

The Autism Model School
Board Meeting Agenda
April 30, 2013

- I. Welcome and Public Commentary
- II. New board member vote.
- III. Board Minutes from March 26, 2013. Discussion/Approval.
- IV. Committee Reports
 - A. Finance Committee
 - 1. March Budget
 - 2. March Variance Report
 - 3. Update on State Budget for FY 2014
 - B. Curriculum Committee
 - 1. Direct Instruction kick-off update.
 - 2. BYU contacts.
 - C. Strategic Planning Committee
 - 1. See Director's Report for planning for impact of Affordable Care Act
 - D. Policies and Procedures Committee
 - 1. School Admission/Enrollment Policy
 - 2. Teacher Evaluation Policy--introduction
 - 3. Seclusion and Restraint--introduction
- V. Director's Report
- VI. Old Business
 - A. Van Driver Contract Information
 - B. Property Taxes
- VII. New Business
 - A. Board elections
 - B. Board Training

The next board meeting is scheduled for Tuesday May 28, 2013, at 6:00 pm.

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**The Autism Model School
Board Meeting Minutes
March 18, 2013**

The meeting was called to order at 6:00 p.m.

Attending: Raj Parikh, Carl Windnagle, Mark Greenblatt, Lisa Marsalek, James Rothschild, Sherry Moyer, Mary Murray

Excused: Edward Cancio

Also Present: Apryl Morin, Sponsor Representative; Isaac Demarest, Prospective Board Member; Mary Walters, Director; Joel Vidovic, Behavior Management Director; Kali Kowalski, School Receptionist/Recorder of the Minutes.

I. Welcome and Public Commentary

II. Board Minutes from February 26, 2013. Discussion/Approval.

Motion to approve the February 26, 2013 minutes as written:

1. Lisa Marsalek
2. Mark Greenblatt

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

III. Committee Reports

A. Finance Committee

1. February Budget
2. February Variance Report

The board discussed the budget and the variance report.

Motion to approve the February, 2013 budget and the February, 2013 variance report as presented in the board packet:

1. Lisa Marsalek
2. Carl Windnagle

Vote: Yes – Unanimous – Parikh, Greenblatt, Rothschild, Moyer, Murray, Marsalek, Windnagle.

B. Curriculum Committee

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

Mary Walters, Director introduced the curriculum material to be discussed. The school will be transitioning a majority of students to "Direct Instruction" by April 29th. The school was aiming for earlier in April, however, due to State Assessments the date had to be postponed. The school administration is holding weekly meetings to help prepare the staff for the transition. Some of the material is already being practiced with the students.

Joel Vidovic, Behavior Management Director gave an in-depth presentation of the curriculum and opened the meeting for discussion regarding the curriculum. To benchmark students' performance in a standardized manner, teachers will be using the Kaufman Test for Educational Achievement which gives a quick snapshot of a student's skillset. This assessment will be re-administered in one year to gauge individual progress. A consultant from McGraw Hill is going to conduct an all-day training to breakdown the Direct Instruction programming for the teachers. Joel reviewed the master schedule and a few techniques that will be incorporated in this programming. Students who do not meet the prerequisite requirements for the Direct Instruction will participate in ABLLS, VB-MAPP, TeachTown, Headsprout Reading, or PLATO courseware. The State IIS offers more curricula to teachers so that a student who is not thriving in the Direct Instruction can be routed to a Plan B or

C to differentiate instruction. Fidelity of instruction will be monitored, and Joel indicated there is already a fidelity checklist available from Direct Instruction so that this can be implemented.

C. Strategic Planning Committee

1. Transition Program curriculum- Pathfinder and PAES programs

Mary Walters, Director, introduced the PAES program as a possible addition to curriculum for job training and work readiness. School administration plans to observe the PAES program at a school in Mentor, OH and will re-present the information at a future board meeting.

The board reviewed updates with regards to collaboration with the Autism Academy of Learning. The board approved the ad hoc committee of Sherry Moyer, James Rothschild, Mark Greenblatt and Mary Walters to continue researching the possibility of this alliance.

D. Policies and Procedures Committee

1. School enrollment policy draft.

Mary Walters, Director spoke regarding the possible revisions to our admissions policies. Attachments C-G of the board packet contain suggested revisions.

Raj Parikh suggested that all board members review the suggested changes to the admissions policies for the next meeting and discuss approval of these revisions at the next board meeting in April. Regardless of statute's regulation we need to focus on our mission.

IV. Director's Report

Mary Walter's presented her report and discussed a recent conversation with the school's sponsor. Due to recent funding changes for Educational Service Centers, our sponsor will be increasing sponsor fees charged to the school. The Autism Model School's excellent rating with the Ohio Department of Education has allowed the ESC to postpone the increase until July of 2014. At that time, our sponsorship fee will increase to 2% of TOTAL revenue (from the current 1 1/2 % fee). Mary indicated that 2% is still the lowest fee charge among all sponsors in Ohio.

Reminder of the Annual Autism Awareness Breakfast on April 19, 2013.

The board reviewed the school calendar for the 2013-2014 school year.

Motion to approve school calendar:

- 1. Carl Windnagle
- 2. Sherry Moyer

Vote: Yes – Unanimous - Parikh, Greenblatt, Rothschild, Marsalek, Murray, Windnagle, Moyer.

Mary reviewed bids for updated fencing around school playgrounds. Raj Parikh suggested that administration speak with our lessor regarding payment for the improvement.

Motion to conditionally approve \$1,500.00 for the School Director to improve the conditions of the playgrounds.

- 1. James Rothschild
- 2. Lisa Marsalek

Vote: Yes – Unanimous - Parikh, Greenblatt, Rothschild, Moyer, Murray, Rothschild, Marsalek.

Mary reviewed February staff new hires and resignations.

Motion to approve resignations/new hires:

- 1. Mark Greenblatt
- 2. James Rothschild

Vote: Yes – Unanimous - Parikh, Greenblatt, Windnagle, Marsalek, Murray, Greenblatt, Rothschild.

Mary discussed different bids for transportation for two students. One student requires a wheelchair accessible vehicle and the other is extremely aggressive and requires an aide to assist with her bus ride. Federal law states the school must provide transportation for the students. The law also states that if the child's disability is the reason for the behavior, the student cannot be expelled.

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James Rothschild suggested acquiring bids for transportation of the students in separate vehicles as well as quotes for the purchase/conversion of a wheelchair accessible van for the school.

Mary briefly reviewed the outcome of our audit and there were no issues presented with our records.

V. Old Business

A. Review of Van Driver Contract Information

As part of the van driver's request for a salary increase, Raj Parikh proposes that the school ask Job1USA to decrease their fees after an employee's 1st year of service as opposed to their 3rd year as Job1USA originally proposed. Raj would also like to see that if we give an employee through their agency a pay increase of \$1.00 that Job1USA would absorb the increase in pay and not increase their fee.

B. Review of Open Meetings Guidance

Raj Parikh pointed out the Open Meetings Guidance documents included in the board packet and urged all board members to review the guidelines.

C. Property Taxes

Motion to move to executive session in accordance with ORC 121.22 (G)(2)-(6) item 10 for the purpose of discussing a legal matter with all members of board and requesting recommendations.

1. James Rothschild
2. Lisa Marsalek

Vote: Yes – Unanimous - Parikh, Greenblatt, Rothschild, Moyer, Murray, Rothschild, Marsalek.

Transitioned to executive session at 7:26 p.m.

Motion to end executive session:

1. Mark Greenblatt
2. Sherry Moyer

Vote: Yes – Unanimous - Parikh, Greenblatt, Rothschild, Moyer, Murray, Marsalek, Greenblatt, Moyer.

Executive session concluded at 7:38 p.m.

VI. New Business

The school building's lease has been extended. Administration is going to speak with the lessor regarding additional upgrades to the building (i.e. carpeting, etc.)

Motion to adjourn at 7:40 p.m.:

1. Mary Murray
2. Sherry Moyer

Vote: Yes – Unanimous - Parikh, Greenblatt, Rothschild, Windnagle, Marsalek, Murray, Moyer.

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

Finance Committee Meeting
April 18, 2013

Attending: Carl Windnagle, Mark Greenblatt, Mary Walters

The draft budget reconciled for March, along with the March, 2013 variance report were reviewed and discussed among the committee members. The committee recommends that the board approve both reports. The committee discussed the state budget as well as some bids for wheelchair accessible vans which will be presented at the board meeting for discussion.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
	March Budget FY 13 Draft 1 for the April, 2013, Finance Committee Meeting																	
	Beginning																16,053.05	
	Balance																	
2																		
3																		
4																		
111	Notes:																	
112	Based on three classroom expansion--enrollment of 110 students.																	
113	Lines 6 and 9 Formula amount X 110 students at Category 6																	
114	Line 6 Per Pupil Amount = \$5,653.00 x 110 students = \$621,830 / 12 = \$51,819.17 / mo.																	
115	Line 9 Student Enrollments = (Cat. 6 x 110 students) Formula = 4,7342 x 9 x \$5,732.00 x 110 = \$2,486,517.01 / 12 mo = \$203,875.58 / mo.																	
116	Lines 7, 8, 10, and 11 figured by taking the 12 month total from the April 2012 budget reconciliation and dividing that by 93 students, then multiplying by 110 students and then dividing by 12 months																	
117	Line 12 Interest plugged at \$20 / month based on April, 2012 reconciliation figures.																	
118	Line 13 Career Tech funds are estimated to be the same as FY 12 (\$43,585.00). Cash flow may be different.																	
119	Line 15 Student Fees is figured at \$60.00 x 110 students x .5 = \$3,300.00																	
120	Additional revenue expected by not included in this budget are: Medicaid reimbursement (unknown amount), and donations.																	
121	Line 16 CCIP takes the allocated amounts for Title I (\$47,177.65) and IDEA B grants (\$61,670.92) and distributes them evenly throughout the year. Cash flow will probably be different.																	
122	Lines 21, 22, 23, 24 figured with 3% rates for all staff (teachers, Para professional Aides, Administration, Therapists) based on current payroll																	
123	Line 20--3 teachers added in for 3 more classrooms @ \$36,000.00 salary.																	
124	Line 21--6 additional para-professional aides added in for 3 more classrooms @ \$8,500/yr X 35 hrs/wk.																	
125	Line 23 Therapists figured at addition of 01 additional \$44,708.70/yr (increase to 5 days from 2/wk)																	
126	Line 24 Van Driver Payroll figured at additional \$4,708.70/yr (increase to 5 days from 2/wk)																	
127	Line 25 Additional staff figured as Assistant for JFC @ \$40 K, Assistant shared between Joel & Julie @ \$70 K/yr.																	
128	Line 26 Health benefits figured at FY 12 budget totals @ April reconciliation with a 15% increase for additional staff and 9.2% cost increase.																	
129	Line 27 Medicare .0145 X (lines 21, 22, 23, and 24)																	
130	Line 28 Retirement (STRS) .14 X lines 20, 23, and 25																	
131	Line 29 (SERS) .14 x line 21,22, and 24																	
132	Lines 30 through 32 unchanged--not sure what to do? Workman's comp should decrease after December, 2012.																	
133	Line 37 Leases unchanged																	
134	Line 38 Priest's house--new item \$1,200 / mo. Beginning in August. July & August include \$695.00 per month for current living classroom.																	
135	Lines 41, 42, 43, 44, 45 are unchanged from FY 12 April reconciled budget--not sure what changes?																	
136	Line 46 Property taxes: \$23,000.00 included from past due property taxes--not sure what to do?																	
137	Line 50A Admin. Supplies--plugged at \$500.00 per month--same as last year--even though last year's actuals were less than this.																	
138	Line 51 Copier Lease unchanged from FY 2012 April budget reconciliation.--Not sure if changes are needed.																	
139	Line 53 Accounting Costs/Payroll = 3.5% of lines 6 through 14.																	
140	Lines 54, 56, and 57 are unchanged from the FY 12 April budget reconciliation																	
141	Line 65 Classroom supplies: figured at FY 12 budget reconciled in April with May and June adjusted to \$4,000.00 / mo then averaged over 12 mos. Then adding on 3 classes.																	
142	Line 66 Classroom start up supply costs = \$5,000.00 / class x 3 classes = \$15,000.00																	
143	Line 73 PT unchanged--not sure what to do if anything.																	
144	Line 76 Psych plugged at \$1,000.00 per month--was plugged at \$2,000.00 / mo. Last year.																	
145	Line 83 Personnel Ads Unchanged from FY 12 Budget, April Reconciliation																	
146	Line 85 Legat Fees--Averaged total for FY 12 budget April Reconciliation and added \$1,000.00 per month.																	
147	Line 78 Staff development plugged at \$1,000.00 per month.																	
148	Line 77 Transportation Expenses: 2 additional vans figured in: look FY 12 budget reconciled for April divided by 12 months then multiplied by 10 for monthly cost.																	
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March budget FY 13 Draft 1 for the April, 2013, Finance Committee Meeting

16,063.05

Line Item	Description	B		C		D		E		F		G		H		I		J		K		L		M		N		O		P		Q		R		S				
		July	Aug	July	Aug	July	Aug	July	Aug	Sept	Oct	Oct	Nov	Nov	Dec	Dec	Jan	Jan	Feb	Feb	March	March	Apr	Apr	May	May	June	June	Total	Total	MTD	Total								
166	GRANTS																																							
167	168	47,371.80	49,945.78	49,654.78	49,654.78	49,654.78																																		
	Title I/A		2,131.90	2,131.90	2,131.90																																			
	170	61,670.92	63,663.91	63,663.91	63,663.91	63,663.91																																		
	171	200,000.00	200,000.00	149,578.02	143,181.19	143,181.19																																		
	172	1,629.00	1,629.00	1,629.00	1,629.00	1,629.00																																		
	173	312,803.82	317,421.27	287,068.29	229,335.28	229,335.28																																		
	174																																							
	175																																							
	176																																							
	177																																							
	178	7,564.20	9,791.65	2,231.45	1,433.89	1,433.89																																		
	179	6,333.63	6,333.63	5,206.93	3,043.89	3,043.89																																		
	180	3,318.63	3,291.89	3,291.89	4,341.14	4,341.14																																		
	181	278.62	278.62	278.62	278.62	278.62																																		
	182	2,465.17	2,465.17	2,465.17	2,465.17	2,465.17																																		
	183	1,746.02	1,644.95	1,401.86	1,389.86	1,389.86																																		
	184		2,410.00	(585.75)	(336.49)	(336.49)																																		
	Total																																							
	Non-government funded grants																																							
	Total	175,222.84	115,556.78	117,861.93	93,842.86	93,842.86																																		

(580.41) (479.91) (238.41) (238.41)

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Variance Report for March, 2013 Draft 1

B		C	D	E	F	G	H	I	L	M	N	P	Q	R
Beginning Balance		Budgeted March		March Actuals	Variance for March (G-F)		Year to Date Budgeted		Year to Date Actuals		YTD Variance (M-N)			
5	General Fund		53,703.50	58,443.22	58,443.22	5,739.72	0.00	483,331.50	449,969.01	(33,362.49)				
6	Basic Foundation		835.49	50,346.64	(49,511.15)			5,719.41	5,656.31	(63.10)				
7	Community Outreach Aid		841.06	727.38	(113.67)			7,569.45	6,499.74	(1,069.71)				
9	Student Enrichment Weighled		223,875.58	220,146.56	(3,729.02)			2,014,880.22	1,906,585.26	(108,294.96)				
10	Professional Development Aid		96.71	96.71	0.00			870.39	862.25	(8.14)				
11	Petty Aid		3,845.77	4,235.84	390.07			32,811.93	37,885.21	5,073.28				
12	Interest from Accounts		20.06	0.00	(20.06)			180.00	171.25	(8.75)				
13	Career Tech Funds		3,632.08	(7,064.50)	(10,696.59)			32,688.72	21,193.50	(11,495.22)				
14	Classroom opportunities		3.00	293.59	290.59			277.00	25,912.14	25,885.14				
15	Student Fees		9,070.71	0.00	(9,070.71)			3,300.00	0.00	(3,300.00)				
16	CCIP		295,623.89	269,414.77	(26,209.12)			81,636.39	32,762.28	(48,874.11)				
17	Total Receipts General Fund							2,663,015.01	2,486,496.95	(176,518.06)				
18					0.00					0.00				
19	Wages and Fringes		61,468.10	62,417.40	949.30			553,212.90	546,199.60	(7,013.30)				
20	Teachers-cc 1221		62,840.11	53,599.71	(9,040.40)			568,596.27	568,596.27	(5,174.72)				
21	Para Professionals-cc 2215		21,401.90	27,997.64	6,595.74			192,617.10	176,783.22	(15,833.88)				
22	Administration 2429 & 2419		17,490.51	9,030.50	(8,460.01)			157,414.59	104,069.75	(53,344.84)				
23	Staff Speech & OT		20,431.23	32,760.12	12,328.89			183,881.07	200,695.64	16,814.57				
24	Van/Driver Payroll		6,166.87	0.00	(6,166.87)			82,500.03	4,505.68	(77,994.35)				
25	Additional Staff payroll (Asst. JTC & B Mgmt)		6,496.77	10,469.23	3,972.46			80,643.25	80,643.25	0.00				
26	Health Benefits		2,495.43	2,219.23	(277.20)			22,467.83	20,008.58	(2,469.25)				
27	Medicare		12,337.54	14,500.00	2,162.46			111,037.85	120,280.44	9,242.59				
28	Retirement - SRS		14,826.26	9,249.00	(5,577.26)			131,636.28	119,927.11	(11,709.17)				
29	Retirement - SERS		357.00	240.00	(117.00)			2,605.93	3,479.82	873.89				
30	Employment/Medical Tests		3,083.49	126.23	(2,957.26)			29,169.83	27,066.86	(2,102.97)				
31	Workm's Comp.		231,998.00	222,609.06	(9,388.94)			20,803.75	2,585.00	(18,218.75)				
32	UE Insurance							2,109,597.09	1,914,831.22	(194,765.87)				
33	Total Wage & Fringes													
34					0.00					0.00				
35	Building and Grounds				0.00					0.00				
36														
37	Leases		13,400.00	13,400.00	0.00			120,600.00	122,295.00	1,695.00				
38	Priest's House		1,200.00	12,000.00	10,800.00			10,990.00	10,295.00	(695.00)				
39					0.00					0.00				
40														
41	Telephone/Internet		1,135.10	1,169.52	34.42			25,263.55	15,890.41	(9,373.14)				
42	Maintenance		195.00	1,067.26	872.26			3,809.14	15,123.65	11,314.51				
43	Janitorial Services/Supplies							240.82		(240.82)				
44	Security													
45	Insurance													
46	Property Taxes				0.00			7,852.60	10,150.00	2,297.40				
47	Total of Building and Grounds		15,990.10	18,636.76	2,646.66			23,000.00	23,000.00	0.00				
48					906.88			191,755.51	173,754.03	(18,001.48)				
49	Office Supplies / Equipment				0.00					0.00				
50	Administrative Supplies		500.00	1,588.35	1,088.35			4,500.00	7,047.02	2,547.02				
51	Copier Leases		2,638.77	1,509.30	(1,129.47)			12,715.22	13,217.11	501.89				
52	Copier Maintenance													
53	Accounting Costs / Payroll		10,025.88	10,105.37	79.49			90,292.73	90,494.85	202.12				
54	Audit		581.48	451.60	(129.88)			8,752.71	7,049.00	(1,703.71)				
55	Petty Cash			3,705.00	3,705.00			3,705.00	3,705.00	0.00				
56	Travel Expenses		583.88	151.82	(432.06)			4,694.25	253.84	(4,440.41)				
57									1,693.29	(3,025.99)				

Curriculum Committee Board Report

Date of Report: 4/24/13

Date of Board Meeting: 4/30/13

Report Submitted By: Joel Vidovic, M.A., BCBA

Recent Events:

1. 8-Hour Training with Direct Instruction Consultant Conducted on 3/28/13
 - a. Training provided by Cathy Burner
 - i. Representative of McGraw-Hill Education
 - ii. Ohio State University Alum- ABA/Special Education Program
 - b. Training covered Corrective Reading and Connecting Math Concepts Curricula
 - i. Included lots of opportunities for staff to practice presenting the curriculum
 - c. 29 staff members participated
 - i. 19 Teachers
 - ii. 5 Administrators
 - iii. 3 Para-educators

2. Peer-Group Practice/Coaching Sessions
 - a. Eight 60-minute sessions have been conducted to provide additional opportunities for staff to role play presentation of the curriculum
 - b. Each staff member assigned to teach DI lessons practiced teaching 2 lessons to their peers who acted as students
 - c. Feedback provided from participants of group to instructor to improve presentation and refine presentation skills
 - d. Anecdotally, staff are uniting under this project and beginning to team! Very evident during practice sessions.

3. Large Group Lunches
 - a. To accommodate the need for implementation of a school-wide Master Schedule, classrooms participating in the Direct Instruction Curriculum began implementing large group lunches/recess on April 15th.
 - b. There are 2 lunch periods and 2 recess periods needed to accommodate all students
 - i. Each group contains 35 students
 - ii. Additional classrooms will be added in coming months
 - c. This new procedure is creating many benefits for the school:
 - i. All staff lunch breaks now occurring during "non-instructional" time subsequently increasing teacher contact time with students
 - ii. More organized instruction in social skills/play with greater involvement from clinical and administrative staff
 - d. **Very well received by staff and students!**

4. Director Attends DI Conference (4/15/13 & 4/16/13)
 - a. Director Mary Walters attended a 2-day conference in Auburn Hills, MI
 - b. Conference focus:
 - i. Strategies to Train, Coach, and Support Classroom Teachers
 - ii. Effective Supervision Strategies
 - iii. Strategies for Monitoring and Improving Implementation
 - iv. Guidance on Specific School Policies
 - v. Monitoring Student Progress
 - c. Overall, we are on-track and meeting nearly all of the guidelines presented for implementation!
 - d. Conference affirmed what we are doing, and provided additional tools for us to continue to implement with integrity.
5. Weekly Administrative Meetings
 - a. The administrative roll-out team has met weekly for 1 hour to review roll-out progress, trouble-shoot issues, and plan next steps
6. Weekly Curriculum Roll-Out Meetings with Teachers-
 - a. We have continued to hold weekly 15-minute meetings with teachers to deliver small amounts of information and recruit feedback/questions
7. Implementation Begins: 4/29/13

Job Training Coordinating Program Update for April 2013

Becky Knapp, JTC

Caryn Tanner, JTC Assistant

There have been no major changes in the number of JTC students being served or their related statistics, but please note the following changes:

1. One student graduated on April 24th. He will attend the graduation ceremony scheduled for June 28th, along with a few other students that graduated during this school year. This student will continue to volunteer at the Toledo Zoo, start to volunteer at Imagination Station, and is awaiting some additional support from the LCBDD's Bridges to Transition Program, where the LCBDD is going to try and assist him access some paid community employment. This student has already been through the BVR process and is currently a Tarps Paratransit Rider.
2. Another student from the same classroom is getting ready to graduate soon as well. His last day here at the Autism Model School has yet to be determined. He has completed all of his academic coursework and has been going out on job interviews. This student plans on attending college soon and has just recently decided to seek out some part time employment.
3. A student that has been participating in unpaid job training experience at Jimmy Johns will now begin to get paid for his work at Jimmy Johns and has increased the amount of hours he was working from one hour a week to three hours a week. This student will be accessing the DI curriculum that goes into "full swing" next week, so his availability for community employment will remain limited to a few hours a week, until he is done with the DI curriculum. This student is not quite 18 years old, and will have ample time to access more job training in future years.
4. Agility Angels has hired three new students to replace the employees that were working there until April 19, 2013. One of the students that was working at Agility Angels, is the same student who graduated on April 24, 2013 (mentioned above.) He was given the option of remaining employed at Agility Angels, but declined that offer. He will be volunteering at the Toledo Zoo and Imagination Station until the LCBDD places him into community employment. The other student that was working at Agility Angels will be accessing the DI Curriculum and will have limited time for community outings and he and his parents feel his time would be better served going only on outings that allow him to learn skills related to grocery shopping, eating out, and learning new job tasks, thus he has given up his paid job at Agility Angels.

There was an Advisory Committee Meeting held on March 20, 2013. Becky Knapp, Caryn Tanner, Mary Walters, Jeff Quinn, Chris Kopp, Linell Weinberg, Scott McBride, Charlotte (ASNO intern) and Chelsea (Leo Classroom methods students) were present. Members discussed the following:

1. How to better support students/families that are interested in self-employment and microenterprise opportunities.
2. How to find assembly jobs in the Toledo area for students who have been doing tremendously well with volunteer jobs that require working on an assembly line.
3. How to get more connections with the local business community/potential employers.
4. 4.How to improve the Employer Appreciation Luncheon – which will now be called the Community Partner Appreciation Luncheon.

Becky, Caryn and Mary Walters held a meeting with teachers whose students participate regularly in community-based outings. The purpose of the meeting was to more clearly define roles and responsibilities of all persons involved in the coordination of these trips (e.g. JTC, JTC Assistant, Administrators, Teachers, Paraprofessional Aides and Van Drivers.)

On April 26, 2013, Caryn and Becky traveled to Columbus to attend to two very important conferences. They spent the first part of the day at the Ohio School for the Deaf at the OACAS Spring Conference. The conference covered topics regarding TTW, Transition- to- Work surveys & checklists, PIC & other interest inventories, technology and tips in career assessment, and an update from ODE regarding Career Technical Education. The second part of the day was spent at the Ohio Health Westerville Medical Campus where there was a statewide JTC meeting held by ODE's Career Technical Education Consultant, Eric Landversicht. The meeting was a collaboration between the Office of Exceptional Children and Career Technical Education. Job Training Coordinators and administrators were encouraged to attend. Sue Zake, Director of the Office of Exceptional Children and Steve Gratz, Director of Career Technical Education, were present, discussing job training requirements, emerging issues, and topics for future planning.

COMING IN MAY 2013:

- Social Event for Transition-age students: Prom in Paradise, May 4th
- Social/Recreational Event for Transition-age students: 3rd Annual Dance Program, May 10th
- Social/Job Training Event for Transition-age students: Community Partner Appreciation Luncheon, May 22nd
- Another student will be graduating on May 17th, this student will also attend the graduation ceremony that will be held on June 28th. This student will be attending cake decorating classes at Michael's Craft Store during her final weeks here that will continue on after she graduates. She may also be starting a work trial at a local Dairy Queen where she can practice decorating cakes for a business. The start date for her work trial has yet to be determined.

Director's Report
The Autism Model School
April 25, 2013

1. The Ohio State Budget is in the works now and it is unclear what allocations will be provided to our school. The most recent House budget uses a per pupil total of \$5,789.00 with the formula for Category 6 steady at $4.7342 \times .9 \times \$5,789.00 = \$24,422.79$ which is then added to the per pupil amount of \$5,789.00.
This is likely to change before the final bill is signed. If it holds steady, it will provide the school with \$378.865 more per student in FY 14 than was received in FY 13. Stay tuned.
2. The Affordability Care Act will be having a major impact on us shortly. This is the first time I have brought this issue to the board, and the April, 2013, board meeting is a good place to begin a discussion about an ad hoc committee or plan for this strategic issue.
3. The financial audit for 2013 was emailed to everyone earlier in the month. A hard copy will be available at the April board meeting or upon request. (It is also available from the Auditor of State's website).
4. The annual Prom will be held on Friday, May 3, here in the school gymnasium.
5. The annual Dance Recital will be held on Friday, May 10, at 7:15 pm here in the school gymnasium.
6. The Ohio Cooperative Extension Service is providing advice to the Living Classroom here at the school so that the green house can begin to be used in a coordinated and planned manner.
7. Playground equipment will be needed to enhance the playground now that recess and lunch are being utilized more fully. Bids for equipment will be provided at the board meeting. **Motion**
8. March staff changes:

March, 2013 New Hires

Brandon, Grant Substitute Para-Professional Aide 3/21/2013

March 2013 Resignations

Stephan Allen	Para-Professional Aide	3/1/2013
Amy Pennywitt	Para-Professional Aide	3/28/2013
Marissa, Spader	Para-Professional Aide	3/27/2013

Motion Needed

Start of additional board packet material that was not included in the pdf file that was emailed on 4/26/13.

Draft Open Enrollment Policy

The Autism Model School (AMS) provides a year-round educational program focused on the learning style and general needs of students with autism spectrum disorders (ASD). AMS is a public school in serving students age 5 to 22 in Ohio.

AMS's open enrollment period is year-round. The steps to enroll a student at The Autism Model School are:

1. Complete a student application. Call the school and ask that an application be mailed or faxed to you, or print an application from the school's website: www.autismmodelschool.com
2. Return the completed application to the school office.

A waiting list is established when the school does not have enough openings to meet the number of students planning to enroll. The waiting list process is as follows:

1. The first ten applications are placed in order of their date of application with spot #1 being assigned to the oldest of the applications and the other spots assigned based on their order of arrival at The Autism Model School.
2. When the waiting list extends beyond ten students applications, the school holds a lottery to determine the waiting list spot for all the students. All parents are informed of the date and time of the lottery, although a parent need not be present for their child to be assigned a waiting list number. Names are randomly drawn and students are admitted to open spots based on the order of selection. Parents are informed of their child's waiting list number after the lottery is completed. A third party, disinterested individual draws the names to determine the order of the waiting list.
3. 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 AMS 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.
4. Once parents are informed of an opening, they must indicate their intent of accepting or rejecting the spot for their child within three days of being informed of the opening by the school.
5. Arrangements for the first day of school for the child must be within two weeks of being informed of the opening.
6. Any parent not accepting the open spot at any time may request that their child's application be placed back into the waiting list. At this point, the child's application is placed at the end of an established waiting list and the process begins again with number 1 listed above.

The Autism Model School is a school 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 a 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 provision of procedural safeguards to a student identified as having a disability, The Autism Model School will appoint one within 30 days within accordance with 3323.051 of the Ohio Revised Code.

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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

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.

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(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.

Teacher Evaluation Policy

Legal References: ORC 3319.111; 3319.112; 3319.58

Legislative Reference: Am. Sub. HB 153 (September 29, 2011); Sub. SB 316 (September 24, 2012)

The Board of Education (Board) of _____ School District (District) adopts the following teacher evaluation policy in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education in November 2011. The Board acknowledges that this teacher evaluation policy aligns with the *Standards for the Teaching Profession* as set forth in State law.

The Board directs the Superintendent to implement this policy in accordance with State law. The requirements of this policy prevail over any conflicting provisions of a collective bargaining agreement entered into on or after September 24, 2012.

[Note: In the event a teacher evaluation policy is adopted by the board prior to September 24, 2012, due to the expiration of a collective bargaining agreement before that date, please consult legal counsel to discuss the timeline for implementation.]

Definition of "Teacher"

This policy applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222 or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or
2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at least 50% of his/her time providing content-related student instruction; or
3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content-related student instruction; or
4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related student instruction.

Principals and assistant principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with ORC 3319.02.

This policy does not apply to the superintendent, assistant superintendent(s), business manager, treasurer or "other administrator" as defined by ORC 3319.02. This policy also does not apply to substitute teachers.

Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of “Accomplished,” “Proficient,” “Developing,” or “Ineffective.” An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance and fifty-percent (50%) will be attributed to multiple measures of student growth.

Teacher Performance and Student Growth Measures ratings shall be combined to reach the summative teacher effectiveness rating. The Evaluation Matrix is attached hereto as Exhibit A and incorporated herein.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Calculating Teacher Performance

Teacher Performance is evaluated during the two cycles of formal observations and periodic classroom walkthroughs. Fifty-percent (50%) of the effectiveness rating will be attributed to Teacher Performance through a holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;
2. Understanding the Content Area for which they have Instructional Responsibility;
3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;
4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;
5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;
6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and
7. Assuming Responsibility for Professional Growth, Performance and Involvement.

The Superintendent/designee shall select or develop, in consultation with teachers, evaluation tools to be used in calculating the Teacher Performance fifty-percent (50%), which must be aligned to the *Ohio Standards for the Teaching Profession* and the Ohio Teacher Evaluation System Performance Rubric.

[Note: Once the evaluation tools are selected or developed per this paragraph, the evaluation tools should be identified and explained in the policy here (or in a Board regulation or procedure incorporated herein):

_____.

Calculating Student Growth Measures

For purposes of the Ohio Teacher Evaluation System (OTES), “student growth” means the change in student achievement for an individual student between two or more points in time. This component of the evaluation includes some combination of the following: 1) Teacher-level Value-Added Data; 2) ODE-Approved Assessments; and/or 3) Locally-determined Measures.

1. Teacher-level Value-Added: “Value-Added” refers to the value-added methodology provided by ODE. Where value-added data for grades 4-8 for English language arts and mathematics exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.
2. ODE Approved List of Assessments: Assessments, if utilized by the district, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the fifty percent (50%) attributed to student growth measures. The Superintendent/designee, in consultation with teachers and subject to Board approval, will utilize the assessments on the approved list as he/she deems necessary and appropriate.
3. Locally-determined Measures: For courses of instruction in which neither teacher level value-added data nor ODE-approved assessments are available, the Superintendent/designee, in consultation with teachers and subject to Board approval, shall establish a process in accordance with ODE guidance to create Student Learning Objectives (SLOs) to measure student growth in the courses of instruction.

[Note—Boards should identify in this policy (or in a Board regulation or procedure incorporated herein) the percentages the District will attribute to Teacher-level Value-Added, ODE-Approved Assessments and Locally-determined Measures.]

In the calculation for student academic growth, a student who has sixty or more excused and/or unexcused absences for the school year will not be included.

Data from these multiple measures will be scored on five levels in accordance with ODE guidance and converted to a score in one of three levels of student growth: 1) “Above”; 2) “Expected”; and 3) “Below.”

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Evaluation Timeline

District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Each evaluation shall include: 1) Two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided with a written copy of the evaluation results by the tenth day of May.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth day of May.

[Note—A board of education may elect, by adopting a board resolution, to only evaluate a teacher who received an effectiveness rating of “Accomplished” every two years instead of annually. The board of education may also elect, by adopting a board resolution, to require only one formal observation of an “Accomplished” teacher, provided the teacher completes a project that has been approved by the board to demonstrate the teacher’s continued growth and practice at the accomplished level. Should the board of education elect to exercise either option, the board must adopt a board resolution and select which options below apply.]

Select one of the following two options:

The Board elects to evaluate annually a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy once every two years. Any biennial evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

Select one of the following two options:

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy via two cycles of formal observations and periodic classroom walkthroughs.

The Board elects to evaluate a teacher receiving an effectiveness rating of “Accomplished” on the teacher’s most recent evaluation conducted pursuant to this policy, via one formal observation provided the teacher completes a project that has been approved by the Board to demonstrate the teacher’s continued growth and practice at the Accomplished level. The teacher must submit a proposed project to the Superintendent no later than _____, for the Superintendent to obtain the necessary Board approval.

Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by ODE for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

Professional Growth and Improvement Plans

[Note— The State Board of Education adopted statewide evaluation framework requires boards of education to require professional growth and improvement plans for teachers depending on meeting student growth levels. The structure and components of each plan are a local decision that needs to be made by the Board, in consultation with teachers.]

Teachers must develop professional growth or improvement plans based on the Evaluation Matrix. Teachers who meet Above-Expected levels of student growth must develop a professional growth plan and choose their credentialed evaluator for the evaluation cycle from the Board-approved list. The professional growth plan shall include the following components:

Teachers who meet Expected levels of student growth must develop a professional growth plan collaboratively with a credentialed evaluator for the evaluation cycle from the Board-approved list. The teacher will have input on the selection of a credentialed evaluator for the evaluation cycle. The professional growth plan shall include the following components:

Teachers who meet Below-Expected levels of student growth must comply with an improvement plan developed by the credentialed evaluator assigned by the Superintendent/designee for the evaluation cycle from the Board-approved list. The improvement plan shall include the following components:

Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a “core subject area” are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of “Ineffective” on evaluations for two of the three most recent school years. “Core subject area” means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

Retention and Promotion Decisions

[Note—RC 3319.111(E) requires boards of education to include in its teacher evaluation policy procedures for using the evaluation in making retention and promotion decisions. This is a local decision that needs to be made by the Board, in consultation with District administrators and teachers. You will need to insert your procedures in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board adopts the following procedures to be used by district administrators in making retention and promotion decisions:

Seniority shall not be a basis for making retention decisions, except when making a decision between teachers who have comparable evaluations.

Removal of Poorly-Performing Teachers

[Note—RC 3319.111(E) requires boards of education to include in their teacher evaluation policy procedures for using the evaluation in removing poorly-performing teachers. The law does not define “poorly-performing.” This is a local decision that needs to be made by the Board, in consultation with teachers. You will need to insert your procedures in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board adopts the following procedures to be used by district administrators in removing poorly-performing teachers:

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Professional Development

[Note—The State Board of Education adopted statewide evaluation framework requires boards of education to include in their evaluation policy the District's plan for the allocation of financial resources to support professional development. This is a local decision that needs to be made by the Board, in consultation with District administrators and teachers. You will need to insert your plan in the policy here (or in a Board regulation or procedure incorporated herein).]

The Board's plan for the allocation of financial resources to support professional development is as follows:

[REDACTED]

Policy Adoption Date: [REDACTED]

Ohio Department of Education

Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

I. Purpose

The purpose of this policy is to create a statewide policy that applies to all school districts regarding the use of positive behavior intervention and supports, and the limited use of restraint and seclusion. The Ohio Department of Education promulgates this policy in accordance with the Governor's Executive Order 2009-13S, the State of Ohio Policy on Restraint and Seclusion Practices dated May 17, 2010, and in accordance with guidance from the United States Department of Education.

Every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth below.

II. Applicability

This Ohio Department of Education Policy applies to all school districts in the State of Ohio, and is effective beginning with the 2013/2014 school year.

Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

III. Requirements:

Each school district must develop, publish and implement written policies to govern the use of emergency safety interventions (physical restraint and seclusion) in all of its schools. Districts must make their written policies on the use of emergency safety interventions available to parents annually, and the school district must post the policy on its website.

At minimum, written policies must conform to the standards, definitions, and requirements set forth in this policy. Ohio Adm. Code 3301-35-15(H). Practices that do not adhere to the standards and requirements set forth in this policy are prohibited, and physical restraint and seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others. The school district shall utilize physical restraint and seclusion only in a manner that protects the safety of all children and adults at school.

Any school that employs physical restraint or seclusion practices shall have established:

- A. Pre-established emergency procedures,
- B. Specific procedures and training related to the use of restraint and seclusion, and
- C. A process for the collection of data regarding the use of restraint or seclusion.

IV. Definitions:

Aversive behavioral interventions - means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive spray, inhalant or tastes.

Chemical Restraint – means a drug or medication used to control a student’s behavior or restrict freedom of movement that is not:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional’s authority under State law, for the standard treatment of a student’s medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional’s authority under State Law.

De-escalation techniques – are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional Behavior Assessment— is a collaborative problem-solving process that is used to describe the “function” or purpose that is served by a student’s behavior. Understanding the

Ohio Department of Education

Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

“function” that an impeding behavior serves for the student assists directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint – means

- A. Any method of restricting a student’s freedom of movement, physical activity, or normal use of the student’s body, using an appliance or device manufactured for this purpose; and
- B. Does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including:
 1. Restraints for medical immobilization;
 2. Adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
 3. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent means:

- A. A biological or adoptive parent;
- B. A guardian generally authorized to act as the child’s parent, or authorized to make decisions for the child (but not the state if the child is a ward of the state);
- C. An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare;
- D. A surrogate parent who has been appointed in accordance with rule 3301-51-05(E) of the Administrative Code; or
- E. Any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of a child.

Physical escort - means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint – means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Such term does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:

- to break up a fight;

Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

- to knock a weapon away from a student’s possession;
- to calm or comfort;
- to assist a student in completing a task/response if the student does not resist the contact; or
- to prevent an impulsive behavior that threatens the student’s immediate safety (e.g., running in front of a car).

Positive Behavior Interventions and Support – means

- A. A school-wide systematic approach to embed evidence-based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes, and increase learning for all students, and
- B. Encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behavior to students.

Positive Behavior Support Plan – means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone Restraint – means physical or mechanical restraint while the student is in the face down position.

School District - means a local, exempted village, city, joint vocational or cooperative education school district as defined in Chapter 3311. of the Revised Code or an educational service center that operates a school or educational program. For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the Department of Rehabilitation and Corrections or the Department of Youth Services.

Seclusion – means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student - means a child or adult aged three to twenty-one enrolled in a school district.

Student personnel - means teachers, principals, counselors, social workers, school resource officers, teacher’s aides, psychologists, or other school district staff who interact directly with students.

Timeout – means a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

Ohio Department of Education

Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

V. Positive Behavior Intervention and Supports

- A. Every student deserves to be treated with dignity, be free from abuse, and treated as a unique individual with individual needs, strengths, and circumstances. Schools shall implement an evidence-based school wide system or framework of positive behavioral interventions and supports.
- B. Education environments shall be structured to greatly reduce, and in most cases eliminate, the need to use restraint or seclusion. Positive Behavior Intervention and Supports (PBIS) creates structure to the environment using a non-aversive effective behavioral system. It is a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- C. The PBIS prevention-oriented framework or approach applies to all students, all staff, and all settings. Research supports the conclusion that PBIS, when integrated with effective academic instruction, provides the support students need to become actively engaged in their own learning and academic success.
- D. Components of a system of Positive Behavior Intervention and Supports include:
 - 1. Trained school staff to identify conditions such as:
 - a. Where, under what conditions, with whom and why specific inappropriate behavior may occur.
 - b. Preventative assessments should include:
 - i. A review of existing data,
 - ii. Interviews with parents, family members and students and
 - iii. Examination of previous and existing behavioral intervention plans.
 - c. With the analysis of these data schools shall develop and implement preventative behavioral interventions and teach appropriate behavior.
 - i. Modify the environmental factors that escalate the inappropriate behavior.
 - ii. Support the attainment of appropriate behavior.
 - iii. Use verbal de-escalation to defuse potentially violent dangerous behavior.
 - 2. Schools must establish a system that will support students' efforts to manage their own behavior; implement instructing techniques in how to self-manage behavior, decrease the development of new problem behaviors; prevent worsening of existing problem behaviors; redesign

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Adopted by the State Board of Education January 15, 2013

learning/teaching environments to eliminate triggers and maintainers of problem behaviors. The system should include family involvement as an integral part of the system.

VI. Prohibited Practices:

The following are prohibited under all circumstances, including emergency safety situations:

- A. Prone restraint as defined in Executive Order 2009-13S;
- B. Corporal punishment;
- C. Child endangerment as defined in R.C. 2919.22;
- D. Seclusion or restraint of preschool students in violation of the provisions of Ohio Adm. Code Rule 3301-37-10(D);
- E. The deprivation of basic needs;
- F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following techniques:
 - 1. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way,
 - 2. Pinning down with knees to torso, head and/or neck,
 - 3. Using pressure points, pain compliance and joint manipulation techniques,
 - 4. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint,
 - 5. Using other students or untrained staff to assist with the hold or restraint, or
 - 6. Securing a student to another student or to a fixed object;
- G. Mechanical or chemical restraints (which does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, or medication administered as prescribed by a licensed physician);
- H. Aversive behavioral interventions; or
- I. Seclusion of students in a locked room.

VII. Restraint

- A. Each school district must have a policy that specifically indicates that the use of prone restraint, physical restraint that obstructs the airway of a student, or any physical restraint that impacts a student's primary mode of communication is prohibited.

Ohio Department of Education

Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

- B. Physical restraint may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible, and only in a manner that is age and developmentally appropriate. School personnel may use physical restraint only in accordance with local policy and the requirements of this policy.
- C. If a school district uses physical restraint, staff must:
 - 1. Be appropriately-trained to protect the care, welfare, dignity, and safety of the student;
 - 2. Continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
 - 3. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control;
 - 4. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
 - 5. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and .
 - 6. Complete all required reports and document staff's observations of the student.
- D. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the school district shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

VIII. Seclusion

- A. Seclusion may be used only when there is an immediate risk of physical harm to the student or others and no other safe and effective intervention is possible. Seclusion shall never be used as a punishment or to force compliance. Seclusion should only be used in a manner that is age and developmentally appropriate. School personnel may use seclusion only in accordance with local policy and the requirements of this policy.
- B. Seclusion is a last resort safety intervention that provides an opportunity for the student to regain self-control.
- C. A room or area used for seclusion must:

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Ohio Department of Education

Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

Adopted by the State Board of Education January 15, 2013

1. provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and
 2. not be locked.
- D. Seclusion shall not be used:
1. for the convenience of staff;
 2. as a substitute for an educational program;
 3. as a form of discipline/punishment;
 4. as a substitute for less restrictive alternatives;
 5. as a substitute for inadequate staffing;
 6. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; or
 7. as a means to coerce, retaliate, or in a manner that endangers a student.
- E. If a school district uses seclusion, staff must:
1. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
 2. Continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
 3. Use verbal strategies and research based de-escalation techniques in an effort to help the student regain control as quickly as possible;
 4. Remove the student when the immediate risk of physical harm to self or others has dissipated;
 5. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
 6. Complete all required reports and document their observation of the student.
- F. If a student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the school district shall conduct a functional behavioral assessment to identify the student's needs and more effective ways of addressing those needs. If necessary, this functional behavioral assessment should be followed by a behavioral intervention plan that incorporates appropriate positive behavioral interventions.

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**Ohio Department of Education
Policy on Positive Behavior Interventions and Support, and
Restraint and Seclusion**

Adopted by the State Board of Education January 15, 2013

IX. Training and Professional Development

A school district is required to have a plan regarding the training of its staff in accordance with this policy, and must maintain written or electronic documentation on training provided and lists of participants in each training. Training shall include the following components:

- A. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and the district’s policies and procedures regarding restraint and seclusion.
 - 1. B. The district shall have a plan regarding training student personnel as necessary to implement PBIS on a system-wide basis, recognizing that this may be a multi-year process for a district that is not currently implementing PBIS on a system-wide basis.
- C. The school district shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, and that their training is kept current in accordance with the requirements of the provider of the training.

X. Required Data and Reporting

Each use of seclusion or restraint shall be documented in writing and reported to the building administration immediately; reported to the parent immediately; and documented in a written report. A copy of the written report shall be made available to the parent or guardian within 24 hours, and the school shall maintain a copy of the report in the student’s file. These reports are educational records subject to the Family Educational Right to Privacy Act, and a school district is prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with the requirements of that Act.

Every school district shall report information concerning its use of restraint and seclusion annually to the Ohio Department of Education as requested by the Ohio Department of Education.

XI. Monitoring and Complaint Processes

Periodic review of this policy shall be the responsibility of the Ohio Department of Education. Each school district shall make its records concerning restraint and seclusion available to staff from the Ohio Department of Education upon request.

Ohio Department of Education

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Adopted by the State Board of Education January 15, 2013

Any parent may report concerns about whether a school district has a policy that meets the requirements of this policy to the Ohio Department of Education.

A. School District Monitoring and Complaint Procedures

Each school district shall establish a monitoring procedure as part of their restraint and seclusion policy to ensure policy and practice are implemented as set forth in policy. As part of its district complaint procedures, every school district shall have policies and procedures that include:

1. A procedure for a parent to present written complaints to the Superintendent of the school district to initiate a complaint investigation by the school district regarding an incident of restraint or seclusion; and
2. A requirement that the district will respond to the parent's complaint in writing within thirty (30) days of the filing of a complaint regarding an incident of restraint or seclusion.

B. Availability of IDEA Complaint Process to Students with Disabilities

The parent of a student with a disability may choose to file a complaint with the Ohio Department of Education, Office for Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities. In accordance with the consent order entered in *Doe v. State of Ohio*, complaints alleging the improper use of restraint or seclusion on a student with a disability will be investigated by the Ohio Department of Education, Office for Exceptional Children, if the complaint otherwise falls within the procedures concerning state complaints under IDEA as set forth in Ohio Adm. Code Rule 3301-51-05(K)(4)-(6). Complaints alleging injuries to a student with a disability or the use of restraints or seclusion shall not be deemed insufficient on the face of the complaint if they are framed within the context of IDEA, including:

- A pattern of challenging behaviors that are related to the student's disability;
- Whether the student has had or should have had a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
- Whether the FBA and PBSP are appropriate;
- Whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and
- Whether staff has been sufficiently trained in de-escalation and restraint techniques.

Ohio Department of Education Policy on Positive Behavior Interventions and Support, and Restraint and Seclusion

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XII. References

Governor's Executive Order 2009-13S:

<http://www.ohio.gov/sites/ohio.gov/files/u5/executive-order-ban-prone-restraints.pdf>

State of Ohio Policy on Restraint and Seclusion Practices (May 17, 2010):

[https://share.education.ohio.gov/Seclusion%20%20Restraint/OHIO%20RS%20POLICY%205-17-10%20FINAL%20\(2\).doc](https://share.education.ohio.gov/Seclusion%20%20Restraint/OHIO%20RS%20POLICY%205-17-10%20FINAL%20(2).doc)

Restraint and Seclusion: Resource Document: <http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

**Competitive Bids
The Autism Model School**

Item(s): Arch Swing sets w/ 6 swings for Playground

Company	Bid Price	Date of Bid	Bid Expires	Notes
Beyond Your Ordinary St. Augustine, FL	\$2639.00 & \$477.78 shipping Total \$3116.78	4/11/2013	30 days 5/11/2013	Use Zone 48' x 32' Weight 758 lbs. Color Options Available
American Parks Company	\$3109.00 & \$600.00 Shipping 3 to 4 weeks delivery Total \$3709.00	4/15/2013	30 days 5/15/2013 3 to 4 weeks Shipping time	3.5" Arch Swing Frame - 3 Bay Includes everything you need to complete installation except the concrete
Miracle Midwest Okemos, Michigan	\$5382.00 & Shipping \$600.00 Total \$5982.00	4/15/2013	30 days 5/15/2013 4 to 6 weeks shipping time	Delivery time 4 to 6 weeks delivery 5" OD Arch Swing Frame w/ 6 Slash proof Belt Seats

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**Competitive Bids
The Autism Model School**

Item(s): Arch Swing set w/ Tire swing for Playground

Company	Bid Price	Date of Bid	Expires	Notes
Beyond Your Ordinary Recreation St. Augustine, FL.	\$2247.00 & 671.11 shipping Total \$2918.11	4/11/2013	30 days 5/11/2013	1 Tire Swing Use Zone 28' x 22' Weight 550 lbs. Color Option
American Parks Company	\$2239.00 & \$600.00 Shipping Total \$2,839	5/15/2013	30 days 5/15/2013 3 – 4 weeks delivery	5" Arch Frame Tire Swing – 1 Bay Package complete w/everything you need including hangers, chain, and tire swing.
Miracle Midwest Okemos, MI	\$2632.00 & Shipping \$600.00 Total \$3232.00	5/15/2013	30 days 5/15/2013 4 to 6 weeks delivery	5" OD – Arch Tire Swing Complete

**Competitive Bids
The Autism Model School**

Item(s): Arch Swing sets w/ 8 swings for Playground

Company	Bid Price	Date of Bid	Bid Expires	Notes
Beyond Your Ordinary Arch Swing Set Seats 8	\$3,399.00 & 547.78 Shipping Total \$3946.78	4/11/2013	30 days 5/11/2013	Use Zone: 58' x 32' Weight 955 lbs. Color Yellow Green Seats
American Parks Company 3.5" Arch Swing Set Seats 8	\$3,999.00 & 600.00 Shipping Total \$4599.00	4/15/2013	30 Days 5/15/2013 3 to 4 weeks shipping time	Comes with everything to complete the installing except the concrete.
Miracle Midwest Co. services Michigan, Indiana, & Ohio 5' OD Arch Swing w/ 8 Slash Proof Belt Seats	\$6,936.00 & \$600.00 Shipping Total \$7536.00	4/15/2013	30 Days 5/15/2013 4 to 6 weeks delivery time	If placing total order for all sets will give a Donation to our project of \$2242.50

NONE OF THE QUOTES INCLUDE: Unloading/Storage/Assembly/Installation of Equipment. Materials

**Competitive Bids
The Autism Model School**

Item(s): Bids for all 3 Swing Sets if Order From Same Company

Company	Bid Price	Date of Bid	Expires	Notes
Beyond Your Ordinary Recreation St. Augustine, FL	\$8285.00 & 1696.67 Total \$9,981.67		5/11/2013	Includes Arch Swing Set -8 Swings Arch Swing Set – 6 Swings Tire Swing Set – 1 Tire Swing
American Parks Company	\$ 9347.00 & \$1382.22 Shipping Total \$10,729.22		5/15/2013 3 – 4 weeks delivery	3.5” Arched Swing Frame – 3 Bay 3.5” Arch Swing Frame – 4 Bay 5” Arched Frame Tire Swing – 1 Bay
Miracle Midwest Okemos MI	\$14950.00 & \$1208.71 Shipping Total \$16,158.71 -\$2242.50 Donation to our project. If total order placed \$13,916.21		5/15/2013 4 to 6 weeks delivery	5” OD-Arch Swing Frame w/ 8 Slash Proof Belt Seats 5” OD Arch Swing Frame w/ 6 Slash proof Belt Seats 5” OD – Arch Tire Swing Complete

The difference in shipping cost depends if we are ordering the 3 sets or each one individual. When shipping all 3 items together you get a break on shipping cost.

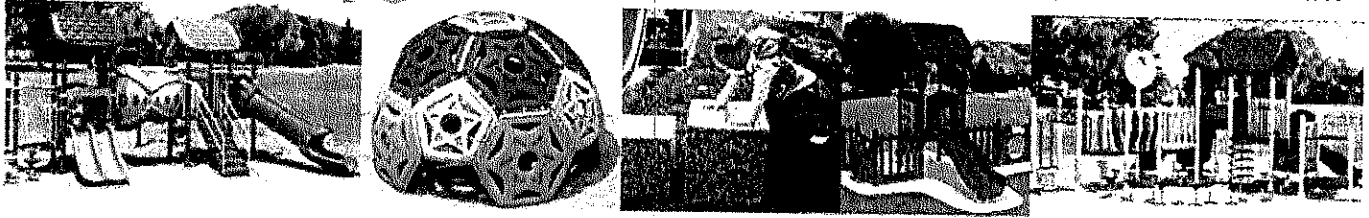
This is only with American Parks & Miracle Midwest.

AS

Affordable Playgrounds

By *Trassig* 203.659.0456

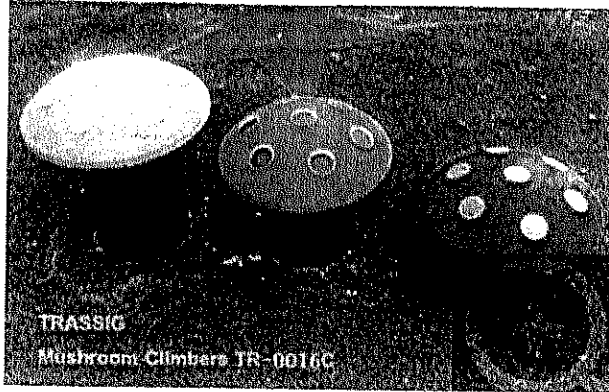
Home Products Services Specials FAQ Contact



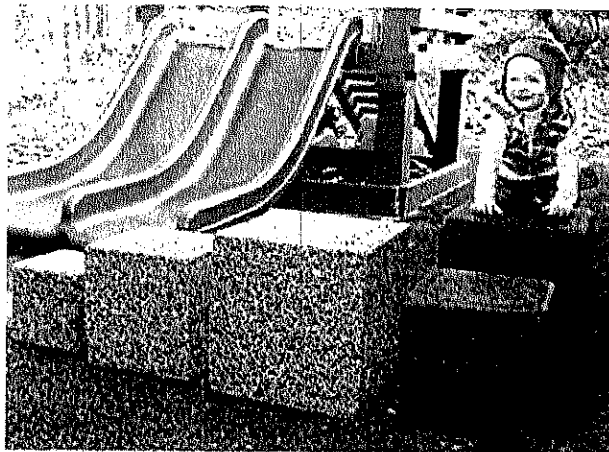
Products

- Composite Play Sets
- Independent Events
- Spring Riders
- Water Play
- Shade Structures
- Site Amenities
- Indoor Play
- Inflatables
- Poured in Place Rubber
- Bonded Rubber
- Synthetic Turf
- Rubber Tiles
- Liquid Rubber
- Shredded Rubber
- Engineered Wood Fiber
- Accessories

Home >> Independent Play Events



Toddler Mushroom Climbers (Set of 3)
 List Price: \$1,100.00
 Sale Price: \$850.00
 Shipping and Installation: Call 203-659-0456 for quote.



Toddler Cube Climbers (Set of 3)
 List Price: \$1,050.00
 Sale Price: \$750.00
 Shipping and Installation: Call 203-659-0456 for quote.

Tips

... Sand boxes should always be covered when not used. Not only is it mandatory, but if you don't do it, it might turn into a litter box. When choosing a sand box cover, make sure that the top is porous, so water does not accumulate on it, making it difficult to remove. A good cover is also weighted at the edge so it stays in place.

More Tips

Newsletter

... Our e-mail newsletter is packed with practical advice, safety tips, and changes to codes and regulations that pertain to playgrounds.

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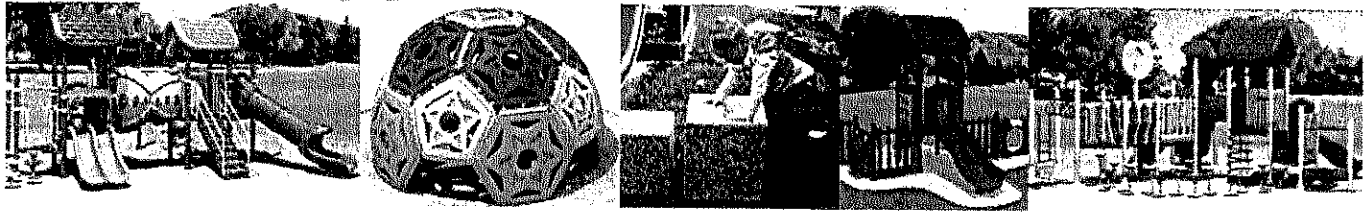


Affordable Playgrounds

By Trassig

203.659.0456

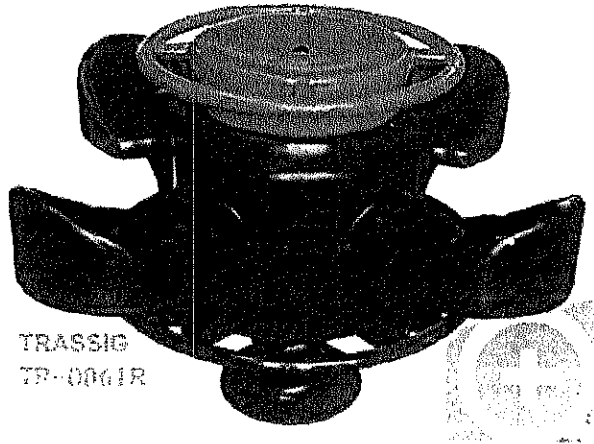
Home Products Services Specials FAQ Contact



Products

Home >> Spring Riders

- Composite Play Sets
- Independent Events
- Spring Riders
- Water Play
- Shade Structures
- Site Amenities
- Indoor Play
- Inflatables
- Poured in Place Rubber
- Bonded Rubber
- Synthetic Turf
- Rubber Tiles
- Liquid Rubber
- Shredded Rubber
- Engineered Wood Fiber
- Accessories



TRASSIG
TR-0041R

4 Seater Pod Rider
 Number: TR-0050S
 Age Group: 2-5
 Use Zone: 17' x 17'
 List Price: \$1,250.00
 Sale Price: \$830.00
 Shipping and Installation: Call 203-659-0456 for quote.

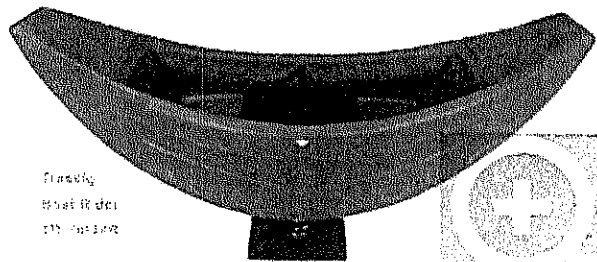
Tips

... Sand boxes should always be covered when not used. Not only is it mandatory, but if you don't do it, it might turn into a litter box. When choosing a sand box cover, make sure that the top is porous, so water does not accumulate on it, making it difficult to remove. A good cover is also weighted at the edge so it stays in place.

More Tips

Newsletter

Our e-mail newsletter is packed with practical advice, safety tips, and changes to codes and regulations that pertain to playgrounds.



TRASSIG
Boat Rider
TR-0051R

2 Person Boat Rider
 Number: TR-0051S
 Age Group: 2-5
 Use Zone: 13' x 18'
 List Price: \$950.00
 Sale Price: \$630.00
 Shipping and Installation: Call 203-659-0456 for quote.

A7

Playground Equipment

Suggested Motion: For the school director to use the funds from the Meet Me at Lenny's account and from the Fundraising/Public Support Fund, not to exceed \$8,500.00 to purchase playground equipment.

4/8/2013

Noel Graham III p 419.467.6058

neg@tescobus.com f 419.836.5331

5464 Navarre Ave. www.tescobus.com

P.O. Box 167230 419.836.2835

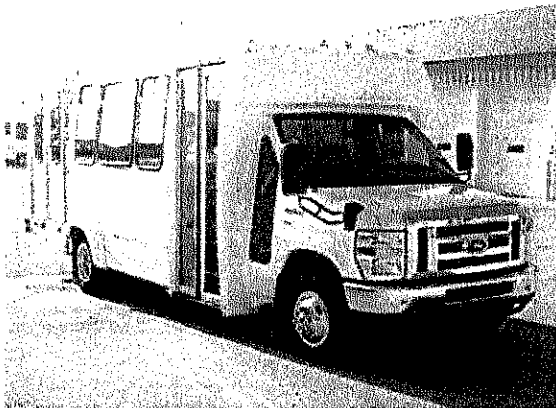
Oregon OH 43616

The Autism Model School

3020 Tremainsville Rd
Toledo OH 43613

Mary Walters
419-897-4400
mlw.model@gmail.com

37,745⁰⁰



2009 Elkhart Coach

with a Ford E-350 Chassis

12 pass. with 2 w/c positions and driver

Stock # 04966

VIN# 1FDEE35L99DA24956

Terms: Payment Before Delivery 10% Deposit Required
Valid For: 60 Days Sales Tax Not Included
Delivery: FOB: Oregon OH

Engine: 5.4L Gas
Brakes: Hydraulic
Color: White

GVWR:

Mileage: 48,313

Dealer Installed Options

Additional Suggested Options

Trades



Full Servicing Included. Extended warranty available for \$2450. 3 years 45,000 miles. GWC Warranty.

ALL BUSES SOLD "AS IS, WITH ALL FAULTS" UNLESS OTHERWISE NEGOTIATED AND SUBJECT TO PRIOR SALE. TESCO DOES NOT EXPRESS OR IMPLY ANY WARRANTIES UNLESS SPECIFICALLY NOTED AT TIME OF SALE OR THAT THE VEHICLE WILL CONFORM TO ANY SET SPECIFICATIONS.

Unit Price	\$39,995.00
Discount	(\$2500.00)
Trade-in	0
Delivery	Included
Title & Doc Fees	\$250.00
Unit Total	\$37,745.00

[Signature]

Sales Rep.

Purchaser

Fed Tax ID #

Date

4/8/2013
Noel Graham III p 419.467.6058
neg@tescobus.com f 419.836.5331

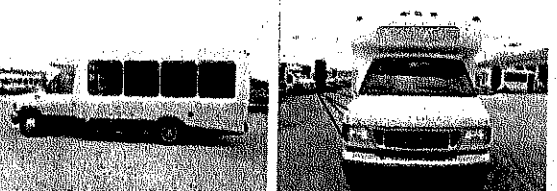
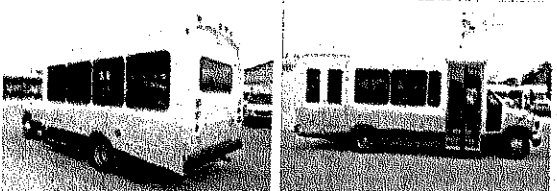
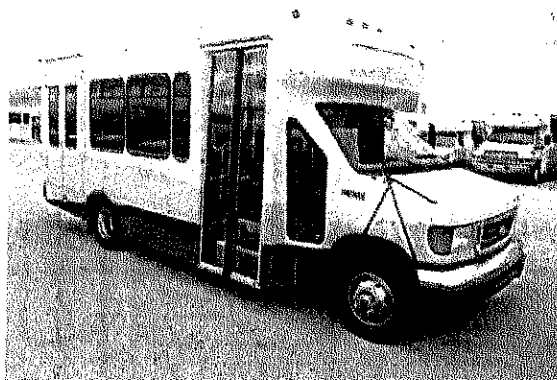
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Oregon OH 43616

The Autism Model School

3020 Tremainsville Rd
Toledo OH 43613

Mary Walters
419-897-4400
mlw.model@gmail.com

22,250.00



2005 Startrans

with a Ford E-350 Chassis
12 pass. with 2 w/c positions and driver

Stock # 05122 VIN# 1FDWE35LX5HB22398

Terms: Payment Before Delivery 10% Deposit Required
Valid For: 60 Days Sales Tax Not Included
Delivery: FOB: Oregon OH

Engine: 5.4L Gas GVWR:
Brakes: Hydraulic Mileage: 82,921
Color: White

Dealer Installed Options

Additional Suggested Options

Trades

Full Servicing Included. 3 year 45,000 mile warranty available for \$2450.

ALL BUSES SOLD "AS IS, WITH ALL FAULTS" UNLESS OTHERWISE NEGOTIATED AND SUBJECT TO PRIOR SALE. TESCO DOES NOT EXPRESS OR IMPLY ANY WARRANTIES UNLESS SPECIFICALLY NOTED AT TIME OF SALE OR THAT THE VEHICLE WILL CONFORM TO ANY SET SPECIFICATIONS.

Unit Price	\$23,900.00
Discount	(\$1900.00)
Trade-in	0
Delivery	Included
Title & Doc Fees	\$250.00
Unit Total	\$22,250.00

[Signature]

Sales Rep.

Purchaser

Fed Tax ID #

Date

Quote #NQ28018

4/8/2013

Noel Graham III p 419.467.6058

neg@tescobus.com f 419.836.5331

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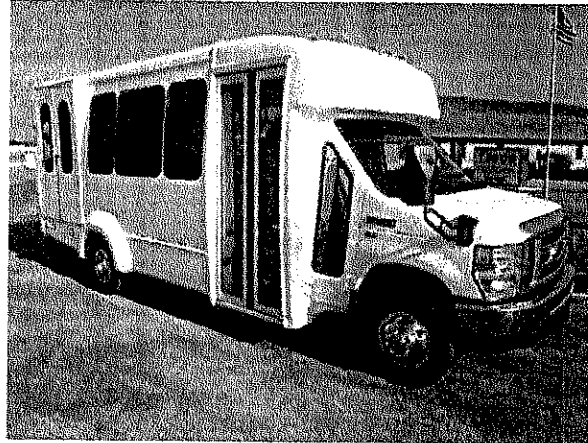
Oregon OH 43616

The Autism Model School

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Toledo OH 43613

Mary Walters
419-897-4400
mlw.model@gmail.com

53,174.00



Picture is from a similar vehicle

Stock #EC4838

Qty: 1

VIN #1FDEE3FLXDDA56905

2013 Elkhart Coach ECII

with a 2013 Ford E350 DRW

12 pass. with 2 w/c positions & driver

Engine: 5.4L

Wheelbase: 158

GVWR: 12,500

Standard Chassis Equipment

- Ford E350 5.4L Gas DRW 158" Wheelbase Chassis
- 12,500lbs GVWR
- Dual Drive Shaft Guards
- Electronic 5 - Speed Transmission
- Ford Alternator - 155 AMPS
- Dual 650 CCA Batteries
- High Idle Switch
- Front Air Conditioning
- 225/75R 16E Premium Highway Tires
- 37 Gallon Capacity Fuel Tank
- Driver Restraint System
- Tilt Wheel & Cruise Control
- AM/FM Stereo
- Rear Mud Flaps
- Axle Ratio 4:10
- Transmission Cooler
- Engine Block Heater
- Aux. Heater Connect Package

Standard Body Equipment

- Fully Insulated - Steel Cage Body Construction
- 96" Exterior Width
- 77" Headroom (75" with Raised Floor)
- 91 1/4" Interior Width
- 36" Full-View Aluminum Entry Doors
- Emergency Side Egress Windows
- Compliant With FMVSS Performance Requirements
- Ford QVM Certified Construction

- Altoona Tested: 7 year/200,000 Mile
- FRP Vacuum-Laminated Seamless One Piece Roof
- White Aluminum Vacuum Laminated Exterior Walls
- 36" x 36" Top T-Slider Windows
- Drip Rails Over Windows & Entry Doors
- Mor-View Right side Cab Window
- Adjustable Exterior Driver Mirrors
- White Aluminum Skirts
- Rear ABS Fender Flairs
- Stylized ABS Rear Trim
- ICC Marker Lights Front and Rear
- 5/8 Exterior Plywood Sub-Floor
- QVM Compliant Undercoating
- Powder Coated One Piece Steel Rear Bumper
- Rear Mud Flaps
- Entry Door & Driver Modesty Panels
- Entry Door Assist Handles
- Step Well Courtesy Light
- Gray Vinyl Pads and Cab Area
- Smooth Vacuum Laminated FRP Interior Walls
- Red Lights at Egress Windows
- Master Electronic Printed Circuit
- Manual Reset Circuit Breakers
- Color/Function Coded Wiring Harness
- Grab Rail, Entrance Vertical Both Sides

**Included Options listed on the next page
may replace standard equipment**

This is a stock unit: Subject to prior sale.

Tesco stock # EC4838



Proven Quality.
Trusted Name.

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Quote #NQ28018

4/8/2013
Noel Graham III p 419.467.6058
neg@tescobus.com f 419.836.5331

5464 Navarre Ave. www.tescobus.com
P.O. Box 167230 419.836.2835
Oregon OH 43616

The Autism Model School

3020 Tremainsville Rd Mary Walters
Toledo OH 43613 419-897-4400
mlw.model@gmail.com

Options Included

Chassis Additions

Back-up alarm
Fast Idle - Ford (Elkhart Coach Model)
Driver Side Diamond Plate Running Board
Front Mud Flaps

Climate Control

Heater - 65K BTU Rear
A/C - ACC R235716 Super 68K BTU 200 Amp Alt 5.4L

Doors/Windows/Mirrors

Electric Powered Entry Door, 36" Width
Standard Rear Egress Window, 60" x 22"
Mirrors - Interior Flat, 6"x16"
Mirrors - Exterior, Manual, ROSCO

Electrical

Radio - Sony AM/FM/CD/Clock w/ 4 Speakers
Speaker - 2 Extra (Each) Location:
Light - Entrance Door Step, (1) Add'l

Interior

(6) FSC Seat Belt Loops
"Priority Seating W/C Area", (ADA Required) Decal
(6) Mid-High Dbl Rigid Seat
(8) Antivandal Top Grab, FSC, Black (N/A on Hi-Back Seats)
International Wheelchair Symbol, 9"x9"
Driver Seat Freedman Shield Recline, RH Armrest
Modesty Panel - w/Stanchions Location: Behind Driver
Standee Line
FRP on Ceiling
Black Rubber on Entire Floor, w/17" Aisle
Overhead Storage - Front Cap, (N/A w/Front Destination Sign)
Grab Rail- Entrance Parallel to Steps, Both Sides (ADA Required)
Rubber Step Nosing - White
Overhead Storage - Lock for Door, (Requires Overhead Storage Opt.)
(6) US Arm, Flip-up Armrest

Paratransit Equipment

(2) Q'Straint Storage Pouch
Braun Century-2 Lift, NCL919-2, 34" x 51",
Interlock for W/C Lift, (For Use With Elkhart Coach Fast Idle)
Dbl. W/C Doors w/1 Window Ea., 1 Int. Light, 2 Ext. Lights, Door Ajar...
(2) "QRT" Econo System With L-Track Q-8200-A1-L

Safety

Safety Kit - 10 Unit First Aid, 2.5 Lb Ext. Triangles

TESCO Installed Options

Wheel Liners Stainless Steel E350/450 w/ Valve Ext.

Terms: COD 10% Deposit Required
Valid For: 30 Days Sales Tax Not Included
Delivery: Immediate

Unit Price	\$55,379.00
Mobility Rebate	(\$1000.00)
Rebate	(\$1205.00)
Delivery	Included

Unit Total	\$53,174.00
Ext. Total	\$53,174.00
Trade-in(s)	\$0.00
Net Total	\$53,174.00

Sales Rep. Purchaser Fed Tax ID # Date

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Proven Quality.
Trusted Name.

Quote #NQ28018
 4/8/2013
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Additional Suggested Options

Contact your sales representative for optional equipment suggestions.

Floorplan

REV	DATE	BY	DESCRIPTION	REV	DATE	BY	DESCRIPTION	REV	DATE	BY	DESCRIPTION
-	-	-	-	-	-	-	-	-	-	-	-

SEAT STYLE	SEAT SPACING (IN)	HIP TO KNEE (IN)	KNEE ROOM (IN)
WID POOH	36"	30"	12"
REG SEAT	32"	28"	12"

DEALER SIGNATURE: _____

Q-42-092611-00

3707 County Road 7
 ELKHART, IN 46514
 (874) 264-5179
 A DIVISION OF FOREST RIVER

ec
 Elkhart Coach

900-03-0001

REV A

Total Nonoperating Revenues/(Expenses)	Actual					Forecasted				
	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017		
278,013	600,476	249,333	187,261	192,614	198,128	203,806	218,657			

Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements

115,488	114,422	173,598	(31,634)	152,552	53,598	57,523	71,098
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Fund Cash Balance Beginning of Fiscal Year

228,607	344,095	458,517	632,115	600,481	753,032	806,631	864,154
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Fund Cash Balance End of Fiscal Year

344,095	458,517	632,115	600,481	753,032	806,631	864,154	935,252
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Disclosure Items for State Fiscal Stabilization Funds

Personal Services SFSF	24,004	47,301	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Employees Retirement/Insurance Benefits SFSF	2,700	0	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Purchased Services SFSF	145,506	159,204	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Supplies and Materials SFSF	1,693	0	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Capital Outlay SFSF	0	0	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
Total Expenditures - SDFSF	173,902	206,505	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx
	\$173,902	\$206,505	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx

Assumptions HISTORY

Line 13 for FY13 includes the addition of three new classrooms and student enrollment of 110 students beginning in August 2012. After that, a 3% increase per year
 Line 22 for FY 13 includes the addition of 9 new staff for the three new classrooms then a 3% increase in the years after that.
 Line 23 for FY 13 includes the addition of 9 new staff for the three new classrooms then a 3% increase annually after that.
 Lines 24, 25, and 26 project a 3% increase annually after the FY13 adjustment for increased numbers of classes.
 Non operating receipts/disbursements include No SFSF or Ed Jobs funds in FY13 and into the future years.
 Lines 44 and 45 reflect the purchase of 10 new mini vans in October, 2012, and financed at 3+% financing for five years.
 Line 38 Federal Grants plans for a 3% increase in federal grant funds.