



Autism Model Community School

2022-2023 Annual Report



AUTISM MODEL SCHOOL

¹ Approved and published on October 17th, 2023



Purpose

Our Mission

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

Core Values

We Believe...	
The only appropriate education is an effective education.	If the child cannot learn by the way we teach, we must teach in a way the child can learn.
Parental involvement and participation is crucial in a child's development.	Behavior in any form, is communication.
A working relationship between school & home is critical to the success of a child's education.	Everyone belongs.
Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable.	

Brief History

The Autism Model Community School was established in 1998 as one of the first charter schools in Ohio through the state's Community School Pilot Program. The school's founders—all parents of children with autism—struggled to find appropriate educational placements in traditional public school settings.

By forming their own program they sought to offer evidence-based instruction in a supportive learning environment. The school opened with just over two dozen students and a few classrooms—today, around 100 students are enrolled at AMS across 17 classrooms!



Quick & Fun Facts

- As a publicly funded charter school, we do not charge tuition.
- There is currently a 70+ student waiting list for our program.
- A long time ago students were asked to vote on a mascot and they picked... *The Worms*—administration overruled them and went with *The Stars* ☆
- The “Model” in Autism *Model* Community School is a tribute to our original name, which was Multiple Options for Developmental and Educational Learning.
- Our first graduation ceremony was held in 2007—the size of the class? One.
- There are over 90 alumni of the school.
- The school once leased two separate buildings—one for younger students and the other for high school aged individuals.
- If you look closely you can see the initials of our former director and founder in the graph of the school's logo...



People

Students

Average enrollment for the 2022-2023 school year was around 95 students. Nearly one third (32%) were between the ages of 5 and 13; two-thirds (68%) were ages 14 through 21.

Over 77% of students were male and 22% were female—these figures reflect the higher prevalence of autism diagnoses for boys. Other demographic details of students closely mirrored those of the surrounding Toledo-region.

All students were on Individualized Education Programs and most were residents of Lucas County. A significant majority of students who attended AMS were diagnosed with an autism spectrum disorder (ASD). For general information about ASD please visit autismsociety.org/the-autism-experience

Staff

We employed a dedicated team of just under 80 professionals to meet the individual needs of students in our care. Positions included intervention specialists, paraprofessionals, van drivers, clinicians, and administrators.

Joel Vidovic is the school's director. For additional staff details, including contact information, please visit amstoledo.org/about-us/directory

Volunteers

Once a week you could see big smiles from students thanks to visits from some 4-legged pals and their human counterparts, Terry McLeary and Linell Weinberg (school board member).



Parent-volunteer Cheryl McMurray played a big role during the school year. She helped on the playground, in the lunchroom support, and at special events.

Board of Directors

The Autism Model Community School's board consisted of eight members who met at monthly meetings to discuss organizational issues and vote on policies. Members also gave input on specific topics through committees (e.g. Finance Committee).

Bruce Weinberg (*President*)
Toni Gerber, MEd (*Vice President*)
Isaac Demarest, MBA, AAMS, CFP (*Treasurer*)
Lisa Marsalek, MA, MLHR
Mark Greenblatt, CLU, ChFC, CASL
Nirav Raj Parikh, JD, BS
Jim Rothschild, JD (*Secretary*)
Linell Weinberg, MSW

Beyond the formal contributions discussed above, members of the board generously supported the school's mission in a host of ways throughout the year. Donating to fundraising initiatives, advocating for the school in our community, and attending special events, like graduation, are a few examples.



Programs

Our Approach

We continued our emphasis on providing evidence-based programming—rooted in the principles of Applied Behavior Analysis (ABA)—in a highly supportive environment. A few examples of this approach in action are the use of a clinical management team, a 1-to-2 staff-to-student ratio, and small classrooms (5 to 7 students).

For more specifics, visit amstoledo.org/about-us/school-philosophy

Academics

For core academic programming—in subjects such as math, reading and writing—we used Direct Instruction (DI) curricula published by McGraw Hill.

DI is a structured approach to teaching that emphasizes carefully planned lessons designed around small learning increments. The effectiveness of DI is backed by over 50 years of research.

In the summer of 2021, the school added to this evidence base.² We partnered with researchers from the May Institute to study the effectiveness of our implementation and use of DI over a five-year period that began in 2015. Students were found to have made statistically significant gains in reading. Several students made faster-than-expected progress!

²Vidovic, J.L., Cornell, M.C., Frampton, S.E. et al. Adventures in DI Implementation: The Devil is in the Details, Behavior Analysis Practice (2021).

Adaptive Skills

Adaptive skills continued to be a priority for many students attending the Autism Model Community School. Examples of adaptive skill areas include self-care, social skills, leisure skills and safety.



Vocational

The school implemented individually-based vocational programming for students aged 14 or older. Following the Covid-19 health crisis, this year also saw the return to some community-based vocational experiences. In particular, our students benefitted from an ongoing partnership with Humane Ohio.

We also continued to provide job training through our E-Commerce Lab, which enabled students to run the behind-the-scenes aspects of an online storefront. Learn more about this exciting program at amstoledo.org/partners

Personalized Learning

Personalized learning was a priority for the 2022-2023 school year.

The diverse needs of our students called for a tailored approach to learning. One-on-one or small group lessons, positive behavior supports, and the development of customizable instructional software were three components of the school's Personalized Learning program.

Multiple sources of revenue supported our personalized learning approach, including the Expanding Opportunities for Each Child Grant from the Ohio Department of Education.

Enrichment

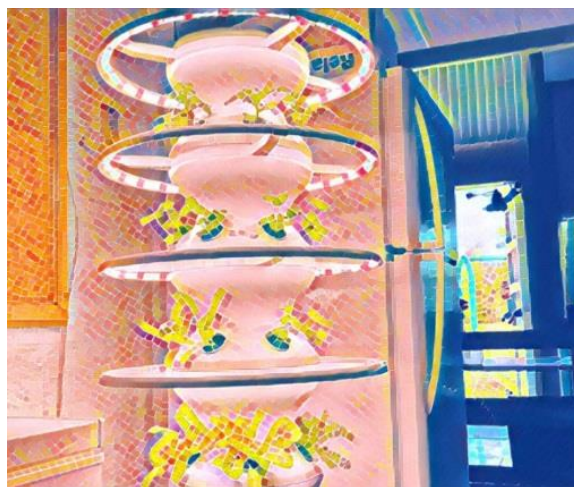
Club Create and Communicate provided students with a space to let their uniqueness shine. Writing, drawing, building LEGOs, and completing KiWiCo projects are a few Club C+C activities.

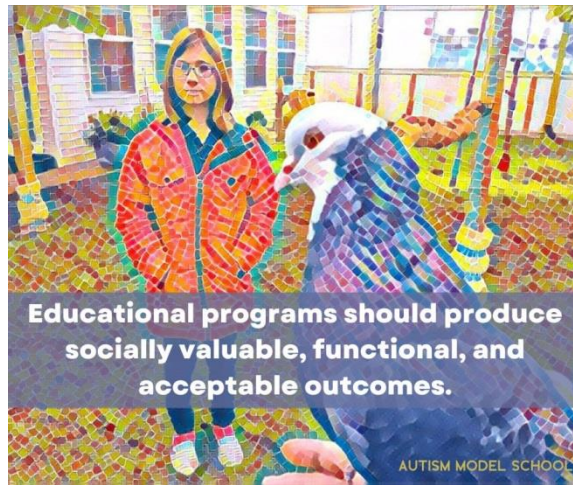
Garden Club returned in the spring, as students cleaned up two garden beds and planted flowers and veggies.

Afterschool Astros

Led by Mary Jo Besase and staffed exclusively with Autism Model Community School employees, the Afterschool Astros program continued to provide quality enrichment opportunities above and beyond the normal school day.

More than a dozen students benefited from afterschool during the 2022-2023 school year. Learn more by visiting amstoledo.org/astros





Positive Impact

Academic Growth

We provide educational services to learners with a very diverse range of educational needs. Many traditional schools measure student outcomes using standardized academic achievement assessments.

The NWEA MAP Growth assessment was given to about one-third of students who attended the 2022-2023 school year.

A comparison of scores from annual administrations of this assessment was used to measure learning outcomes. Results are shown below:

Academic Area	Students Evaluated	% of Students w/ Improved Scores
Reading	29	72%
Math	30	87%
Language	28	79%

Standardized academic achievement assessments, like the MAP Growth, are often not accessible to students who are most profoundly affected by autism.

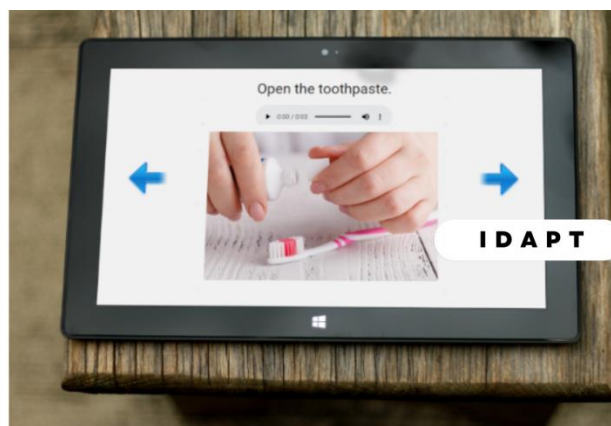
For this portion of students, these assessments would offer little insight into their actual educational outcomes. For this reason, we're always looking for innovative ways to further evaluate the effectiveness of our program.

IDAPT: Instructional Software

During the 2022-2023 school year, development work on the school's very own instructional software program was completed.

IDAPT, which stands for “Individualized Digital Assistant and Performance Tracker”, is a customizable web-based curriculum and personalized support software designed for people with a range of developmental disabilities and those that support them.³

This visual technology allows our teachers to break everyday tasks into individual steps, displayed one-at-a-time on a tablet or mobile device. Each step within an activity can include a picture, video, audio, and textual cue designed to support independent participation and completion of the activity as a whole.



IDAPT also allows our teachers to seamlessly track, quantify, and report on their student's performance through a digital data collection system that allows for instantaneous analysis and reporting of progress.

An IDAPT Success Story

One student who helped pilot the *IDAPT* program during the school year was Margaret.⁴ Margaret is a 15 year old student who began attending Autism Model Community School in December of 2020.

This past year, Margaret began gaining valuable work experience in the school's E-Commerce Lab. As Margaret learned to use the student supports within *IDAPT* to build her independence with various jobs, her teachers monitored her performance using the performance tracking capabilities within *IDAPT*.

The data displayed in the table below show Margaret's growth over time. The vertical axis displays the number of steps required to complete a job within the E-Commerce Order Fulfillment Process. The

³ *IDAPT* is US Patent Pending

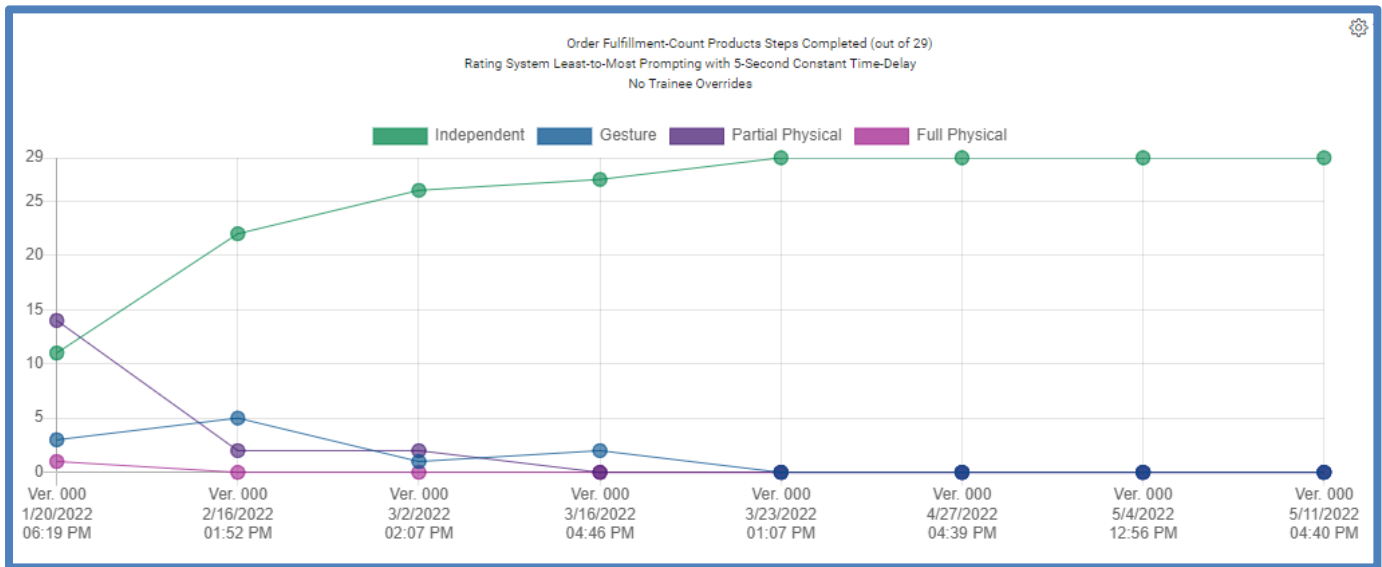
⁴ Student personal identification details changed to protect privacy.

horizontal axis represents the dates and times that Margaret participated in training sessions utilizing *IDAPT*.

The **green line** with circular data points (●) represents the number of steps that Margaret completed independent of support from her teacher during each training session.

Across her first five training sessions, Margaret went from completing 11 of 29 steps independently (38%) to completing all 29 steps independently (100%).

Not only did Margaret increase her independence with the task, but she also maintained her level of independence across the next three training sessions!



Commitment to Learning

The students at the Autism Model Community School aren't the only ones who grew and learned this past year. We invested in several specific opportunities for our team to advance their instructional skills.

In August of 2022, our teachers attended a full-day training session conducted by Cathy Burner (McGraw Hill) to support their ability to implement Direct Instruction programs within fidelity. In addition to this training, all employees attended sessions focused on crisis de-escalation, first aid/CPR, and medication administration during the month of August.

In February of 2023, our teachers participated in a half-day workshop conducted by Joel Vidovic (Director) focused on implementation of effective staff/parent training methods.

Lastly, throughout the school year, teachers completed 18-hours of coursework focused on building their understanding of Dyslexia and the science of reading.



State Report Card

The most recent Report Card for the Autism Model Community School was released on September 14th, 2023.

Schools now receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five components. AMS's ratings were as follows:

Achievement	★☆☆☆☆	Graduation	★☆☆☆☆
Progress	★★★★☆	Early Literacy	Not Rated*
Gap Closing	★☆☆☆☆	College/Career/Military Readiness	Not Rated*
Overall Rating →		★★☆☆☆	

**Not Rated = not enough students to evaluate component*

We believe the Report Card reflects an incomplete and inaccurate analysis of the school's effectiveness in the area of *Achievement*, *Gap Closing* and *Graduation*.

We feel that measuring growth year-to-year provides a more accurate reflection of our ability to educate students effectively than does the percentage of students performing at state-determined levels of proficiency.

Many students who attend AMS are not meeting the State's level of proficiency—and in fact remain several grade-levels behind. And yet the vast majority of students are demonstrating significant academic and functional growth despite nearly insurmountable barriers to their success (the combination of poverty and disability).

Our belief is that schools should be held accountable to produce outcomes that are socially valuable, functional and acceptable. Based on student and parent feedback, we believe we're doing just that.

Additionally, with respect to graduation rates, Ohio Administrative Code 3301-51-02 ensures that all students with disabilities are eligible to receive a Free and Appropriate Public Education through age 21.

Many of our students, through consultation with their Individualized Education Planning teams, make the determination that continuing their education with Autism Model School beyond four years of high school is in their best interest.

Often times, these students continue to work on critical skills to support their transition to adulthood. This provides important context to our low ranking in the area of graduation rate on the Report Card.



Parent Feedback

Over **60% of parents** completed an end-of-school-year survey. Here are the results...

1. The school tries to bring out the best in each child.

Strongly agree/Agree =	93 %
Unsure =	3.5 %
Disagree/Strongly disagree =	3.5 %

2. Progressive teaching methods are used.

Strongly agree/Agree =	90 %
Unsure =	7 %
Disagree/Strongly disagree =	3 %

3. Effective teaching methods are used.

Strongly agree/Agree =	90 %
Unsure =	7 %
Disagree/Strongly disagree =	3 %

4. Students have easy access to technology.

Strongly agree/Agree =	88 %
Unsure =	9 %
Disagree/Strongly disagree =	3 %

5. Incidents of bullying are noticed and dealt with.

Strongly agree/Agree =	55 %
Unsure =	38 %
Disagree/Strongly disagree =	7 %

6. School reports give clear feedback about progress.

Strongly agree/Agree =	95 %
Unsure =	2 %
Disagree/Strongly disagree =	3 %

7. Does your child like going to school each day?

Yes/Mostly =	93 %
Unsure =	3.5 %
Not really/No =	3.5 %

8. The school helps my child deal with anxious emotions.

Strongly agree/Agree =	79 %
Unsure =	15 %
Disagree/Strongly disagree =	6 %

9. I would recommend the school to others.

Strongly agree/Agree =	93 %
Unsure =	2 %
Disagree/Strongly disagree =	5 %

10. Staff members know and appreciate my child's qualities.

Strongly agree/Agree =	96 %
Unsure =	2 %
Disagree/Strongly disagree =	2 %

Parents were asked what words they'd use to describe the school to others. Here are the top results plus how many times each word was mentioned in the survey...

Caring (13)

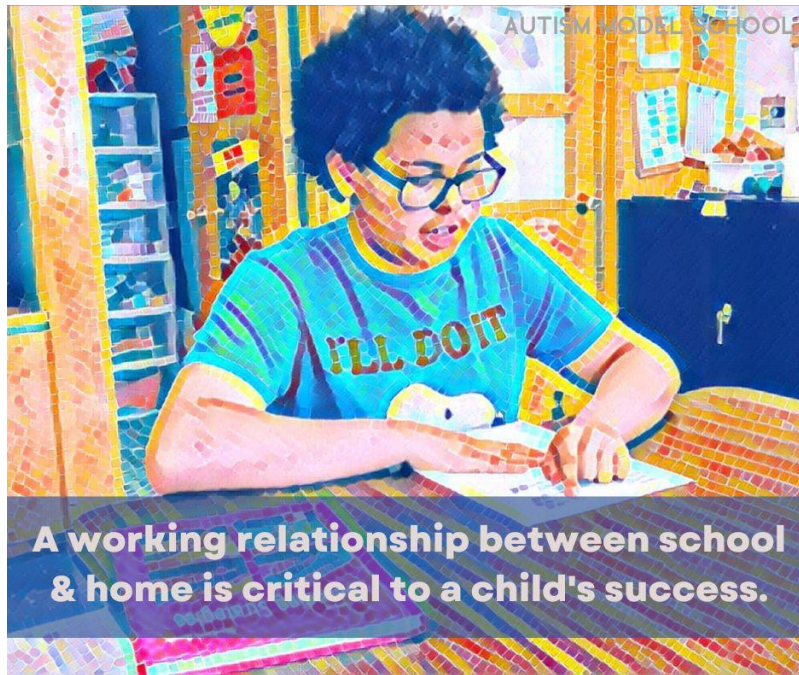
Patient (6)

Awesome (7)

Accommodating (5)

Amazing (6)

Individualized (5)



More...

Our Generous Supporters

The lives of students and staff members were made brighter thanks to financial gifts from individual donors, local businesses, and grant-making foundations.

Individual donors gave over \$23,000 throughout the year. Many supporters donated to the school's GoFundMe campaign to replace damaged swings on the back playground.

We received more than \$40,000 in grants from a broad range of organizations and foundations:

- Toledo Mud Hens "Helping Hens Fund" (Greater Toledo Community Foundation)
- Elise & Harry Baumker Charitable Foundation
- State of Ohio Attorney General's Office Security Grant
- Roach Family Foundation
- Robert C. & Susan M. Savage Family Foundation
- Waite-Brand Foundation
- WingStop Charities
- Toledo Rotary Club Foundation
- Ohio STEM Learning Network
- Battelle Foundation

Our mission is enhanced and furthered thanks to the generosity of these partners.

Special Events

We held our 10th annual community prom on Thursday, April 6th, 2023. An estimated 130 guests attended this magical sea-creature themed dance. It was all made possible thanks to a dedicated group of employee volunteers who make up the prom committee.



Teachers, paraprofessionals, van drivers, and administrators were all honored during the school's second annual Educator Appreciation week held in May 2023. All employees received the "Happy, Relaxed, and Engaged" t-shirt and were treated to lunch from Carmel's, smoothies from Tutti Fruity, and breakfast snacks in the staff lounge.

The Class of 2023 was celebrated at an outdoor graduation ceremony on the evening of Friday, June 2nd, 2023. There were a total eight students in the class. An end-of-year celebration took place immediately following graduation. Current students and families, alumni, staff, and board members attended.

Over 150 guests were treated to hot dogs and chicken sandwiches from Ida's Catering. Entertainment included live music from Robbie Clark, a Toledo School for the Arts alum, and animals from Paige's Pony Parties and Petting Farm. Studio1619 Photography captured all the fun.

Our Sponsor

The Educational Service Center of Lake Erie West (ESCLEW) served as a sponsor for the Autism Model Community School during the 2022-2023 school year.

ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant with all laws and rules.

An annual compliance assessment for the school was completed by ESCLEW and is included in the appendix to this report.

School Calendar

The school year began with a 19-day Summer Learning Program (SLP). SLP students attended classes five days per week from July 1st through July 29th, 2022. Regular classes began on August 25th, 2022, and ended June 30th, 2023. There were a total of 178 instructional days planned for this time period.



Financials

The fiscal sponsor of the Autism Model Community School is Massa Financial Solutions, LLC. For the third year in a row the school received the Auditor of State Award for having a “clean” audit report. This is a credit to the collaborative spirit between Massa and our front office team. The following table is a summary of the school’s end-of-fiscal-year budget dated through June 30th, 2023 (note: the budget is unaudited and for management purposes only):

Revenues	YTD Actual	Details
Federal/State	\$ 4,196,274	State Revenues = 91% of total
Local	\$ 185,482	E.g. grants and donations
Total →	\$ 4,381,756	

Expenses	YTD Actual	Details
Salaries	\$ 3,406,736	Compensation includes benefits
Facility Costs	\$ 256,772	School leases building space
Professional Fees	\$ 240,721	Includes insurance
Supplies	\$ 231,835	Miscellaneous expenses included
Transportation	\$ 69,384	Van transportation provided by school
Total →	\$ 4,205,448	

Net Income →	\$ 176,308	Total Revenues – Total Expenses
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In the spring, the Auditor of State released a Financial Audit for the Autism Model Community School—the report period was 7/01/21 to 6/30/22. Visit ohioauditor.gov/auditsearch/Search.aspx and type “Autism Model School” in the *Entity Name* box to view the audit.



Get Involved

If you'd like to learn more about the Autism Model Community School, please contact us by calling 419.897.4400 or by emailing autismmodelschool@amstoledo.org

The school is a registered 501c3 nonprofit in the state of Ohio (tax ID no. 31-1606800) and holds a GuideStar Gold Transparency rating for 2023 ([guidestar.org](https://www.guidestar.org)).

Be a part of providing life-changing education for a student at AMS through a tax-deductible gift by visiting amstoledo.org/give



Autism Model Community School
3020 Tremainsville Road
Toledo OH 43613



Stories from the year that was...

Swinging and Smiling Again

It was an unseasonably warm stretch of days for early November in Toledo. And it couldn't have come at a better time.

Contractors from DWA Recreation were able to quickly remove damaged equipment and install a new bay of swings. Their work included installing a mulch-filled border and a ramp for wheelchair accessibility.



As we expected, this area of the playground became the new hotspot for students. They took advantage of temps in the 50s and 60s and had a blast. The smiles returned!

So many gave to make this project happen.



Students, staff, board members, and friends of AMS gave over \$14,000, including a \$5,000 matching gift from Dr. Gwen Johnson, co-founder of Accelerated Learning Academy in Las Vegas.

The Toledo Mud Hen's gave \$3,000 through their Helping Hens Fund—administered by the Greater Toledo Community Foundation—, Wingstop Charities contributed \$5,000, and SnowFreaks donated \$1,000.

Everyone who gave has played a role in bringing back the smiles. ■

An Enchanted Evening

It was mid-March 2020. Tickets were printed, decorations were crafted, and excitement was building for Enchanted Lands, our 10th annual community prom.

Then came a national health crisis followed by school closures.



Our prom, like so many special events in those days, was put on pause. On Thursday, April 6th, 2023, the magic returned when we held the Enchantment Under the Sea Dance.



Over 130 guests—including students, alumni, and families—packed into St. Clement Hall for tasty treats, photos, dancing, and good old fashioned fun.

We are deeply grateful to the staff members who volunteered countless hours to make prom the unforgettable experience that it was.

And so many sponsors and vendors stepped up to make sure everyone could enjoy a quality event at a super low cost.⁵

The smiles on the faces of students tells us brighter days are ahead! ■

⁵ To see the list of sponsors, visit amstoledo.org/dance/

Turning Up the Volume On Safety

Getting a message out quickly is important for a school. For daily activities and safety situations.

With the school's old Public Address unit, however, only some classrooms could hear a crackly-sounding voice ringing from discolored speakers.



Thankfully this all changed in the spring when Torrence Sound finished installing a new, up-to-date sound system.

In the days of the old PA, someone from the front office would have to set a series of alarms for class changes, wait for an alarm, grab a microphone, press a red button, and say something like, "Math Concepts classes will begin in five minutes."

Now, class changes are announced automatically with pre-recorded announcements. This lets the front office team focus on responding to more immediate needs.

The PA's powerful features will also increase the safety of students and staff during an emergency situation.

A single press of a button initiates a pre-recorded message to lock-down that rings out across all areas of the school, including the playground. Teachers are able to check-in by pressing a button on a console located in their classrooms, which instantly sends a signal to the main office.



This project has furthered our goal of creating a safe place where everyone can learn, grow, and reach their full potential. ■

Big Boost for Afterschool

A warm greeting from a familiar face. It's a simple but powerful action.

And one reason the Afterschool Astros is treasured by so many 9th-12th graders at the Autism Model Community School.

Because the program is staffed by AMS employees, students are quick to build positive relationships. And parents benefit from knowing their child is receiving continuity between the school day and the Astros.



A main source of afterschool funding comes from the Nita M. Lowey 21st Century Community Learning Centers Program, a federal grant administered by the Ohio Department of Education.

This grant award is automatically reduced by 25% in year four (2022-2023 school year) and 50% in year five (2023-2024 school year).

Thanks to a big boost from some new partners, the program will continue offering students a chance to learn and grow into next school year.

The following foundations have made contributions to the Astros:

- Roach Family Foundation
- Robert C. & Susan M. Savage Family Foundation
- Waite-Brand Foundation
- Lott-Conlon Foundation

These partners are investing in a program with solid leadership.

Mary Jo Besase (“MJ”), program manager, has led the Astros since 2019. With previous experience in business management and as a van driver, MJ brings a unique mix of talents to her role and is always adding a creative touch to afterschool activities.



During the health crisis, which happened in her first year, MJ and her team stayed connected with students by hosting Zoom check-ins and making personal deliveries of healthy snacks and school supplies.

The Astros served between 12 to 16 daily participants across the 2022-2023 program year. Family engagement activities were held in partnership with the Ability Center of Greater Toledo's Agility Angels program. ■

**Educational Service Center of Lake Erie West
Annual Compliance Summary Report: 2022-2023**

Item Number	ORC Section	OAC/ORC Section Title	Compliant	Non-Compliant	Corrective Action Plan
School Name: Autism Model School			On-Time Rate: 100%		
Sponsor Name: Educational Service Center of Lake Erie West			Accuary Rate: 100%		
The Annual Compliance Summary Report includes each document submission task required by the Ohio Department of Education as part of the Sponsor Evaluation and any tasks required by state and federal law or rules. Additional compliance data is collected via monthly site visits and electronic document submissions throughout the calendar year.					
105	ORC 3313.6012	Policy Governing Conduct of Academic Prevention/Intervention Services	X		
111	ORC 3313.6020	Policy on Career Advising	X		
122	ORC 3313.6114	State Diploma Seals	X		
123	ORC 3313.603	Requirements for High School Graduation; Workforce or College Preparatory Units	X		
128	ORC 3365.13	Model Pathways	X		
156	ORC 3313.6014	Parental Notification of Core Curriculum Requirements	X		
164	ORC 3313.613	Awarding High School Credit for Course Completed Outside Regular School Hours at Accredited Post-Secondary Institution	X		
167	ORC 3313.617	Adoption of Policy for Students At Risk of Not Qualifying for High School Diploma	X		
172-178	ORC 3323.012	Plan for Providing Special Education and Related Services to Students with Disabilities	X		
186	ORC 3314.28	Special Education Policies and Procedures	X		
401-A	ORC 3314.261	Attendance Policies for Internet or Computer-based Community Schools	X		
401-B	ORC 3321.19, 3321.191	Examination into Cases of Truancy - Failure of Parent, Guardian, or Responsible Person to Cause Child's Attendance at School; Adoption of Policy Regarding Student Absences; Intervention Strategies	X		
406	ORC 3313.66, 3313.661	Policy Regarding Suspension, Expulsion, Removal, and Permanent Exclusion	X		
414	ORC 3313.66A	Suspension, Expulsion, or Permanent Exclusion - Removal from Curricular or Extracurricular Activities	X		
417	ORC 3314.03(A)(6)(b)	Specifications of Contract Between Sponsor and Governing Authority - Specifications of Comprehensive Plan	X		
426	ORC 3314.06	Admission Procedures	X		
427	ORC 3314.03(A)(19), 3314.06, 3314.061	Specifications of Contract Between Sponsor and Governing Authority - Specifications of Comprehensive Plan	X		
438	ORC 3321.01, 3324.10	Compulsory School Age - Requirements for Admission to Kindergarten or First Grade - Pupil Personnel Service Committee	X		
440	ORC 3314.11(B)	Verification of Residency	X		
442	ORC 3314.(A)(32)	Specifications of Contract Between Sponsor and Governing Authority - Specifications of Comprehensive Plan	X		
513	ORC 3314.51	Unauditable Community School	X		
522	ORC 3314.52(A)	Policies for Use of Credit Card Accounts	X		
523	ORC 3314.52(C)(D)	Policies for Use of Credit Card Accounts	X		

**Educational Service Center of Lake Erie West
Annual Compliance Summary Report: 2022-2023**

Item Number	ORC Section	OAC/ORC Section Title	Compliant	Non-Compliant	Corrective Action Plan
525	ORC 3314.52(C)	Policies for Use of Credit Card Accounts	X		
526	ORC.3314.52(G)	Policies for Use of Credit Card Accounts	X		
527	ORC 3.061, 3314.011	Dishonesty and Faithful Performance of Duty Policy in Lieu of Bond	X		
621	ORC 4123, 4123.35	Worker's Compensation	X		
654	ORC 3314.02(E)(5)	Proposal for Converting Public School to Community School	X		
660	ORC 1702	Nonprofit Corporation Law Definitions	X		
661	ORC 3314.036	Employment of Attorney	X		
667	ORC 3314.037	Open Meetings and Public Records Training		X	X
671	ORC 3319.393(A)	Employment Application	X		
715	ORC 3313.5310	Information and Training Regarding Sudden Cardiac Arrest	X		
776	ORC 3313.814, 3313.816, 3313.817	Guidance for Approving Food to be Sold in Schools	X		
804	ORC 3327.10, 3301.07, 4511.76	Emergency and Evacuation Procedures; Qualifications of Drivers	X		
814	ORC 3301.07, 3327.01, 4511.76	Pupil Transportation Management Policies; Transportation of Pupils	X		
819	ORC 3327.016	Community and Nonpublic School Transportation Plans	X		
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	Standards for the Implementation of Positive Behavior Intervention Supports and the Use of Restraint and Seclusion	X		
902	ORC 3313.609	Grade Promotion and Retention Policy	X		
903	ORC 3313.472	Policy on Parental and Foster Caregiver Involvement in Schools	X		
#S-601	ORC 3314.019	Communication with State Auditor	X		
#S-609	ORC 3314.023, 3314.03(D)	Annual Report Certification	X		
	ORC 3314.032(C)	Community School Annual Budget	X		
	ORC 3314.032(C)	Community School Annual Budget - Board Resolution or Minutes	X		
	ORC 3314.03(A)(11)(G)	Community School's Annual Education Report	X		
	ORC 117.10	Financial Audit Report	X		
	ORC 5705.391	Five-Year Forecast	X		
	ORC 5705.391	Five-Year Forecast Update	X		
	ORC 3737.73(D)(2)(b)	School Safety Drill Notification Verification	X		
	ORC 3314.12	Sponsor Annual Report of School's Special Education and Expenditures	X		

Note: [Please visit the Ohio Department of Education's website for more information about the 2022-2023 Sponsor Evaluation Tools. Detailed information on each item number can be found on the Compliance Worksheet - Oversight of Schools.](#)

Please include the statement below in the Community School's Annual Report 2022-2023:

The Educational Service Center of Lake Erie West (ESCLEW) served as a sponsor for Autism Model School during the 2022-2023 school year. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant with all laws and rules.