollment policy draft.

IV. Director's Report *page 25*

V. Old Business

- A. Review of Van Driver Contract Information *pages 27-29*
- B. Review of Open Meetings Guidance *pages 30-31*
- C. Property Taxes

VI. New Business

The next board meeting is scheduled for Tuesday April 30, 2013, at 6:00 pm.

The Autism Model School  
Board Meeting Minutes  
February 26, 2013

Attending: Raj Parikh, Carl Windnagle, Mark Greenblatt, Lisa Marsalek, Jim Rothschild

Excused: Sherry Moyer, Edward Cancio, Mary Murray

Also Present: Apryl Morin, Sponsor Representative; Mary Walters, Director; Emilie Richardson, ESC of Lake Erie West, Kali Kowalski, School Receptionist/Recorder of the Minutes.

Meeting called to order at 6:00 p.m.

I. Welcome and Public Commentary

Debbie Lay spoke on behalf of all van drivers requesting a raise in hourly compensation. She stated that they are open for some negotiation and she suggested the idea of possibly considering compensation for the ten weeks the van drivers do not get compensated due to the school being closed, or some other means of compensation such as rewarding longevity at some rate.

II. Board Meeting Minutes from January 21, 2013. Discussion/Approval.

Motion to approve the minutes with the correction of listing Mark Greenblatt as an excused member on the attendance portion of the minutes.

1. Carl Windnagle

2. Lisa Marsalek

Vote: Yes – Parikh, Windnagle, Marsalek, Rothschild

Abstain: Greenblatt

i. The motion carries.

III. Committee Reports

A. Finance Committee

1. January Budget

Raj Parikh would like to remove line #44 because it is being provided as part of the school's lease agreement.

2. January Variance Report

Mark Greenblatt mentioned that the school is below budget around \$71,000, even though revenue is down close to \$165,000. Mark also suggests we come up with a system for an overview of the budget giving one number for total receipts, salary, etc. so that the budget is easier to read.

3. Fiscal Agent's Budget Report for AMS

Raj Parikh would like to see percentages of each number so that the board can get a better idea of where the school can cut costs, etc.

Motion to approve the January, 2013 budget:

1. Windnagle
2. Marsalek

Vote: Yes, unanimous—Parikh, Windnagle, Marsalek, Rothschild, Greenblatt.

#### B. Curriculum Committee

##### 1. Update on TeachTown and Direct Instruction Curricula

Mary Walters states that AMS will be implementing Direct Instruction beginning April 15, 2013. The school teachers will be training on March 28, 2013 from 8:30 a.m. – 3:30 p.m. Textbooks provided will guide teachers through the lessons giving specifics on what to say/ask for each lesson. Mary directed the board members to the board packet additions outlining the flow of students and teachers throughout the day in various time slots for various subjects.

##### 2. Update on State Instructional Improvement System (IIS)

Mary mentioned briefly that the IIS will allow access to curricula other than the curricula AMS adopts. This will make the teachers' job of differentiating instruction easier. The IIS will also coordinate data on students, classrooms and teachers, and provide individual and aggregate analyses of performance.

#### C. Strategic Planning Committee

The board discussed the possibility of partnering with the Autism Academy of Learning (AAL) in the use/building of a new facility. Jim Sworden, board member from AAL will be in contact in late March to try to coordinate a small ad hoc committee to explore the possibility.

#### D. Policies and Procedures Committee

Emilie spoke regarding the wording of AMS' admissions procedures and requirements.

#### IV. Director's Report

The school's website was discussed as well as the new presence on Facebook. Kali Kowalski was introduced as an addition to the administrative team. Also discussed was the importance of offering differentiated instruction to special education students; ODE now offers different curricula online. The board reviewed Joel Vidovic's (Behavior Management Director) groupings for direct instruction.

As part of the Director's report turnover rates for paraprofessionals were reviewed; the school is currently at 22 since the summer 2012. The board suggests performing exit interviews and how raising the salary offered to paraprofessionals will not be enough to decrease the turnover rate.

The special education profile and the requirements not met were discussed. The state does not want special education being offered in separate facilities. The graduation and drop-out rate is an issue due to schooling being offered to students up until age 22. This will affect our state school report card.

V. Old Business

Nothing presented.

VI. New Business

Motion to reschedule next board meeting for Monday, March 18, 2013 at 6:00 p.m.

1. Mark Greenblatt
2. James Rothschild

Vote: Yes – Unanimous – Parikh, Windnagle, Greenblatt, Marsalek, Rothschild

Motion to adjourn at 7:00 p.m.:

1. James Rothschild
2. Lisa Marsalek

Vote: Yes – Unanimous – Parikh, Windnagle, Greenblatt, Marsalek, Rothschild



February Budget FY 13 Draft 1 for the March, 2013, Board Meeting

	B	D	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
	Beginning Balance															12 Month Total	MTD Total
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June				July	
2																	
3																	
4																	
50	10,815.75	10,704.60	11,001.32	15,169.43	13,703.90	18,993.91	12,925.71	16,359.55	13,723.99	12,460.15	13,080.96	13,075.96	16,195.02	16,195.02	109,574.17	109,574.17	
59																	
60																	
61																	
62																	
63																	
64																	
65	19,065.47	14,974.49	24,498.60	7,852.11	12,403.90	7,890.92	6,047.57	8,605.24	7,329.68	7,329.68	7,329.68	7,329.68	130,657.02	130,657.02	101,308.30	101,308.30	
66																	
67																	
68																	
69																	
70	19,065.47	14,974.49	24,498.60	7,852.11	12,403.90	7,890.92	6,047.57	8,605.24	7,329.68	7,329.68	7,329.68	7,329.68	130,657.02	130,657.02	101,308.30	101,308.30	
71																	
72																	
73																	
74																	
75																	
76																	
77	3,871.24	8,510.30	14,188.11	11,701.80	13,216.56	29,236.85	9,990.70	18,806.61	14,185.16	14,185.16	14,185.16	14,185.16	2,166.67	2,166.67	199,520.17	199,520.17	
78	294.80		125.00		619.32	290.00			1,000.00	1,000.00	1,000.00	1,000.00	5,329.12	5,329.12	112,919.29	112,919.29	
79	4,166.04	8,510.30	14,311.11	11,701.80	15,515.88	29,526.85	10,380.70	18,806.61	15,185.16	18,086.16	17,245.16	15,411.83	178,826.60	178,826.60	112,919.29	112,919.29	
80																	
81																	
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83																	
84																	
85																	
86	14,980.93	(15,539.60)				2,689.25			2,689.25	2,689.25	2,689.25	2,689.25	(958.67)	(958.67)	2,963.25	2,963.25	
87	14,980.93	(13,680.00)	378.78	778.78	493.18	3,132.03	0.00	0.00	3,223.33	3,209.75	2,823.25	2,889.25	17,829.28	17,829.28	5,683.70	5,683.70	
88																	
89																	
90	267,279.79	247,201.55	295,816.08	250,434.85	276,356.15	297,514.45	262,947.62	278,617.38	286,052.71	286,040.04	286,366.67	289,082.59	3,329,689.86	3,329,689.86	2,178,167.85	2,178,167.85	
91																	
92	566,440.22	526,751.25	517,111.59	468,992.73	568,518.20	578,553.21	570,234.58	574,396.93	566,081.37	566,243.55	563,727.40	570,884.62	6,618,928.66	6,618,928.66	4,382,001.71	4,382,001.71	
93	237,287.82	237,561.89	247,697.20	381,236.50	287,391.16	288,165.82	287,109.97	278,301.82	278,214.89	295,523.89	295,523.89	295,523.89	3,381,868.74	3,381,868.74	2,217,082.18	2,217,082.18	
94	267,279.79	247,201.55	295,816.08	250,434.85	276,356.15	297,514.45	262,947.62	278,617.38	286,052.71	286,040.04	286,366.67	289,082.59	3,329,689.86	3,329,689.86	2,178,167.85	2,178,167.85	
95	528,751.25	517,111.59	468,992.73	568,992.73	578,553.21	570,234.58	574,396.93	566,081.37	566,243.55	563,727.40	570,884.62	577,345.92	4,402,916.04	4,402,916.04	2,957,357.55	2,957,357.55	
96	528,751.25	(19,639.66)	(48,118.96)	130,801.65	11,036.01	(9,318.63)	4,162.35	(8,315.56)	(9,837.82)	7,453.95	7,157.22	6,461.30					
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Note for February 31 & 13  
 Line 22 Administration Payroll—higher due to full expensure of grant fund supporting a salary and the two cost shift payroll line 25 being shown in line 22.  
 Line 25 Additional Staff Payroll shown as \$4,501.68  
 Line 50 Administration Supplies includes purchase of psychological testing materials for student testing.  
 March revenues are reconciled with the stores' deposit through line 13 except career tech funds.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
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February budget FY 13 Draft 1 for the March, 2013, Board Meeting

16,033.05

12 Month

MTD

April May June Total Total

February Budget FY 13 Draft 1 for the March, 2013, Board Meeting

	B	D	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
		Beginning Balance	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	12 Month Total	MTD Total
2																
3																
4																
166	GRANTS															
167																
168	Total		47,371.80	49,645.78	49,654.78	49,654.78		5,304,431.81	36,334.89	31,200.00						
169	Free IA		2,131.90	2,131.90	2,131.90	2,131.90		219.95	219.95	218.94						
170	DEAB		61,670.92	63,663.91	63,663.91	32,387.73		15,430.44	2,406.77	0.00						
171	21st Century COLC		200,000.00	200,000.00	149,578.02	143,181.19		110,467.98	92,061.17	86,442.99						
172	Place to the Top		1,629.00	1,629.00	1,629.00	1,629.00		18,290.00	(14,466.00)	0.00						
173	Free ID			350.68	350.68	350.68		350.68	0.00	0.00						
174	Total		312,803.62	317,421.27	267,008.29	229,335.28		179,222.84	115,506.78	117,961.93						
175																
176	Non-government funded grants															
177	Pay (O.C. & GLCA)		7,654.20	9,791.65	2,231.85	1,433.85		1,439.45	840.45	840.45						
178	Lenny/Sisil appreciation		6,333.63	6,333.63	5,209.63	3,643.89		3,029.53	5,807.91	5,674.66						
179	Fundraising/Hub Support		3,316.63	3,291.89	3,291.89	4,341.14		3,519.99	3,519.99	3,666.44						
180	Yearbook		278.62	278.62	278.62	278.62		278.62	278.62	278.62						
181	Prism		2,465.17	2,465.17	2,465.17	2,465.17		2,465.17	2,465.17	2,730.17						
182	Living Classroom (GLCA)		1,746.02	1,644.95	1,401.89	1,368.96		1,357.97	1,293.99	1,262.00						
183	Parent Supplies			2,410.00	(566.75)	(306.49)		312.96	312.96	452.90						
184	Transition Program Fund		523.00	(473.20)	(473.20)	(397.71)		(560.41)	(479.91)	(238.41)						



	B	D	F	G	H	L	M	N	P	Q	R
		Beginning Balance	Budgeted February	February Actuals	Variance for February (G-F)		February Year to Date Budgeted	February Year to Date Actuals	YTD Variance (M-N)		
1											
2											
3											
4											
5	General Fund										
6	Basic Foundation		53,703.50	49,273.50	(4,430.00)		429,628.00	399,622.37	(31,005.63)		
7	Community Outreach Aid		635.49	680.02	24.53		5,083.92	5,023.76	(60.16)		
8	OPA Safety & Security		941.05	754.84	(86.21)		6,728.40	5,772.36	(956.04)		
9	Student Enrichment Weighted		223,875.98	211,538.45	(12,337.53)		1,791,004.64	1,686,436.70	(104,567.94)		
10	Professional Development Aid		96.71	99.49	2.78		773.68	765.54	(8.14)		
11	Party Aid		3,645.77	4,414.17	768.40		29,166.16	33,649.37	4,483.21		
12	Interest from Accounts		20.00	(20.00)	(20.00)		160.00	171.25	11.25		
13	Career Tech Funds		3,632.08	3,472.35	(159.73)		29,056.64	28,256.00	(799.64)		
14	Classroom opportunities		3.00	89.00	86.00		24.00	25,618.55	25,594.55	(24.00)	
15	Student Fees				0.00		3,300.00	32,762.28	(29,462.28)		
16	CCP		9,070.71	270,301.82	(8,070.71)		72,565.68	2,217,082.18	(1,504,082.94)		
17	Total Receipt General Fund		296,623.89	270,301.82	(25,222.07)		2,367,491.12	2,217,082.18	(150,408.94)		
18					0.00				0.00		
19	<b>Wages and Fringes</b>				0.00				0.00		
20	Teachers-oc 1221		61,468.10	62,862.36	1,394.26		491,744.80	483,782.20	(7,962.60)		
21	Para Professionals-oc 2215		62,640.11	62,602.70	(37.41)		501,120.88	454,966.56	(46,154.32)		
22	Administration 2429 & 2419		21,401.90	25,103.48	3,701.58		171,215.20	148,785.58	(22,429.62)		
23	Staff Speech & OT		17,490.51	7,105.18	(10,385.33)		139,924.08	95,039.25	(44,884.83)		
24	Van/Driver Payroll		20,431.23	20,431.23	0.00		163,449.84	167,935.52	4,485.68		
25	Additional Staff Payroll (Asst. JTC & B Mgmt)		9,166.67	4,505.68	(4,660.99)		73,333.36	4,505.68	(68,827.68)		
26	Health Benefits		6,498.77	12,531.98	6,033.21		51,990.16	70,174.02	18,183.86		
27	Medicare		2,498.43	2,591.33	94.90		19,971.41	17,789.35	(2,182.06)		
28	Retirement - STRS		11,346.00	11,346.00	(991.54)		98,700.31	105,780.44	7,080.13		
29	Retirement - SERS		14,626.25	8,030.40	(6,595.85)		117,010.03	108,191.06	(8,818.97)		
30	Employment/Medical Tests		30.00	272.00	242.00		2,248.93	3,239.82	990.89		
31	Workm's Comp.			11.69	11.69		29,169.83	27,066.86	(2,102.97)		
32	UE Insurance		2,067.94		(2,067.94)		17,720.26	2,458.77	(15,261.49)		
33	Total Wage & Fringe		230,665.45	217,394.03	(13,271.42)		1,877,599.09	1,689,735.11	(187,863.98)		
34					0.00				0.00		
35	<b>Building and Grounds</b>				0.00				0.00		
37	Leases		13,400.00	13,400.00	0.00		107,200.00	108,895.00	1,695.00		
38	Pier's House		1,200.00	1,200.00	0.00		9,790.00	9,095.00	(695.00)		
39					0.00				0.00		
40					0.00				0.00		
41	Telephone/Internet		1,093.44	1,190.10	86.66		24,128.45	14,720.89	(9,407.56)		
42	Maintenance			1,681.85	1,681.85		3,614.14	14,056.39	10,442.25		
43	Janitorial Services/Supplies		69.08		(69.08)		240.82	(240.82)	0.00		
44	Security				0.00				0.00		
45	Insurance				0.00		7,852.00	10,150.00	2,298.00		
46	Property Taxes				0.00		23,000.00	156,917.28	(23,000.00)		
47	Total of Building and Grounds		15,782.52	17,481.95	1,699.43		175,825.41	156,917.28	(18,908.13)		
48					0.00				0.00		
49	<b>Office Supplies / Equipment</b>				0.00				0.00		
50	Administrative Supplies		500.00	2,632.60	2,132.60		4,000.00	5,458.67	1,458.67		
51	Copier Lease		1,207.82	1,181.01	(26.81)		10,076.45	11,707.81	1,631.36		
52	Copier Maintenance				0.00				0.00		
53	Accounting Cash / Payroll		10,026.86	9,942.96	(82.90)		80,206.89	80,339.48	132.59		
54	Audit		414.99	2,378.00	1,963.01		8,171.23	6,596.00	(1,575.23)		
55					0.00				0.00		
56	Fifty Cash				0.00				251.84		
57	Travel Expenses		216.23	224.98	8.75		4,110.60	1,513.37	(2,597.23)		





PHASE I: COLLECT BASELINE DATA (First Week of April 2013)

**How:** All DI Teachers administer the KTEA II Brief Form to participating students

**When:** Beginning the first week of April??

**FAQ:**

1. **What is the KTEA II Brief?** An individually administered, norm-referenced, measure of academic achievement in the areas of reading, mathematics, and written language for anyone aged 4.5-90.
2. **How long does the KTEA II Brief take?** 15-45 minutes
3. **Why are we doing this?** This will provide a baseline from which to measure the impact of a new curriculum and instructional approach.
4. **What will we need to do to make this happen?**
  - a. **Order Assessments (1 for every 2 classrooms) (ORDERED AND ARRIVED- We have 12 kits)**
    - i. You will each be assigned a "testing week" during which you will test all of your students and then pass the test to the next classroom.
  - b. **Staff Training**
    - i. We will conduct a training to introduce you to the assessment prior to your testing week
  - c. **Parent Permission (PARENT PERMISSION NOT REQUIRED IF DONE AS SCHOOL-WIDE PROGRAM TO EVALUATE CURRICULUM)**
    - i. Because this is a standardized assessment, we will need to seek parent approval prior to assessing each student

PHASE II: Professional Development in Direct Instruction Methodology (January 2013- Ongoing)

**How:** Several steps are being planned-

1. Distribution of DI Chapter with Guided Notes to fill-out. This will be assigned to all teachers and it will be required that you turn in completed guided notes as evidence that you have read the introductory chapter. *Target completion date: End of January (COMPLETED) TURNED IN ON FEBRUARY 8th*
2. Precision Teaching Workshop with Dr. Ed Cancio from University of Toledo- *Target Implementation: January 29<sup>th</sup> (COMPLETED ON 29<sup>th</sup> of January)*
3. Once curriculum is ordered and arrives, we are planning to organize peer group practice sessions. During these sessions, participants will practice delivering DI lessons to peers. Coaching and feedback will be provided. *Target implementation: February 2013 (PLANNING IN PROCESS)*
4. Our curriculum order will include an on-site DI consultant to provide direct coaching and feedback to teachers during in-class lessons. *(DI CONSULTANT CONFIRMED FOR FULL DAY INSERVICE ON MARCH 28<sup>th</sup>)*

\*\*\* We will pause during the month of March to focus on Alternate Assessment

### PHASE III: Implement Curriculum (April 2013-April 2014)

#### How:

1. The following Curricula have been adopted:
  - a. Corrective Reading- Decoding
  - b. Corrective Reading- Comprehension
  - c. Reasoning and Writing
  - d. Connecting Math Concepts

*\*\*\* Additional Math Curriculum will be ordered as they are released in the Spring of 2013 for upper level math classes. More placement tests will be administered prior to ordering the next levels.*

2. All classrooms participating in the Direct Instruction curricula will need to begin operating on a common Master Schedule. (SEE ATTACHED)
3. Students will have Home Rooms where they will have regular contact with their case manager and have an opportunity for individual IEP goal work.
4. Students across the school will be grouped according to age and instructional level for all DI curricula (this is a necessary component of DI) and will need to travel between classrooms to access their instructional group.
5. We have prepared DRAFT schedules of how this will look for each component of the instructional day. (THESE WERE DISTRIBUTED TO TEACHERS)

#### FAQ:

1. *How am I supposed to trust other teachers to deliver instruction to my students?!*
  - a. *You must trust the DI curriculum. The curriculum is scripted for teachers and therefore is designed to be delivered by anyone. More important is that students are placed into an instructional group that meets their needs.*
2. *How will transitions be signaled?*
  - a. *We are exploring options through our PA system*
3. *What about classrooms that have a mix of students in DI and students accessing alternative curriculum?*
  - a. *We have attempted to account for all instances of this in the draft master schedule. As you review the draft master schedule, please bring any additional circumstances to our attention ASAP. We will fix them!*
4. *Why are we doing this again?*
  - a. *To best serve the needs of our students. And to help The Autism Model School achieve Rock Star status in the educational world.*

### PHASE IV: POST TEST and CELEBRATE (APRIL 2014)

#### How:

1. All teachers re-administer KTEA II- Brief Form

2. Celebrate Success
3. Discuss Necessary Revisions
4. Publish results to School Website
5. Potentially submit results in a presentation to professional conferences (OCALI, BAAM, ETC.)

### Job Training Coordinating Program Update for March 2013

Becky Knapp, Job Training Coordinator since July 2007 (employee since July 2004)

Caryn Tanner, Job Training Coordinator Assistant since November 2012

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- All students 14-21 have a transition plan filled out on their IEP. There are currently 57 students in this age range.
- The 57 students that are receiving transition services are in the following classrooms: Archer, Centaurus, Jupiter, Libra, Mercury, Polaris, Saturn, Supernova, Venus, Gemini and Leo.
- Caryn Tanner attends all student conferences, IEP meetings and ETR meetings for students in the 13.5 – 16.5 age range.
- Becky Knapp attends all student conferences, IEP meetings, ETR meetings and SOP meetings for students in the 16.5 – 21 age range.
- Currently 8 students hold part-time paid employment at the following businesses: Maumee Indoor Theater, Myrtle Flowers & Gifts, TJ Maxx, Pam's Corner, Peter & Sons Plumbing LLC, The Bier Stube and Agility Angels.
- Currently 1 student attends Owens Community College weekly, going there two days a week and attending school here at AMS the other three days of the week.
- Currently 9 students ride Tarps Paratransit Services. These students use Tarps to get from the Autism Model School to their paid jobs, unpaid work experiences at community-based sites, volunteer experiences, and college classes at Owens. Currently students pay for their own rides on Tarps. The school is looking into ways to distribute Tarps passes to families that cannot reliably send in money for Tarps.
- Currently 33 students rotate through a weekly job schedule to participate in community-based work and volunteer experiences. Teachers and paraprofessional aides often attend the outings with students to provide support for their students. Some students require more support than others.
- Currently 4 of the Autism Model School van drivers, employed initially through Job 1 USA, act as job coaches when extra support is needed for students at community-based work sites. The school is looking into ways to better support the students and possibly ask the board permission to create some part-time job coach positions.
- Once a month, guest speakers come in to educate students about their careers and the decision-making progress that led them to their careers. The speakers also educate the students about other careers and jobs in their field for students that are leaning towards entry level positions. Speakers we have had thus far include: an architect, a car salesman, a barber, a handyman, a photographer, a web designer, a chef, a medical practitioner, a business coach, a group of engineers, a team from the Toledo Zoo, and an education coordinator from the Humane Society.

- Becky hosts quarterly Advisory Committee meetings. The current Advisory Committee members include:
  - Mary Walters, Director of AMS
  - Becky Knapp, JTC at AMS
  - Caryn Tanner, JTC Assistant at AMS
  - Joel Vidovic, Behavior Management Director at AMS
  - Jeff Quinn, Intervention Specialist at AMS
  - Stevi Lutch, Intervention Specialist at AMS
  - Scott McBride, Business Networking Member and former employer of a student
  - Eric Landversicht, Career Education Consultant at the Ohio Department of Education
  - Linell Weinberg, Executive Director of the Autism Society of Northwest Ohio
  - Catina Harding, Executive Director of the Great Lakes Collaborative for Autism
  - Sherry Moyer, Director of UT's Center for Excellence in Autism
  - Other members from OCALI, Lucas County Workforce Development, NORSC/BVR, the United Way's Family Information Network, and Lake Erie West are still being recruited to replace persons that are not in the area anymore or who have retired this past year.
- Becky and Caryn's office is located in the annex. (The upstairs of the house above the Supernova classroom.) Becky and Caryn are working with Mary Walters, Joel Vidovic, Mary Cornell and Amy Mullins to create simulated work activities that all transition-age students will be able to access on the school's campus. Recently Becky, Caryn, Joel and Mary Walters met with a representative from Talent Assessments Inc. (TAI.) TAI offers some curriculum that Becky, Caryn, Joel and Mary Walters would like to purchase, containing items necessary to create a simulated work environment. The Program that was most impressive is called Practical Assessment Exploration System (PAES.) PAES is a comprehensive curriculum that provides training in basic career/vocational and life skills. It includes assessment of basic career/vocational skills. Also, PAES helps students explore through hands-on experience while learning important adult skills. Finally, PAES provides a perfect place to access and eliminate inappropriate behaviors that cause barriers in later life. Students are required to follow specific work procedures and work rules. Becky, Mary, Joel and Caryn are setting up a visit to an existing PAES lab at a school in Mentor, Ohio to further investigate this program.
- Becky and Caryn visit student work sites on a weekly basis, set up (and sometimes host) mock interviews for students, assist students with their job search, and coordinate weekly job outings.
- Becky and Caryn participate in teacher meetings and Curriculum Committee meetings.
- Becky still attends weekly networking meetings at Business Networking International (BNI) in an effort to connect with local employers.
- Becky and Caryn are helping transition-age students with preparation for a dance recital that will occur on Friday May 10<sup>th</sup>.
- Becky and Caryn are working with Joel, Mary W., Mary C., and Amy Mullins to define more clearly the roles and responsibilities of teachers and to find ways the better help teachers support their students at the community-based sites.





Talent Assessment, Inc.  
P.O. Box 5087  
Jacksonville, FL 32247  
1-800-634-1472  
Fax: 1-904-292-9371  
**QUOTE**

16

Date: March 15, 2013  
To: Becky Knapp  
Job Training Coordinator  
Autism Model School  
3020 Tremainsville Road  
Toledo, OH 43615  
Email: [beckyknapp@gmail.com](mailto:beckyknapp@gmail.com)  
From: Kathi George

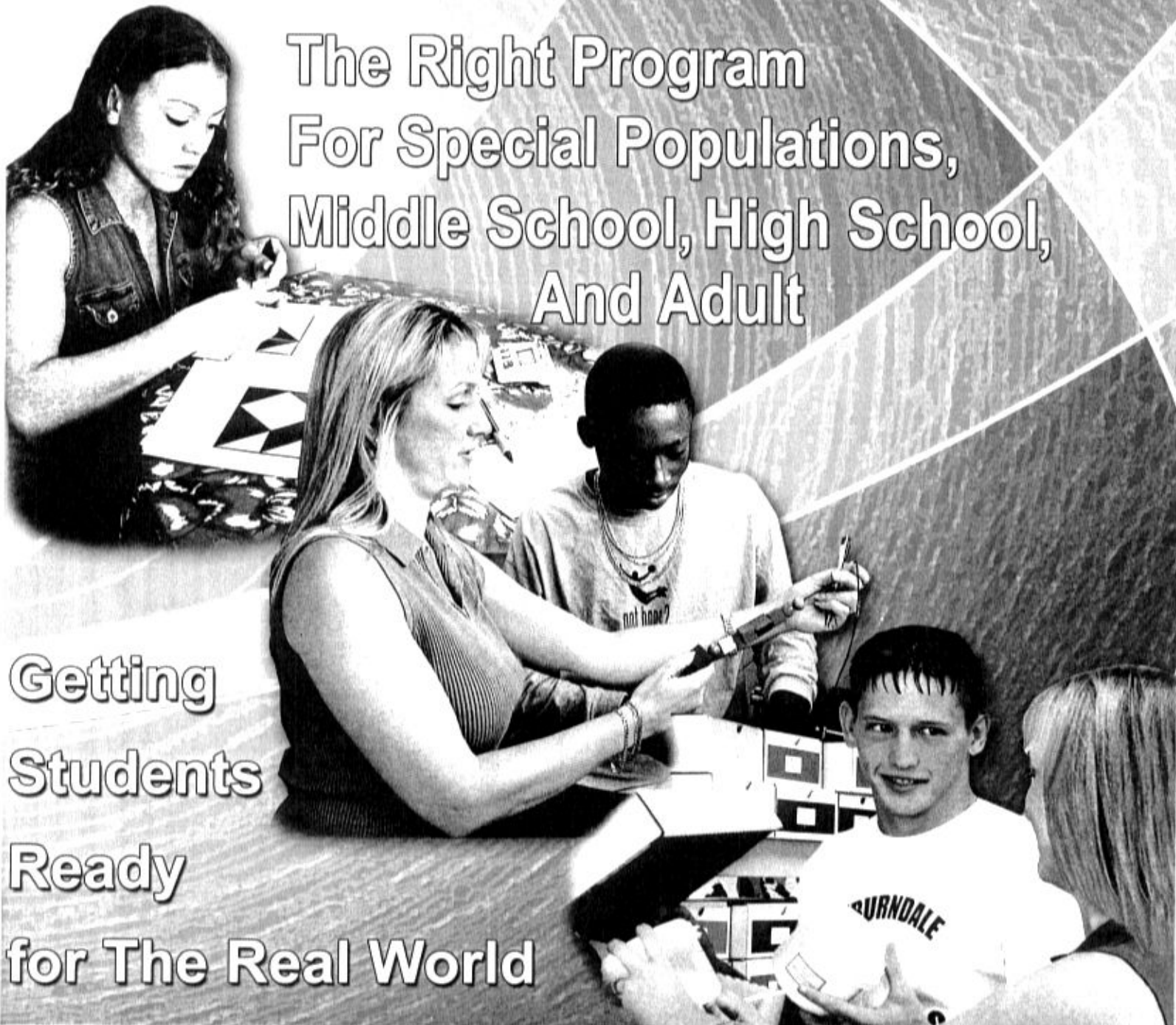
Quan.	Description	Total
1	<b>Practical Assessment Exploration System - PAES</b> consisting of: Curriculum Unit Consumer/Service Unit Construction/Industrial Unit Processing/Production Unit Business Marketing Unit Computer Technology IUnit 2 Days On-site Training 7 Shelving Units for Storage 1 Work Bench for Construction/Industrial	21,900.00
1	<b>FREE Money Manger Program (A \$499.00 Value)</b> Purchase Order must be received before March 31, 2013 and delivered before April 30, 2013. Shipping and Handling	<u>1,752.00</u>
	<b>Total Investment</b>	<u><u>\$23,652.00</u></u>



# PAES<sup>®</sup>

A Comprehensive Curriculum  
For Proper Work Development

The Right Program  
For Special Populations,  
Middle School, High School,  
And Adult



Getting  
Students  
Ready  
for The Real World



# PAES



## Practical Assessment Exploration System A Comprehensive Curriculum That Provides:

### Training In

**Basic Career/Vocational and Life Skills.** These skills relate to almost every type of career. Skills are taught in a systematic format that helps students become more independent. Life skills are taught to help students learn everyday skills.

### Assessment Of:

**Basic Career/Vocational skills.** PAES determines students interest in specific work areas, competitiveness with peers, and PAES identifies the best possible teaching method for helping students learn skills. PAES assesses present behavior barriers to future success, then helps change them to positive work behaviors

### Exploration:

PAES provides exploration through Hands-On experience while learning important adult skills. PAES provides meaningful career information and knowledge of what they can do and do well.

### Work Behavior Development

PAES is hands-on and operates in a simulated work environment, providing a perfect place to access and eliminate inappropriate behaviors that cause barriers in later life. Students are required to follow specific work procedures and work rules.

**Business / Marketing**

**Construction / Industrial**

**Consumer / Service**

**Processing / Production**

**Computer / Technology**



# PAES Is Hands On



Each area has a comprehensive array of tasks for the students to learn and perform. The instructor monitors the tasks and provides feedback and assistance where needed.

Students are encouraged to become as independent as possible and are rewarded for their progress. Students completing PAES have a thorough knowledge of many job skills and have a better understanding of the real working world.



# HOW DOES PAES OPERATE?

PAES is a Dynamic Curriculum that operates in a simulated work environment. Students become employees; teachers become supervisors. Strict work procedures are followed so students get the feel of real work, at the same time learn and explore new career/vocational areas.

A comprehensive report is developed once a Student has finished PAES. This report can easily be used to develop IEPs, Transition Plans, School-To-Work Plans, and Career Development Plans.

# WHERE IS PAES USED?

PAES is used in Middle School to prepare students for career placement in High School programs. Students gain experience and knowledge in a wide array of job opportunities.

PAES is used in High School for those students that are not in regular mainstream/inclusion classes.

PAES is used with 18-22 year old adults who need additional special training before entering the working world.

PAES develops basic skills needed and used in C. B. I. programs and teaches proper behaviors on the job.



PAES provides valuable information for Indicator 13-14

PAES provides needed data for IEP's.

PAES provides needed data for Transition Plans



PAES provides needed information for developing Annual Goals, Post Secondary Goals, Training and Employment, and Independent Living Options.

**PAES is a valid Assessment of Skills, Interest, Placement Options and Special Accommodations**

## STUDENT OUTCOMES

Students who have successfully completed PAES:

- \* Know what they are doing
- \* Know their strengths
- \* Know work related problem solving skills
- \* Know proper work behavior needed on the job
- \* Know where they are going
- \* Know what careers interest them

## EDUCATIONAL OUTCOMES

When students finish with PAES teachers know:

- \* What skills a student can actually perform.
- \* If students are competitive with the real world
- \* What type of special assistance will be needed for slow learners, and the physically challenged
- \* What work behaviors students have and which ones they need to develop
- \* How to write better transition plans because vital information is now available



**TAI provides on site staff training and ongoing support. TAI provides programs for monitoring PAES use and retraining of instructional staff. This insures the proper use and longevity of your PAES investment.**

# **The Complete PAES Package Provides**

- Curriculum & Instructional Unit**
- Business / Marketing Unit**
- Consumer / Service Unit**
- Construction / Industrial**
- Processing / Production Unit**
- Computer / Technology Unit**
- Setup and Staff Training**
- Unique Scoring Options**



**Talent Assessment, Inc., P. O. Box 5087, Jacksonville, FL 32247**  
**1-800-634-1472 Fax: 1-904-292-9371**  
[info@talentassessment.com](mailto:info@talentassessment.com)  
[talentassessment.com](http://talentassessment.com)

Attachment 6.12 & 6.13

**Admissions**  
**Policy**

Admissions Policy

To be eligible for admission to The Autism Academy of Learning, students must be legal residents of Ohio between the ages of five through twenty-one.

As part of the enrollment process, the school requests that parents/guardians of new students participate in an information session with the Administrative Team, to discuss the educational goals of the family and the school. The purpose of the session is to assist parents in making an informed choice for their child's education. The AAL will clearly define the school's mission, goals and programs, but it is ultimately the parents' responsibility to determine whether the school will be the best choice for their child.

The Director of Education will make a home visit, current school placement visit, when possible, and the child will have the opportunity to visit the AAL for a support service evaluation.

Applicant Process

If the number of applicants exceeds the school's enrollment cap, a random lottery process will be instituted for applicant selection. Refer to Procedures for Conducting Lottery.

Communication with Parents/Guardians

Once contacted and informed of an opening, the enrollment application must be completed and returned no later than 2 weeks (14 calendar days) of notification to the parent/guardian. The school does not assume responsibility for incorrect or outdated contact information.

Parents who will not be available at the home address or phone number listed on the application form during the notification period should contact the Principal to make alternate arrangements. If no response is received within 14 calendar days of notification of an opening, the child's name will be returned to the lottery pool.

In order to keep the lottery system accurate and up to date, parents/guardians will be asked to update information every 6 months in order to keep information current and to let the school know if they are still interested in remaining on the waiting list.

If parents/guardians do not respond to the request for updated information within 14 days, a second letter will be sent by U.S. mail to notify them that the school has not received the requested information, and that they will have 14 days to contact the school. If the school still has not been contacted after that 14-day period, parents/guardians will be sent a letter by certified mail, notifying them that the school has made two previous attempts to contact them, and that if no notice is given by 10 days from the postmark of this last letter, their child's name will be dropped from our roster and taken out of the lottery/waiting list process.

A completed enrollment application includes:



**POLICY**—OPEN ENROLLMENT PROCESS & POLICY for Summit Academy Schools

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Summit Academy Schools are free, public schools for children with Asperger’s Disorder, Attention Deficit Hyperactivity Disorder (ADHD), and related disorders. Summit Academy Schools build hope, success and well-being through advocacy and education for children with special needs.

Summit Academy Schools’ open enrollment period begins on the first day of the new school year and ends on the last business day of May. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If the number of applications is greater than the school’s capacity, a lottery system will determine admissions.

As stated above, a lottery selection process is used when the applications in any grade exceeds the number of openings. Names are randomly drawn and students are admitted based on the order of selection. The lottery continues until all the names are drawn. Students not accepted for enrollment will be placed on a waiting list in the order their names are drawn.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently-enrolled students at the academy will be drawn first for available seats. In addition, if one child is selected during a lottery, that child’s sibling will be offered the first available seat in his/her respective grade. Though siblings are afforded preference for available seats, they cannot be given preference over a child previously accepted.

Should seats remain available after the close of open enrollment; students will be accepted on a first-come, first-served basis until seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after classes are filled and will be placed on a waiting list in the order received.

Summit Academy Schools are schools of choice. Students may be enrolled by whoever is identified as having legal custody or care and control of a child. This is to include a student’s parent/legal guardian or a county caseworker, as identified in a legal court document. If it is determined that a child requires a surrogate parent to ensure the provision of procedural safeguards to a student identified as having a disability, Summit Academy will appoint one within 30 days in accordance with 3323.051 of the Ohio

**3314.06 Admission procedures.**

The governing authority of each community school established under this chapter shall adopt admission procedures that specify the following:

(A) That, except as otherwise provided in this section, admission to the school shall be open to any individual age five to twenty-two entitled to attend school pursuant to section 3313.64 or 3313.65 of the Revised Code in a school district in the state.

An individual younger than five years of age may be admitted to the school in accordance with division (A)(2) of section 3321.01 of the Revised Code.

(B)

(1) That admission to the school may be limited to students who have attained a specific grade level or are within a specific age group; to students that meet a definition of "at-risk," as defined in the contract; to residents of a specific geographic area within the district, as defined in the contract; or to separate groups of autistic students and nondisabled students, as authorized in section 3314.061 of the Revised Code and as defined in the contract.

(2) For purposes of division (B)(1) of this section, "at-risk" students may include those students identified as gifted students under section 3324.03 of the Revised Code.

(C) Whether enrollment is limited to students who reside in the district in which the school is located or is open to residents of other districts, as provided in the policy adopted pursuant to the contract.

(D)

(1) That there will be no discrimination in the admission of students to the school on the basis of race, creed, color, disability, or sex except that:

(a) The governing authority may do either of the following for the purpose described in division (G) of this section:

(i) Establish a single-gender school for either sex; (ii) Establish single-gender schools for each sex under the same contract, provided substantially equal facilities and learning opportunities are offered for both boys and girls. Such facilities and opportunities may be offered for each sex at separate locations.

(b) The governing authority may establish a school that simultaneously serves a group of students identified as autistic and a group of students who are not disabled, as authorized in section 3314.061 of the Revised Code. However, unless the total capacity established for the school has been filled, no student with any disability shall be denied admission on the basis of that disability.



(2) That upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of students with disabilities.

(E) That the school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, except that a school may limit its enrollment to students as described in division (B) of this section.

(F) That the community school will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels, or facilities.

(G) That the purpose of single-gender schools that are established shall be to take advantage of the academic benefits some students realize from single-gender instruction and facilities and to offer students and parents residing in the district the option of a single-gender education.

(H) That, except as otherwise provided under division (B) of this section or section 3314.061 of the Revised Code, if the number of applicants exceeds the capacity restrictions of division (F) of this section, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the district in which the school is located. Preference may be given to siblings of students attending the school the previous year.

Notwithstanding divisions (A) to (H) of this section, in the event the racial composition of the enrollment of the community school is violative of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order.

### **3314.061 Community schools serving autistic and nonhandicapped students.**

A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled. The contract between the governing authority and the school's sponsor shall specify the target ratio of number of autistic students to number of nondisabled students in the school's population, the total number of autistic students that may be enrolled in the school, and the total number of nondisabled students that may be enrolled in the school. A school established in accordance with this section is subject to division (H) of section 3314.06 of the Revised Code, except that because the governing authority establishes a separate capacity for autistic students and nondisabled students, if the number of applicants among the group of autistic students or the group of students with disabilities exceeds the capacity restrictions for that group, students shall be admitted by lot from all those of that same group submitting applications. However, unless the total capacity established for the school has been filled, no student with any disability shall be denied admission on the basis of that disability.



The Autism Model School  
Director's Report  
March 15, 2013

1. Sponsor increase in fees – Jim George, Director of Community Schools at ESC LEW put in a call Thursday letting me know **that sponsor fees will increase from 1 1/2 % to 2% of revenues effective for AMS in Fiscal Year 2015**. Two percent is still the lowest fee among sponsors in Ohio.
2. Autism Awareness Breakfast—April 19, 2013—invitations have been mailed and one is included in the packet.
3. School Calendar (updated) for July 1, 2013 – June 30, 2014.
4. TRAN update—Dr. Tsai will be giving a presentation on new diagnostic criteria for Autism to be implemented in May. His presentations are on Tuesday, March 26, in the evening and on Wednesday, March 27 in the morning at Toledo Hospital Education Center auditorium. You can register on The Great Lakes Autism Collaborative website (<http://www.greatlakesautism.org/>) under "EVENTS", and use TRAN as the discount code for a free admission.
5. Playground information for support for the Direct Instruction Curriculum. See additions to the packet.
6. **Motion needed...**

February New Hires

Amanda Kocinski	Para Professional Aide	2/27/2013
Amy Pennywitt	Para Professional Aide	2/20/2013
Sarah Vance	Para Professional Aide	2/20/2013

February 2013 Resignations

Blake Peters	Sub-Para Professional Aide	2/1/2013
Kati Kemritz	Para Professional Aide	2/8/2013
Gregory Lott	Job Monitor	2/18/2013

**Competitive Bids**

**The Autism Model School**

**Item(s): Gates for playground**

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<b>Company</b>	<b>Bid Price</b>	<b>Date of Bid</b>	<b>Date till bid expires</b>	<b>Notes</b>
<b>Marleau Hercules Fence Company</b>	<b>\$649.13</b>	<b>3/12/13</b>	<b>4/12/13</b>	
<b>American Fence and Supply Company</b>	<b>\$1817.72</b>	<b>3/11/13</b>	<b>4/11/13</b>	<b>Will weld gate hardware to make it more difficult to steal gates.</b>
<b>Toledo Fence and Supply Company</b>	<b>\$974.00</b>	<b>3/13/13</b>	<b>4/13/13</b>	

27



Mary Walters &lt;mlw.model@gmail.com&gt;

**Job1USA Pricing**

2 messages

**Stacie Moss** <smoss@job1usa.com>  
To: "mlw.model@gmail.com" <mlw.model@gmail.com>  
Cc: Toni Gonzalez <tgonzalez@job1usa.com>

Mon, Mar 11, 2013 at 2:28 PM

Mary,

In follow up to our conversation last week, Job1USA is able to offer a reduction in our bill rate to facilitate the wage increases to van drivers that have been with us for greater than 3 years. Current bill rates for new hires and those with less than 3 years on assignment will remain at the 36.0% mark up. The reduced bill rate for employees working at the facility greater than 3 years would be 34.6%. The net effect would be roughly for every \$1 wage increase, \$1 increase in bill rate. Job1USA will absorb the payroll related burden for the increase.

As we discussed, Job1USA has maintained the same rates extended through Lucas County Educational Services Center dating back to 2009. We recognize the impact of budget cuts and believe in the service you provide the students in our community. We appreciate your willingness to consider performance based increases for those that have committed themselves to your mission and the services provided by Job1USA. We hope this reduction in bill rate eases the financial impact of recognizing the contribution these hard working employees have made to both of our organizations.

Please let us know of the board's decision once you have had a chance to present the information. If you need a formal proposal for the meeting, please let me know.

Sincerely,

**Stacie Moss**

Vice President Staffing Services



(567) 661-0661 Office

(419) 255-5005 24 Hr

(419) 508-2408 Cell

28



Mary Walters &lt;mlw.model@gmail.com&gt;

## Fwd: Van Drivers- Pay rate and Start dates

1 message

**Matthew Storer** <storer.matthew@gmail.com>

Thu, Feb 21, 2013 at 11:44 AM

To: Mary Walters <mlw.model@gmail.com>

FYI

----- Forwarded message -----

From: **Toni Gonzalez** <tgonzalez@job1usa.com>

Date: Thu, Feb 21, 2013 at 11:33 AM

Subject: Van Drivers- Pay rate and Start dates

To: Matthew Storer <storer.matthew@gmail.com>

Matt,

Below are all the Van Drivers pay rates, and start dates. Let me know if you need anything else.

Last Name	First Name	Pay Rate	Bill Rate	Start Date
Franklin	Cedric	\$12.00	\$16.32	3/12/2009
Freelove	Christy	\$12.00	\$16.32	1/31/2011
Freelove	Janell	\$12.00	\$16.32	12/6/2010
Lay	Debra	\$12.00	\$16.32	9/4/2007
Lott	Gregory	\$12.00	\$16.32	9/14/2010
Presley	Christopher	\$12.00	\$16.32	8/20/2012
Sharp	Lucinda	\$12.00	\$16.32	7/31/2012
Walker	Julius	\$12.00	\$16.32	1/6/2011
Williams	Arie	\$12.00	\$16.32	1/5/2009
Willis	Wyanda	\$12.00	\$16.32	7/21/2010

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SUBS				
Besase	Mary Jo	\$12.00	\$16.32	9/25/2012
Drabak	Al	\$12.00	\$16.32	3/1/2013

**Toni Gonzalez**

Account Manager



(567) 661-0655 Office

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Member of [www.ToledoRegion.com](http://www.ToledoRegion.com)



Matthew Storer  
Assistant Director  
Autism Model School  
419-514-6889



## Open Meetings Guidance

ORC 121.22 ("Sunshine Law") states that public officials may only take official action and conduct deliberations upon official business in **open meetings**, unless the law states a specific exception.

### What is an Open Meeting?

Under the law, a "meeting" is any pre-arranged discussion of the public business of the public body by a majority of its members (quorum). A member must be present **in person** to vote or count towards a quorum. An open meeting must be open to the public at all times. Minutes of regular, special, or committee meetings must be prepared promptly and be open to public inspection.

### What is a Public Body?

A community school board is considered a public body because it is a decision-making body of a school. Any committee or subcommittee of the board is also considered a public body and its meetings must also be open to the public and have minutes that are open to the public.

### What Notice Must a Public Body Provide for its Meetings?

The board must establish a policy that contains a reasonable method whereby any person may determine the time and place of all regularly scheduled meetings and the time, place, **and purpose** of all special meetings. The policy must state that any person, upon request and payment of a reasonable fee, may obtain reasonable advance notice of all meetings conducted for a specific or general purpose. This might include mailing the agenda or notices to a list of subscribers. The board must provide the same notice for committee meetings.

### What Happens If a Board Does Not Give Proper Notice?

Any resolution, rule, or formal action is **invalid** if it was adopted in a meeting that occurred without providing proper notice.

### What Notice Must a Board Give for a Special Meeting?

A governing authority must give at least 24 hours' advance notice to the new media that have requested notification, except in the event of an emergency requiring immediate official action. In the event of an emergency, the member(s) calling the meeting must notify the news meeting immediately of the time, place, and purpose of the meeting.

### Can a Board Communicate via Email?

A Board may not have any substantive discussion about the School via email. Group emails may only be about logistical matters, like scheduling. In addition, Board members should not delete any school-related emails, unless the retention policy allows for deletion of routine emails. These are considered public record.

### What are the Consequences of Violating the Open Meetings Law?

Beyond finding any actions taken in an improper meeting or after an improper executive session invalid, any person can bring a lawsuit to enforce the Open Meetings Law within 2 years of a violation. If the court finds that the board is violating or has violated the law, the court can issue an injunction to make the board members comply with its provisions. The court can also order that the board pay a fine of \$500 to the party that brought the lawsuit, as well as all court costs and reasonable attorney's fees.

### What is an Executive Session?

An executive session is a part of an open meeting that is closed to the public. The meeting minutes only need to state the general subject matter discussed in an executive session. The law requires that board members hold a roll call vote to hold an executive session, that the vote state the purpose of the executive session, and that the purpose is one of the few allowable items in the statute and listed below. The board members may not discuss other items during an executive session.

### When Can a Board Hold an Executive Session?

Under ORC 121.22(G)(1), the board may hold an executive session to consider the following matters. The board must list the item(s) being discussed specifically in its vote with the language used below, but does not need to use the employee or public official's name. The board **may not** simply state that they are discussing "personnel issues."

1. To consider the appointment of a public employee or official
2. To consider the employment of a public employee or official
3. To consider the dismissal of a public employee or official
4. To consider the discipline of a public employee or official
5. To consider the promotion or demotion of a public employee or official
6. To consider the compensation of a public employee or official
7. To consider the investigation of charges or complaints about a public employee or official **unless** the public employee or official requests a public hearing

Under ORC 121.22(G)(2)-(6), the board may hold an executive session to consider the following items. The board must list the item(s) being discussed specifically in its vote with the language used below.

8. To consider the purchase of property for public purposes
9. To consider the sale of property at competitive bidding, **but only if** the early disclosure of information about the sale would give an unfair competitive advantage to someone whose personal private interest is adverse to the general public interest (**very rare for charter schools**)
10. To confer with the board's attorney about disputes involving the board that are the subject of **pending or imminent** court action
11. To prepare for, conduct, or review negotiations or bargaining sessions with public employees about compensation or other terms and conditions of their employment
12. To consider matters required to be kept confidential by federal law or regulations or state statutes
13. To discuss details relative to the security arrangements and emergency response protocols for the board, **but only if** disclosing the discussion items could reasonably be expected to jeopardize the security of the board (**very rare for charter schools**)

### What Happens if a Board Holds an Executive Session Without a Proper Vote?

Any resolution, rule, or formal action of any kind is invalid unless adopted in an open meeting of the board. If the board deliberates in an executive session for an improper reason, any resolution, rule, or formal action adopted that results from that discussion is considered invalid.

## Isaac D Demarest

5970 Luddington Dr Toledo, OH 43615

Hm: 567-455-6986 Wk: 419-382-9210

[I.Demarest@yahoo.com](mailto:I.Demarest@yahoo.com)

<b>Experience</b>	<b>Edward Jones Investments</b> Partner and Financial Advisor	<b>5/2001- Present</b>
	<b>Governors Council for People with Disabilities</b> Board Vice President, Board Member	<b>10/2004 – 8/2010</b>
	<b>Eleventh Masonic District of Ohio</b> District President, District Deputy Grandmaster	<b>11/2006 – Present</b>
<b>Education</b>	<b>American College of Finance</b> Masters of Financial Planning – CFP Certification	<b>7/2012</b>
	<b>University of Toledo</b> Masters of Business Administration Pacemaker Award	<b>12/2001</b>
	<b>Indiana University</b> Masters of Finance	<b>12/2000</b>
	<b>Indiana Wesleyan University</b> Bachelors of Science – Finance, Economics, Political Science Valedictorian	<b>12/1999</b>
<b>Awards</b>	<b>Eagle Scout Award</b>	<b>1992</b>
	<b>Client Service Excellence</b>	<b>2008,2009,2010,2011</b>
	<b>Representative to Grand Lodge of Malta</b>	<b>2010</b>
	<b>Grand Masters award, Grand Lodge of Ohio</b>	<b>2009</b>



**AUTISM MODEL SCHOOL 2013-2014 CALENDAR**  
**Second Draft 3/5/13 (Subject to Change)**

B

	6/7/2013 Friday	Last Day Before June Break
	6/8/2013-6/25/13	June Break
	6/26/2013 Wednesday	Teacher Work Day - No Students
	6/27/2013 Thursday	School Resumes
<b>1st Quarter</b>	6/28/2013 Friday	End of 4th Quarter
	7/1/2013 Monday	1st Quarter Begins
	7/4/13-7/5/13	Independence Day - No School
	8/2/2013 Friday	Progress Reports Sent Home
	8/2/2013 Friday	Last Day Before August Break
	8/3/13-8/27/13	August Break - No School
	8/21/13 - 8/27/13	Teacher Training Week - No Students
	8/28/2013 Wednesday	School Resumes
	9/2/2013 Monday	Labor Day - No School
	10/4/2013 Friday	Last Day of 1st Quarter
<b>50 Student Days/5 Teacher In-Service Days</b>		
<b>2nd Quarter</b>	10/7/2013 Monday	2nd Quarter Begins
	11/26/2013 Tuesday	Progress Reports Sent Home
	11/27/2013 Wednesday	Parent/Teacher Conferences - No Students
	11/28/13-11/29/13	Thanksgiving Break - No School
	12/2/2013 Monday	School Resumes
	12/20/2013 Friday	Last Day Before Winter Break
	12/20/2013 Friday	Last Day of 2nd Quarter
<b>52 Student Days/1 Parent Teacher Conference Day</b>		
<b>3rd Quarter</b>	12/21/13-1/1/14	Winter Break - No School
	1/2/2014 Thursday	School Resumes
	1/20/2014 Monday	Martin Luther King, Jr. Day - No School
	2/17/2014 Monday	President's Day - No School
	2/20/2014 Thursday	Teacher Work Day - No Students
	2/21/2014 Friday	Teacher Work Day - No Students
	3/21/2014 Friday	Progress Reports Sent Home
	3/28/2014 Friday	Last Day of 3rd Quarter
<b>58 Student Days/2 Teacher Work Day</b>		
<b>4th Quarter</b>	3/31/2014 Monday	4th Quarter Begins
	4/11/2014 Friday	Autism Awareness Breakfast
	4/14/14-4/21/14	Spring Break - No School
	4/22/2014 Tuesday	School Resumes
	5/26/2014 Monday	Memorial Day - No School
	6/5/2014 Thursday	Progress Reports Sent Home
	6/6/2014 Friday	Parent/Teacher Conferences - No Students
	6/7/14-6/24/14	June Break
	6/24/2014 Tuesday	Teacher Work Day - No Students
	6/25/2014 Wednesday	School Resumes
	6/30/2014 Monday	Last Day of 4th Quarter
<b>46 Student Days/1 Parent/Teacher Conference Day/1 Teacher Work Day</b>		

\*Any changes to this calendar will be communicated to parents in writing.

\*Calamity days will be announced on local television news programs.

The Autism Model School (AMS) is a free public school for children with Autism Spectrum Disorders. AMS institutes an Open Enrollment Policy for students fulfilling #1 and #2 in the criteria listed below.

AMS Policy w/ suggested changes. <sup>10</sup> C

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



\* INSERT SIDEWAYS STATEMENT HERE.

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

1. The student must be a resident of the state of Ohio.
2. The student must be age five (5) up to age twenty-one (21).
3. The student must have a primary medical diagnosis of an autism spectrum disorder at the time of enrollment or when the child's name is chosen as next on the waiting list.
4. If openings exist at the school and no child with autism is on the waiting list, a student with any disability or no disability may enroll.
5. A completed application for enrollment must be received by the school for all students wishing to enroll.

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Waiting list procedures:

1. Students return a completed application which is date stamped with the date the school receives the completed application
2. If no opening exists at the school, students are placed on a waiting list up to ten students long, with the students filling the first ten spots based on the oldest date stamp for the school having received the completed application.
3. If the waiting list exceeds ten students, the school holds a lottery of all students on the waiting list. The lottery establishes the waiting list of students for all students once the waiting list exceeds ten students.
4. When a student from the waiting list is offered an open position for enrollment at the school, the family has three days to accept or reject the position before the school offers the position to the student next on the waiting list.
5. Any sibling of a student currently enrolled at The Autism Model School rises to the top of the waiting list regardless of lotteries or time frame of the school's receipt of the completed application.

The Autism Model School does not discriminate based on race, color, national origin, gender, ethnic background, religious preference, or sexual orientation.

Homeless Children and Youth



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

Current website info.

The Autism Model School  
3020 Tremainsville Road  
Toledo, OH 43613  
419-897-4400  
Fax: 419-897-4403

### EDUCATIONAL PHILOSOPHY

The Autism Model School provides a humanistic learning environment for children with Autistic Spectrum Disorders. Educational and scientific research indicates that highly structured, intensive education, especially in the early grades and preschool is the most appropriate teaching method for students of this population (Eikeseth, Smith, Jahr, & Eldevik, 2002; Howard et. al., 2005; Lovaas, 1987; Sallows & Graupner, 2005).

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, **sensory-** **integration**, and direct social skills instruction.

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Several groupings are taken into account when placing students. 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.

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**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.**

Delete

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.

#### References:

Eikeseth, S., Smith, S., Jahr, E., Eldevik, S. (2002). Intensive behavioral treatment at school for 4- to 7-year-old children with autism a 1-year comparison controlled study. *Behavior Modification*, Vol. 26 No. 1, 49-68

Howard, J.S., Sparkman, C.R., Cohen, H.G., Green, G., Stanislaw, H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities*, 26, 359-383

Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.

Sallows, G.O., Graupner, T.D. (2005). Intensive behavioral treatment for children with autism: four-year outcome and predictors. *American Journal on Mental Retardation*, Vol 110, No. 6: 417-438



Mail to:  
The Autism Model School  
3020 Tremainsville Road  
Toledo, OH 43613

Date Application Received: \_\_\_\_\_

The Autism Model School  
Application for Student Enrollment

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_  
Address: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
City/State/Zip \_\_\_\_\_ Phone: \_\_\_\_\_  
Email: \_\_\_\_\_ Second Phone: \_\_\_\_\_  
Gender: \_\_\_\_\_  
Home School District: \_\_\_\_\_  
Previous School: \_\_\_\_\_  
Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

Please check the students' current medical diagnoses:  
(must be a medical doctor or PhD. Level Psychologist)

- \_\_\_\_\_ Autism
- \_\_\_\_\_ Asperger's
- \_\_\_\_\_ Pervasive Developmental Disorder
- \_\_\_\_\_ Fragile-X
- \_\_\_\_\_ Childhood Disintegrative Disorder
- \_\_\_\_\_ Rett's
- \_\_\_\_\_ No Diagnosis
- \_\_\_\_\_ Others (please specify) \_\_\_\_\_

Delete

\*The criteria for acceptance as a student at The Autism Model School is a primary medical diagnosis on the Autism Spectrum.

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Does your child have a current Individualized Education Program (IEP)? \_\_\_\_\_  
Date of current IEP \_\_\_\_\_

Does your child have a current Evaluation Team Report (ETR)? \_\_\_\_\_  
Date of current ETR \_\_\_\_\_

In the ETR the school team determined your child to have the following disability:

- \_\_\_\_\_ Autism
- \_\_\_\_\_ Mental Retardation (Developmental Handicap)
- \_\_\_\_\_ Multiple Disabilities
- \_\_\_\_\_ Emotional Disturbance (ED)
- \_\_\_\_\_ Other health impairment
- \_\_\_\_\_ Other (please specify) \_\_\_\_\_
- \_\_\_\_\_ I Don't Know

F

Head of Household  
 Name \_\_\_\_\_  
 Relationship to student  
 \_\_\_\_\_ Biological Father/Mother  
 \_\_\_\_\_ Stepfather/stepmother  
 \_\_\_\_\_ Legal Guardian  
 \_\_\_\_\_ Foster Parent  
 \_\_\_\_\_ Other \_\_\_\_\_

Head of Household  
 Name \_\_\_\_\_  
 Relationship to student  
 \_\_\_\_\_ Biological Father/Mother  
 \_\_\_\_\_ Stepmother/ Stepfather  
 \_\_\_\_\_ Legal Guardian  
 \_\_\_\_\_ Foster Parent  
 \_\_\_\_\_ Other \_\_\_\_\_

Natural Father Name \_\_\_\_\_

Natural Mother Name \_\_\_\_\_

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.

Are the parents of the child married? \_\_\_\_\_

Are both parents living in the same household? \_\_\_\_\_

If you answered no to either question, is there a custody arrangement? \_\_\_\_\_

Names of other children in family	Birth Date	School Attending
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student's Medical/Health Information:

Physician \_\_\_\_\_ Phone \_\_\_\_\_  
 Dentist \_\_\_\_\_ Phone \_\_\_\_\_  
 Medical Specialist \_\_\_\_\_ Phone \_\_\_\_\_  
 Medical Specialist \_\_\_\_\_ Phone \_\_\_\_\_

List all medications student is taking

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Allergies:

Food  
 \_\_\_\_\_  
 \_\_\_\_\_

Drugs

\_\_\_\_\_  
 \_\_\_\_\_

Special Health Concerns

\_\_\_\_\_  
 \_\_\_\_\_

Along with your application the Autism Model School <sup>requests</sup> requires the following information: for the coordination of services and accurate placement.

change to:  
Any Medical or Psychological Diagnoses  
✓  
Drop to #6

1. Medical Diagnosis – A medical document signed by a medical doctor or a Ph.D. level Psychologist stating that your child has a primary diagnosis of autism or a related autism spectrum disorder including Pervasive Development Disorder, Rett's or Asperger's syndromes.
2. Individualized Education Plan (IEP) – The most recent copy of your yearly contract with the school that outlines your students educational goals and objectives. You can request a copy of this from your child's school.
3. Evaluation Team Report (ETR) – This document was once called a Multi-Factored Evaluation (MFE). It is done every three years to evaluate eligibility for special education services. You can request a copy of this from your child's school.
4. Most recent report card – please also include recent IEP progress reports
5. Behavior Support Plan – If applicable. Some students have written plans that indicate instructional techniques and supports to prevent and/or address patterns of challenging student behavior.
6. Copy of Birth Certificate - The state of Ohio requires all schools to keep a copy of the birth certificate on file. – Required
7. Copy of Utility Bill – This should be addressed to the parent or guardian and provides proof of residency. – Required

OK  
Delete

To be considered for enrollment all documents must be turned in. along with this application.  
Required

Information can be dropped off, mailed or faxed:  
Autism Model School  
3020 Tremainsville Road  
Toledo, Ohio 43613  
Attn: Student Intake  
  
Fax: 419-897-4403

After all of your paperwork and application have been completed and turned in, we encourage you to schedule a tour of the school. Would you like us to call you to schedule this tour? \_\_\_\_\_

How did you hear about The Autism Model School?  
\_\_\_\_\_  
\_\_\_\_\_

H

**Bittersweet Farms  
cordially invites you to**

**"A THOUSAND WORDS"**  
A CELEBRATION OF ART AND AUTISM

**Thursday, March 21, 2013**

**The Toledo Zoo  
Indoor Theater & Great Hall  
2700 Broadway Street, Toledo**

**7:00 – 8:00pm**

**Premier of "A Thousand Words" film**

"A Thousand Words" is a documentary filmed at Bittersweet Farms by Richard Walsh and Cora Walsh. The film profiles five artists with autism and explores how art facilitates communication and expression.

**8:00 – 9:00pm**

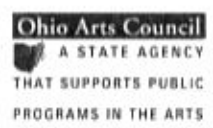
**Art and Autism Showcase**

Original artwork created by individuals with autism will be on display. Through grants from the Ohio Arts Council and Great Lakes Collaborative for Autism, Matt Paskiet (owner of Firenation Glass Studio) is able to work with our day program participants. Matt and several Bittersweet Farms artists will be showcasing and discussing the art of autism.

*"A Thousand Words" DVDs and t-shirts will be for sale. Refreshments will be served. Cash bar will be available. Please park in the Broadway parking lot. Greeters will be at the Broadway entrance; golf cart transportation is available.*

*Use of facilities courtesy of Matt Anderson, board member Bittersweet, Inc., The Toledo Zoo, and Anderson Foundation.*

*R.S.V.P. by Friday, March 1, 2013 to  
Abby Anderson, (419) 875-6986, ext. 121  
or aanderson@bittersweetfarms.org*



*A special thanks to Melissa Wehrman Designs,  
Homewood Press and Richard Walsh and Cora Walsh!*

*Abby said it's not too late to R.S.V.P. if you'd like to attend! If you're interested, let me know asap. Thanks! -Kali*

I

**Competitive Bids  
The Autism Model School**

**Item(s): Student Transportation Bids** \_\_\_\_\_

<b>Company</b>	<b>Bid Price</b>	<b>Date of Bid</b>	<b>Date till bid expires</b>	<b>Notes</b>
<b>TLC Transportation 5517 Telegraph Rd. Toledo, OH 43612  419-475-9350</b>	<b>\$60.00 each Way for both students to ride. \$30.00 each way if there is an aide needed. \$25.00 COL (cancel on location fee.)</b>	<b>2/27/2013</b>	<b>3/27/2013</b>	<b>COL fee if Ann Grady does not cancel in time for us and we send the driver. Would stay in touch with us if there is a problem.</b>
<b>Apple-a-Day Transportation 405 Madison Ave. Toledo, OH 43604  419-242-7753</b>	<b>\$450.00 weekly rate per week.  \$30.00 each way if there is an aide needed.  COL Fee \$15.00</b>	<b>March 5, 2013</b>	<b>4/5/2013</b>	<b>Let them know in advance if either student is not attending in advance. If same day cancelation please call by our office by 6:15 am.</b>
<b>Anne Grady Services 1525 Eber Rd Holland, OH 43528</b>	<b>\$70.00 each way for both students \$30.00 each way if an aide is needed.</b>			<b>Services we are using now.</b>



J

## Contacts Made Involving Transportation Needs

### **Beacon of Light**

3325 Edgevale Road  
Toledo, Ohio 43606  
(419)536-4730

Will Call Back on Friday March 1, 2013

Called 3/4/2013 @8:35am Busy  
Called 3/4/2013 am @ 9:42 Sounded like a fax #  
Called 3/5/2013 am @ 8:42 am Sounded like a fax #

### **Diversified Transportation Services**

(419) 535-535-6447

called numerous times always busy.

### TLC Transportation

5517 Telegraph Road  
Toledo, OH 43612  
(419-475-9350

Wheel Chair accessible? - Yes  
Aide Available? Yes  
emailed us the price for the services we need.

### Apple-a-Day Transportation

405 Madison Ave.  
Toledo, OH 43604-1223  
419-242-7753

Promised call back Tuesday, March 05, 2013 afternoon w/ price.  
Wheel Chair Accessible? Yes  
Aide possible. Yes

### **Ability Center of Greater Toledo**

5605 Monroe Street  
Sylvania, Ohio 443560  
1-866-885-5733

Spoke with Tiffany Painter she gave me some contacts that I could try.

### **Life Star**

1402 Lagrange Street  
Toledo, OH  
419-245-6220

Taking no new transports at this time.

### **Morgan Transit, L.L.C.**

621 North Eber Road  
Holland, OH 43528  
419-866-5911

Does wheel chairs, but does not provide aid for handicapped or disabled.

K

**Independent Living of Toledo**

Contact Person: Mildred Baltter  
419-381-8081

Called numerous times, left messages, no response.

**Lucas County D.D.**

419-380-4000

Spoke with Head of Transportation Department he suggested to look on L.C.D.D. web site under transportation. Found the following contacts on their site.

**A.B.L.E. Services D.D.**

1257 Crissey Road  
Holland, OH 43520  
419-868-5000

Answering Machine left messages.

**Absolute Freedom Transportation**

6044 Frejon Lane  
Sylvania, OH 43560  
419-885-2102

Spoke with Greg Barns, Transportation Coordinator,  
No longer do wheel chairs.

**Aspiring Hands**

7066 Sandy Springs  
Maumee, OH 43537  
419-290-5788

Spoke with a Brian Shaffer, No Transportation Services.