

***Federal Transit Administration***  
***Title VI Program***  
*Version 0126*

**Autism Model Community School**

**Plan Effective Date:**

**March 17, 2026**

**Title VI Contact Information**

Contact (Position): **Joel Vidovic**

Contact Phone Number: **419-897-4400**

Contact Email: **[autismmodelschool@amstoledo.org](mailto:autismmodelschool@amstoledo.org)**

Mailing Address: **3020 Tremainsville Road, Toledo OH, 43613**

Website: **[www.amstoledo.org/title6](http://www.amstoledo.org/title6)**

**Language Interpretation Assistance**

Interpretation Services Provided By (Company or Service Name): **Resolute Interpreting**

For Interpreter Services Individuals Will Call (Phone Number): **419-244-8377**

## **Title VI Plan Table of Contents**

The Autism Model Community School Title VI plan includes the following elements:

1. Annual Certifications & Assurances
2. Policy Statement
3. Notice to the Public
4. Complaint Procedure
5. Complaint Form
6. List of transit related Title VI Investigations, Complaints and Lawsuits
7. Public Participation Plan
8. Language Assistance Plan
9. Minority Representation Table and Description
10. Providing Assistance to and Monitoring Subrecipients
11. Title VI Equity Analysis for Facility Acquisition
12. Fixed Route Transit Providers Service Standards and Policies

*Appendix A – Governing Board Adoption Resolution or Proof*

*Appendix B – Annual Certification & Revision Log*

*Appendix C – Notice to the Public (English Version)*

*Appendix D – Notice to the Public (Spanish Example)*

*Appendix E – Complaint Procedures*

*Appendix F – Complaint Form*

*Appendix G – Investigations, Complaints, Lawsuits*

*Appendix H – Public Participation*

*Appendix I – LEP Encounters*

*Appendix J – “I Speak” Cards*

*Appendix K – Title VI Equity Analysis for Facility Acquisition*

*Appendix L – Fixed Route Service Standards and Policies*

## **Section 1: Annual Certifications and Assurances**

In accordance with 49 CFR Section 21.7(a), every application for financial assistance from FTA must be accompanied by an assurance that the applicant will carry out the program in compliance with Title VI regulations. This requirement shall be fulfilled when the applicant/recipient submits its annual certifications and assurances. Primary recipients will collect Title VI assurances from sub-recipients prior to passing through FTA funds.

Autism Model Community School will remain in compliance with this requirement by annual submission of certifications and assurances as required by ODOT. This certification is included with the annual grant assurances and certifications attached with the ODOT Grant. It is completed annually.

## **Section 2: Title VI Policy Statement**

Autism Model Community School, operating demand response transit provider, as a recipient of Federal Transit Administration (FTA) grant dollars either directly from FTA or through the Ohio Department of Transportation (ODOT), will comply with the Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d), the U.S. Department of Transportation implementing regulations, FTA Circular 4702.1B, and ODOT Public Transportation requirements as specified in Master Grant Agreement, and State Management Plan. Autism Model Community School operates its programs and services without regard to race, color, and national origin in accordance with Title VI of the Civil Rights Act.

## **Section 3: Notice to the Public**

Autism Model Community School's Notice to the Public can be found in Appendix C. Whenever a Safe Harbor analysis shows a language group exceeding 5% or 1,000 persons, then Autism Model Community School will translate the notice into that language. According to FTA Circular 4702.1B, transit agencies are required to inform the public of their rights under Title VI by strategically posting a Notice to the Public in high-visibility areas. The Title VI Notice shall be displayed in the following locations at a minimum:

- Agency Website: The notice must be posted on the recipient's website.
- Public Areas of the Office: This includes reception rooms and meeting rooms at the agency's administrative or central office.

Transit Vehicles: It is strongly recommended notices be placed inside all vehicles used in the provision of transit service (e.g., posters, flyers, or comment cards). Autism Model Community School:

Posts notices inside vehicles.

Does not post notices inside vehicles.

Autism Model Community School may post notices in locations other than the aforementioned areas, Currently, Autism Model Community School has:

No other locations.

Additional locations including: Family Waiting Area (Hallway); Employee Lounge

#### **Section 4: Title VI Complaint Procedure**

An example of the Autism Model Community School complaint procedure directions can be found in Appendix E. Whenever a Safe Harbor analysis shows a language group exceeding 5% or 1,000 persons, then Autism Model Community School will translate the compliant procedure into that language.

According to FTA Circular 4702.1B and standard compliance guidelines for subrecipients, the Title VI complaint procedure and form shall be posted in the following minimum locations:

- Agency Website: Both the complaint procedure and the complaint form must be available on the recipient's website.
- Central Administrative Office: A hard copy must be available at the agency's central office.
- Inside the Title VI Plan: The full procedure and form must be included as part of the agency's formal Title VI Program document.

#### **Section 5: Title VI Complaint Form**

An example of the Autism Model Community School complaint form can be found in Appendix F. The complaint form is made available to the public and can be found:

- On the Autism Model Community School website
- At the agency's central office/administrative office (hard copy made available)
- Within the Title VI Program document (can be found in Appendix F as mentioned)

#### **Section 6: List of Transit Related Title VI Investigations, Complaints and Lawsuits**

Autism Model Community School maintains a list or log of all Title VI investigations, complaints, and lawsuits, pertaining to its transit-related activities. This list can be found in Appendix G.

## **Section 7: Public Participation Plan**

### **Strategies and Desired Outcomes**

To promote inclusive public participation, Autism Model Community School will employ the following strategies, as appropriate:

- ✓ Provide for early, frequent and continuous engagement by the public
- ✓ Select accessible and varied meeting locations and times
- ✓ Employ different meeting sizes and formats
- ✓ Use social media in addition to other resources as a way to gain public involvement
- ✓ Use radio, television or newspaper ads on stations and in publications that serve LEP populations. Outreach to LEP populations may also include audio programming available on podcasts.
- ✓ Expand traditional outreach methods by visiting ethnic stores/markets and restaurants, community centers, libraries, faith-based institutions, local festivals, etc.

### **Public Outreach Activities**

The public outreach and involvement activities conducted by Autism Model Community School since the last Title VI Program submission are summarized in the table in Appendix H.

## **Section 8: Language Assistance Plan**

### **Overview**

Autism Model Community School is required to take reasonable steps to ensure meaningful access for Limited-English Proficient (LEP) persons. LEP refers to individuals who speak English "less than very well". Autism Model Community School shall provide for communication for limited English proficient riders to ensure them equal opportunity to benefit from services. Family members or friends of limited English proficient riders will not be used as translators unless specifically requested by that individual. Arrangements have been made with Language Services Inc. to obtain translators. The agency will also utilize web-based translator programs if available.

### **Four-Factor Analysis**

To determine the right level of service, complete the following four factors.

#### **Factor 1: Demography (The Number of LEP Persons)**

**Instructions:** Go to [data.census.gov](https://data.census.gov). Search for Table **S1601** (Language Spoken at Home) for your specific County. Use the most recent "5-Year Estimates".

Population Group	Number of Persons	Percentage (%)
<b>Total Population (Age 5+)</b>	402,407	100%
<b>Total LEP Population</b> (English "less than very well")	6,674	1.7%
<b>Largest LEP Language:</b> Spanish	10,028	2.5%
<b>2nd Largest LEP Language:</b> Other Indo-European	5,788	1.4%

**Factor 2: Frequency of Contact**

How often does your staff (drivers, dispatchers, reception) interact with LEP individuals?

- Daily
- Weekly
- Monthly
- Rarely (Once or twice a year)
- Never

A log of LEP encounters can be found in Appendix I.

**Factor 3: Importance of the Service**

Autism Model Community School recognizes that public transit is a vital service. To ensure safety and access, we prioritize the translation of Vital Documents. Vital documents currently translated include: Title VI Notice, Complaint Form, and ADA Information.

**Factor 4: Resources and Costs**

Select the resources your agency uses to assist LEP persons (check all that apply):

- Telephone Interpretation: Provided by service noted on Main Page of plan.

"I Speak" Cards: Carried by drivers and dispatchers to identify languages. Example in Appendix J.

Website Translation: Our website includes a Google Translate or similar widget.

Community Partners: We coordinate with local social service agencies or schools.

## **Section 9: Minority Representation (Simplified)**

### **Overview**

If Autism Model Community School has a non-elected transit-related planning board, advisory council, or committee, a subrecipient must track the racial breakdown of those members to ensure representation. If the transit board is elected, a subrecipient does not need to track that information. The following table clarifies “elected” versus “non-elected.”

If the Board Member is...	Category
Voted for by the citizens of the county/city.	Elected
Appointed by a Mayor or Commissioner.	Non-Elected
Voted in by the existing Non-Profit Board members.	Non-Elected
A volunteer who joined the committee.	Non-Elected

### **The Autism Model Community School governing board is:**

Elected – the following membership breakdown information is not needed.

Non-Elected – the following membership breakdown must be completed.

### **Step 1: Membership Breakdown**

Instructions: In the first row, enter the population percentages for your service area (found in the same Census Table S1601 used in Section 8). In the second row, enter the actual number of members on your board/committee by race.

**Table Depicting Membership of Board, Committees, Councils, Broken Down by Race**

<b>Group</b>	<b>Caucasian</b>	<b>Hispanic</b>	<b>African American</b>	<b>Asian American</b>	<b>Native American</b>	<b>Two or More Races</b>
Service Area Population %	68.2%	7.8%	19.3%	1.7%	.2%	4.9%
Number of Board Members	9	0	0	1	0	0

**Step 2: Efforts to Encourage Participation**

Elected Board: Our board is comprised of elected officials and therefore no non-elected committee exists.

If non-elected board members - how does Autism Model Community School encourage minority participation on its boards? (Check all that apply):

Public Notices: We include "Equal Opportunity" language in all board recruitment advertisements.

Community Outreach: We reach out to local minority-owned businesses or community centers when vacancies occur.

Other Efforts: Per organizational bylaw 09.01 (School Board), "at least 51% of members must be parents of one or more children with autism," as this ensures a deeper understanding of the complex needs of the school's target population of youth who are a minority segment within our service area.

**Section 10: Providing Assistance to and Monitoring Subrecipients**

Does agency provide funding to subrecipients?

No, the agency does not have subrecipients.

Yes. If yes, list the subrecipient names: [Click or tap here to enter text.](#)

- Autism Model Community School monitors subrecipients using the following process:
- Autism Model Community School uses the following process to ensure all subrecipients are complying with the general reporting requirements of FTA Circular 4702.1B:
  - [Click or tap here to enter text.](#)

- Autism Model Community School collects Title VI programs from the subrecipients listed above and reviews programs for compliance by doing the following:

### **Section 11: Title VI Equity Analysis for Facility Acquisition**

Title 49 CFR, Appendix C, Section (3)(iv) requires “the location of projects requiring land acquisition and the displacement of persons from their residences and business may not be determined on the basis of race, color, or national origin.” For purposes of this requirement, “facilities” does not include bus shelters, as they are considered transit amenities. It also does not include transit stations, power substations, or any other project evaluated by the National Environmental Policy Act (NEPA) process. Facilities included in the provision include, but are not limited to, storage facilities, maintenance facilities, operations centers, etc. Has the agency built a facility? Check the response below.

- No, Autism Model Community School has not built a facility.
- Yes, Autism Model Community School has built a facility and completed a Title VI equity analysis to compare the equity impacts of various siting alternatives, and the analysis must occur before the selection of the preferred site. Appendix K will include the Title VI plan a copy of the Title VI equity analysis.

### **Section 12: Fixed Route Transit Providers Service Standards and Policies**

- Autism Model Community School is **not** a fixed route transit provider. As such, the remainder of Section 12 is not applicable to Autism Model Community School and may be deleted from this document.
- Autism Model Community School is a fixed route transit provider. As such, the remainder of Section 12 is applicable to Autism Model Community School and is to be filled out completely and attached in Appendix M.

# Appendix A



## Board Resolution

March 17th, 2026

Whereas, The Autism Model School (IRN# 134122) reviews and adopts the following policies, documents, actions, and/or reports:

1. Reviewed and approved the 03/17/26 Board Meeting Agenda
2. Reviewed and approved the minutes for the February 2026 board meeting.
3. Reviewed and approved February 2026 Financial Report
4. Reviewed Autism Model Community School Foundation report and approved transfer of \$100,000.00 to the fund.
5. Reviewed and approved staff changes for February 2026
6. Approved the matching funds for the Ohio Bureau of Workers Compensation grant as presented by Director
7. Reviewed and approved the Title VI Plan as presented by Director
8. Reviewed and approved up to \$15,000.00 for the regrading of the school playground
9. Approved quote from ULINE for the purchase of shelving units to help store files
10. ~~Reviewed and approved \_\_\_\_\_ to support installation of a bathroom for use by parishioners~~

Other:

Reviewed and adopted by the Board of Directors of Autism Model School:

Signed by: Linell Weinberg

Print Name: Linell Weinberg

Date: 3/17/2026

Title: Autism Model School Board President

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3020 Tremainsville Road, Toledo, OH, 43613

Phone: 419-897-4400

Fax: 419-897-4403

www.AMSToledo.org

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Linell Weinberg: President Kim Veizer, RN: Vice-President James Rothschild, JD: Secretary Isaac Demarest, MBA, AAMS, CFP: Treasurer

Mark Greenblatt, CLU, ChFC, CASL Toni L. Gerber, M.Ed. Lisa Marsalek, MA, MLHR Nirav Raj Parikh, JD, BS Bruce Weinberg Kathleen Cott-Johnson

# Appendix B

## Title VI Plan Revision Log

<b>Date</b> Month/day/year	<b>Action Taken</b>	<b>Authorizing Individual</b>
03/17/2026	Plan Approved at Board Meeting	Linell Weinberg (Board President)

# Appendix C

## Title VI Notice to the Public

### Notifying the Public of Rights Under Title VI

## Autism Model Community School

- The Autism Model Community School operates its programs and services without regard to race, color, and national origin in accordance with Title VI of the Civil Rights Act. Any person who believes she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint with the Autism Model Community School.
- For more information on the Autism Model Community School's civil rights program, the procedures to file a complaint, or to file a complaint, please contact the Director at 419-897-4400 (TTY 800-750-0750); email [autismmodelschool@amstoledo.org](mailto:autismmodelschool@amstoledo.org); or visit our administrative office at 3020 Tremainsville Road, Toledo OH, 43613. For more information, visit [www.amstoledo.org/title6](http://www.amstoledo.org/title6).
- For transportation-related Title VI matters, a complaint may also be filed directly with the:

Ohio Department of Transportation, Attn: Office of Opportunity, Diversity, and Inclusion, Title VI Coordinator, [1980](#) West Broad Street, Mailstop 3270, Columbus, Ohio 43223

Federal Transit Administration, Office of Civil Rights, Attention: Complaint Team, East Building, 5<sup>th</sup> Floor-TCR, 1200 New Jersey Ave., SE Washington, DC, 20590.

- If information is needed in another language, contact 419-244-8377.

## **Appendix D**

### **Title VI Notice to the Public in Spanish**

#### **Notificación al público de derechos bajo el Título VI**

- El Autism Model Community School opera sus programas y servicios sin distinción de raza, color y origen nacional, según el Título VI de la Ley de Derechos Civiles. Cualquier persona que cree o que ha sido perjudicada por una práctica discriminatoria ilegal bajo el Título VI puede presentar una queja con el Autism Model Community School.
- Para obtener más información sobre el programa de derechos civiles de Autism Model Community School, o para obtener más información sobre los procedimientos para presentar una queja, por favor llame a Director 419-897-4400 (TTY 800-750-0750), [autismmodelschool@amstoledo.org](mailto:autismmodelschool@amstoledo.org), o visite nuestra oficina administrativa en 3020 Tremainsville Road, Toledo OH, 43613.
- Un demandante puede presentar una queja directamente a la el Departamento de Transporte del estado de Ohio, Attn: Office of Opportunity, Diversity and Inclusion 1980 West Broad Street, Mailstop 3270, Columbus, OH 43223.
- Un demandante puede presentar una queja directamente a la Administración Federal de tránsito, Office of Civil Rights, Atención: Complaint Team, East Building, 5<sup>th</sup> Floor-TCR, 1200 New Jersey Ave., SE Washington, DC, 20590.
- Si se necesita información en otro idioma, comuníquese con 419-244-8377.

# Appendix E

## Complaint Process

Any individual, group of individuals or entity that believes they have been intentionally discriminated against on the basis of race, color, or national origin by Autism Model Community School may file a Title VI complaint by completing and submitting the agency's Title VI Complaint Form.

Any individual having filed a complaint or participated in the investigation of a complaint shall not be subjected to any form of intimidation or retaliation. Individuals who have cause to think that they have been subjected to intimidation or retaliation can file a complaint of retaliation following the same procedure for filing a discrimination complaint.

A complaint must be filed with Autism Model Community School no later than 180 days after the following:

1. The date of the alleged act of discrimination; or
2. The date when the person(s) became aware of the alleged discrimination; or
3. Where there has been a continuing course of conduct, the date on which that conduct was discontinued of the latest instance of the conduct.

Once the complaint is received, Autism Model Community School will review it to determine if our office has jurisdiction. A copy of each Title VI complaint received will be forwarded to the Ohio Department of Transportation within ten (10) calendar days of receipt. The complainant will receive an acknowledgement letter informing her/him whether the complaint will be investigated by our office.

Autism Model Community School has 45 days to investigate the complaint. If more information is needed to resolve the case, Autism Model Community School may contact the complainant requesting further information. The complainant has **10** business days from the date of the letter to send requested information to the investigator assigned to the case. If the investigator is not contacted by the complainant or does not receive the additional information within **10** business days, Autism Model Community School can administratively close the case.

After the investigator reviews the complaint, the agency will issue one of two (2) letters to the complainant: a closure letter or a letter of finding (LOF).

- ✓ A closure letter summarizes the allegations and states that there was not a Title VI violation and that the case will be closed.
- ✓ A letter of finding (LOF) summarizes the allegations and the interviews regarding the alleged incident, and explains whether any disciplinary action, additional training of the staff member, or other action will occur.

If the complainant wishes to appeal the decision it must direct the appeal to the agency initially. The complainant has **30** days after the date of the closure letter or the letter of finding to do so. If there is outstanding concern, the appeal may be directed to the state DOT or FTA. The appeal process information will be included in the letter.

A person may also file a complaint directly with the: Ohio Department of Transportation, Attn: Office of Opportunity, Diversity and Inclusion 1980 West Broad Street, Mailstop 3270, Columbus, OH 43223, or the Federal Transit Administration, Office of Civil Rights, Attention: Complaint Team, East Building,

5<sup>th</sup> Floor-TCR, 1200 New Jersey Ave., SE Washington, DC, 20590.

If information is needed in another language, then contact 419-244-8377

# Appendix F

## Title VI Complaint Form

<b>Section I:</b>			
Name:			
Address:			
Telephone (Home):		Telephone (Work):	
Email Address:			
Accessible Requirements?	Format	Large Print	Audio Tape
		TDD	Other
<b>Section II:</b>			
Are you filing this complaint on your own behalf?		Yes*	No
*If you answered "yes" to this question, go to Section III.			
If not, please supply the name and relationship of the person for whom you are complaining:			
Please explain why you have filed for a third party: _____			
Please confirm that you have obtained the permission of the aggrieved party if you are filing on behalf of a third party.		Yes	No
<b>Section III:</b>			
I believe the discrimination I experienced was based on (check all that apply):			
<input type="checkbox"/> Race <input type="checkbox"/> Color <input type="checkbox"/> National Origin			
Date of Alleged Discrimination (Month Day, Year) _____			
Explain as clearly as possible what happened and why you believe you were intentionally discriminated against. Describe all persons who were involved. Include the name and contact information of the person(s) who discriminated against you (if known) as well as names and contact information of any witnesses. If more space is needed, please use the back of this form. _____ _____ _____			
<b>Section IV</b>			
Have you previously filed a Title VI complaint with this agency?		Yes	No
<b>Section V</b>			
Have you filed this complaint with any other Federal, State, or local agency, or with any Federal or State court?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, check all that apply:			
<input type="checkbox"/> Federal Agency: _____			
<input type="checkbox"/> Federal Court _____		<input type="checkbox"/> State Agency _____	
<input type="checkbox"/> State Court _____		<input type="checkbox"/> Local Agency _____	
Please provide information about a contact person at the agency/court where the complaint was filed.			

<b>Name:</b>
<b>Title:</b>
<b>Agency:</b>
<b>Address:</b>
<b>Telephone:</b>
<b>Section VI</b>
Name of agency complaint is against:
Contact person:
Title:
Telephone number:

You may attach any written materials or other information that you think is relevant to your complaint.

Signature and date required below

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

If information is needed in another language, contact 419-244-8377.

Please submit this form to:

**Autism Model Community School**  
**Director**  
**3020 Tremainsville Road, Toledo OH, 43613**  
**419-897-4400**  
**autismmodelschool@amstoledo.org**

# Appendix G

## Transit Related Title VI Investigations, Complaints and Lawsuits

	<b>Date</b> (Month, Day, Year)	<b>Summary</b> (include basis of complaint: race, color, or national origin)	<b>Status</b>	<b>Action(s) Taken</b>
<b>Investigations</b>				
<b>Lawsuits</b>				
<b>Complaints</b>				



# Appendix I

## Log of LEP Encounters

<b>Date</b>	<b>Time</b>	<b>Language Spoken By Individual</b> <i>(if available)</i>	<b>Name and Phone Number of Individual</b> <i>(if available)</i>	<b>Service Requested</b>	<b>Follow Up Required</b>	<b>Staff Member Providing Assistance</b>	<b>Notes</b>

## Appendix J

### **“I Speak” Language Identification Card**

**Note:** For additional languages visit the US Census Bureau website <http://www.lep.gov/ISpeakCards2004.pdf>

<b>Mark this Box if you speak...</b>	<b>Language Identification Chart</b>	<b>Language</b>
	Mark this box if you read or speak English	English
	Marque esta casilla si lee o habla español	Spanish
	Kos lub voj no yog koj paub twm thiab hais lus Hmoob	Hmong
	如果说中国在方框内打勾	Chinese
	Xin ñaùnh daáu vaøo oâ naøÿ neáu quyù vò bieát ñoïc vaø noui ñoôic Vieät Ngöô.	Vietnamese
	당신이한국어말할경우이 상자를 표시	Korean
	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	Tagalog
	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen	German
	Отметить этот флажок, если вы говорите по-русски	Russian
	Означите ову кућицу ако говорите српски	Serbian
	आप हिंदी बोलते हैं तो इस बक्से को चिह्नित करें	Hindi
	پر نشان لگائیں تو اس باکس بولتے ہیں اگر آپ	Urdu