

MODIFICATION NO. 8
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Autism Model School (“Governing Authority” or “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2012; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;

NOW THEREFORE, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence add “3319.074” in the appropriate numerical order.

The rest of Section 4.1 remains as original written in the Contract.

2. **Article VI, Section 6.12.**

- a. Insert the following new subsection as subsection (e): “The School shall adopt a policy regarding the enrollment and attendance of students, which requires a student’s parent to notify the School when there is a change in the location of the parent’s or student’s primary residence. This policy is included in Attachment 6.12.”

- b. Insert the following new subsection as subsection (f): “The School shall adopt a policy regarding the verification of a student’s residence and address consistent with the School’s obligations in accordance with R.C. 3314.11. This policy shall be included in Attachment 6.12.”

- c. The rest of Section 6.12 remains as originally written in the Contract.

3. **Article VI, Section 6.13.** Insert the following sentence after the first sentence in the section: “Beginning November 1, 2018, the policy must include procedures for the automatic withdrawal of a student from the School if the student fails to participate in seventy-two (72) consecutive hours of learning opportunities without a legitimate excuse.”

The rest of Section 6.13 remains as originally written in the Contract.

4. **Attachment 6.7** shall be replaced in its entirety with the attached.
5. **Attachment 6.12** shall be replaced in its entirety with the attached.
6. **Attachment 6.13** shall be replaced in its entirety with the attached.

7. Attachment 11.6 shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

Educational Service Center of Lake Erie West

By: [Signature]
(Signature)

Its: Superintendent

with full authority to execute this Contract for and on behalf of **Sponsor** and with full authority to bind **Sponsor**.

Date: 6-19-2019

Governing Authority of Autism Model School

By: [Signature]
(Signature)

Its: President

with full authority to executive this Contract for and on behalf of **Governing Authority** and with full authority to bind **Governing Authority**.

Date: 09/25/18

ATTACHMENT 6.7
STUDENT DISCIPLINE AND DISMISSAL POLICIES

1. Policy regarding suspension, expulsion, removal, and permanent exclusion of a student that specifies, among other things:
 - a. Types of misconduct for which a student may be suspended, expelled, or removed, and
 - b. Due process related to these forms of discipline
2. Policy for the discipline, suspension, and expulsion of disabled students
3. Policy for Positive Behavioral Interventions and Supports/Restraints and Seclusion

Book

Parent/Student Handbook

Section

8.0 Disciplinary Policies

Title

Suspension & Expulsion of Students

Code

8.1

Status

Active

Adopted

October 17, 2017

The main focus of Autism Model School is to support the educational curriculum of children that fall into the Autism Spectrum Disorders. Autism Model School's planning Committee recognized that several challenging behaviors manifest from the disabilities to be served. Minimizing challenging behaviors will be one of the foci of Autism Model School. By implementing positive behavior supports, providing children with the skills to make choices and communicate their needs, effective teaching strategies, high staff-to-student ratios, and high rates of student engagement, inappropriate behaviors are decreased. Individualized behavior plans are incorporated into IEPs as needed.

However, if a situation arises that involves serious violations noted below, expulsion can be appropriate at the discretion of the school board. Serious violations include, but are not limited to:

NO ALCOHOL OR OTHER ILLEGAL DRUGS: A student shall not possess, use conceal, sell and offer to sell, or be under the influence of alcohol or illegal drugs. Sale or distribution of any of the foregoing can result in expulsion.

NO WEAPONS: A student shall not possess, handle, transmit, conceal, or use an implement designed to be used as a dangerous weapon. Violation of this rule results in referral by school personnel to the juvenile justice system and can result in expulsion.

NO INTENTIONAL ARSON: A student shall not burn property or cause property to be burned. Violations of this rule can result in expulsion.

NO EXPLOSIVES: A student shall not possess, handle, transmit, conceal or use any form of fireworks, explosive devices or substances which can be used as explosives. Violation of this rule can result in expulsion.

For any student bringing a firearm to school, there will be a mandatory 1 year expulsion unless a lesser time is determined by the Superintendent.

Due Process Rights of a Student to Appeal an Expulsion to the Governing Authority or designee:

1. A student has the right to appeal an expulsion.
 - a. The notice of appeal must be given within 14 days of the expulsion decision.
2. The student has a right to be represented at the appeal.
3. The student has the right to request that the hearing be held in executive session.

Other serious offenses follow the guidelines of the IEP.

Autism Model School may suspend a student for up to 10 days within any school year based on student behavior of concern to the school staff which can include destruction of property and/or aggressive actions that constitute being a danger to other students and or staff. Suspensions are determined through consultation with the Classroom Teacher and staff, a Clinical Management Team Member, and the School Director. Parents are notified in writing and by phone when such a suspension is initiated.

Any student who is on an IEP must have a Manifestation Determination Report completed if any suspension exceeds 10 days in any school year. This same Manifestation Determination Report must indicate that the behavior of concern is NOT related to the student's disability in order for the school to suspend a child who is on an IEP for more than 10 days within any school year.

Expulsion of a student may occur under the circumstances listed above. When expulsion of a student is determined appropriate by the school, the following due process procedures are provided:

- A. The superintendent or designee gives the pupil and the pupil's parent, guardian, or custodian written notice of the intention to expel the pupil;
- B. The superintendent or designee provides the pupil and the pupil's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the pupil's actions.

The notice shall include the reasons for the intended expulsion, notification of the opportunity of the pupil and the pupil's parent, guardian, custodian, or representative to appear before the superintendent or the superintendent's designee to challenge the reasons for the intended expulsion or otherwise to explain the pupil's action, and notification of the time and place to appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the pupil or the pupil's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the pupil and the pupil's parent, guardian, custodian, or representative of the new time and place to appear. If the pupil is sixteen years of age or older, the notice shall include a statement that the superintendent may seek to

permanently exclude the pupil if the pupil is convicted of or adjudicated a delinquent child for that violation.

Legal

ORC 3313.66

Book

Administrative Handbook

Section

5. Restraint and Seclusion

Title

Use of Restraint and Seclusion

Code

5.1

Status

Active

1. Policy Rationale and Philosophy:

Every effort should be made to prevent the use of restraint and for the use of seclusion. 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.

Autism Model School believes that the school environment should be one that ensures the care, safety, and welfare of all students and staff members. Efforts to promote positive interactions and solutions to potential conflict should be exhaustive. In the event that an individual's behavior presents a threat of imminent harm to self or others the use of approved physical intervention or seclusion strategies to maintain a safe environment may be used as a last resort.

2. Definitions:

a. Positive Behavior Interventions and Support

- i. A school-wide systematic approach to embed evidence-based practices and data driven decision makes to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students, and

- ii. 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.

- b. Physical Restraint

- i. 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.
- ii. 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.
- iii. Physical restraint does not include brief, but necessary physical contact for the following or similar purposes:
 - 1. To break up a fight;
 - 2. To knock a weapon away from a student's possession;
 - 3. To calm or comfort;
 - 4. To assist a student in completing a task/response if the student does not resist the contact;
 - 5. To prevent an impulsive behavior that threatens the student's immediate safety (i.e. running in front of a car).

- c. Seclusion

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. It does not include a timeout.

- d. Time Out

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.

- 3. Requirements for the use of Restraint

Given an immediate risk of physical harm to the student or others and no other safe and effective intervention are possible, if physical restraint is applied the staff must;

- a. Implement in a manner that is age and developmentally appropriate;

- b. Ensure safety of other students and protect the dignity and respect of the student involved. Combine use with other approaches (non-physical interventions are always preferred) that will diminish the need for physical intervention in the future;
- c. The least amount of force necessary should be used for the least amount of time necessary;
- d. be appropriately-trained;
- e. continually observe the student in restraint for indications of physical or mental distress;
- f. If at any point the staff assess that the intervention is insufficient to maintain safety of all involved, appropriate emergency contacts shall be made according to district crisis policy;
- g. Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- l. Following the use of physical restraint, the individual should be assessed for injury or psychological distress and monitored as needed following the incident.
- h. Complete all district required reports and document staff's observations of the student.
 - i. The district Restraint and Seclusion Report (attached) shall be completed upon occurrences of physical restraint or seclusion.
 - ii. Completion of the form must occur within the day of the incident.
 - iii. A copy must be made available to parent/guardian within 24 hours.
 - iv. Additionally, staff should attempt to contact parents/guardians/ during the same day of incident.
 - i. De-brief, including all involved staff, student and parents; evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs;
 - i. Debrief utilizing the district's Incident Report.
 - ii. A copy of the form must be sent to the building administration.
 - iii. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and/or a Behavior Intervention Plan must be completed.

4. Prohibited Practices for Use of Restraints:

Staff members are not to use any physical restraints for which they have not been trained by the district.

Autism Model School prohibits the use of any restraint that risks serious harm or pain to any student.

Autism Model School prohibits the use of any restraint that impacts the student's ability to communicate verbally.

Staff members are not to use any unauthorized physical restraints.

This includes but is not limited to:

- a. Prone restraint;
- b. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that involves the use of pinning down a student by placing knees to the torso, head, and neck of the student;
- c. Using any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
- d. Uses pressure point, pain compliance, or joint manipulation techniques;
- e. Corporal punishment;
- f. Dragging or lifting of the student by the hair or ear or by any type of mechanical restraint;
- g. Child endangerment, as defined in section 2919.22 of the Revised Code, and any updates to this section;
- h. Deprivation of basic needs;
- i. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code, and any updates to this section;
- j. Chemical restraint;
- k. Mechanical restraint (that 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);
- xx. Using other students or untrained staff to assist with the hold or restraint;
- iiiiiii. Securing a student to another student or fixed object;
- n. Aversive behavioral interventions; or
- Seclusion in a locked room or area.

5. Requirements for Use of Seclusion

Given a threat of immediate risk of physical harm to the student or others, as outlined in Board Policy, the following principles must always be applied:

- a. A room or area used for seclusion must:
 - i. Provide for adequate space, lighting, ventilation, clear visibility and the safety of the student; and

- ii. Not be locked
- b. Staff must implement in a manner that is age and developmentally appropriate;
- c. Ensure safety of other students and protect the dignity and respect of the student involved;
- d. The least amount of time necessary;
- e. Be appropriately-trained;
- f. Staff must continually observe the student for the duration of the seclusion;
- g. If at any point the staff assess that the intervention is insufficient to maintain safety of all involved, emergency personnel will be contacted.
- h. Seclusion ceases when the immediate risk of physical harm to self or others has dissipated;
- i. Upon each use of seclusion, the student shall be assessed for injury or psychological distress and monitored as needed following the incident.
- i. Complete all required reports and document staff's observations of the student;
- j. Conduct a de-briefing, utilizing the district's Incident Report, include all involved staff, to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs. (this may also include a debriefing with the student and parent.)
- i. During the debrief, if this behavior is noted as a pattern of dangerous behavior that leads to the use of restraint and or seclusion, a Functional Behavior Assessment, and Behavior Intervention Plan must be completed.
- k. The Incident Report is to be completed upon occurrences of physical restraint or seclusion.
 - i. Completion of the form must occur within the day of the incident.
 - ii. A copy must be made available to parent/guardian within 24 hours.
 - iii. Additionally, staff should attempt to contact parents/guardians during the same day of incident.

6. Prohibited Practices for Use of Seclusion

- a. Use of seclusion in any environment that does not meet the above criteria.
- b. Child endangerment, as defined in section 2919.22 of the Revised Code, and any updates to this section;
- c. Deprivation of basic needs;
- d. Seclusion or restraint of preschool children in violation of paragraph (D) of Rule 3301-37-10 of the Revised Code, and any updates to this section;

- e. Seclusion shall not be used;
 - i. As a form of discipline/punishment
 - ii. As a means to coerce, retaliate or in a manner that endangers a student;
 - iii. For the convenience for staff;
 - iv. As a substitute for an educational program;
 - v. As a substitute for less restrictive alternatives;
 - vi. As a substitute for inadequate staff; and/or
 - vii. As a substitute for positive behavior supports or other crisis prevention.

7. Reporting and notification

- a. Any incident of seclusion or restraint shall be immediately reported to building administration and the parent.
- b. Any incident of seclusion or restraint shall be documented in a written report that is made available to the parent within twenty-four hours and that is maintained by the school district, in the student file.
- c. The district shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the department.

8. Training and professional development

- a. The district will ensure that an appropriate number of personnel in each building are trained in crisis management and de-escalation techniques.
- b. The school district will maintain written or electronic documentation on training provided and lists of participants in each training.
- c. All student personnel shall be trained annually on the requirements of this policy, Ohio Adm. Code 3301-35-15, and any updates to this section, and the district's policies and procedures regarding restraint and seclusion.
- d. The district will have a plan regarding training student personnel as necessary to implement positive behavior intervention and supports on a system-wide basis.

9. District Monitoring

- a. The district shall monitor the implementation of this policy and the district procedures.
- b. These policies and subsequent procedures shall be accessible on the district's website.
- c. The district shall be responsible for notifying all parents annually of its policies and procedures concerning seclusion and restraint.

10. Complaint

- a. The district will create a complaint procedure.
- b. Parents will 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
- c. 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.
- d. 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.
- e. 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), and any updates to this section.
- f. 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:
 - i. A pattern of challenging behaviors that are related to the student's disability;
 - ii. Whether the student has had or should have a functional behavioral assessment (FBA) and a positive behavior support plan (PBSP);
 - iii. Whether the FBA and PBSP are appropriate;
 - iv. Whether the student's behavior and interventions are addressed or should have been addressed in the IEP; and
 - v. Whether the staff has been sufficiently trained in de-escalation and restraint techniques.

Book

Parent/Student Handbook

Section

7.0 Student Code of Conduct

Title

Autism Model School Student Code of Conduct

Code

7.1

Status

Active

This code of conduct will be implemented with extreme caution and discretion while employing a functional behavior analysis to be involved with all processes regarding individual student behavior, and particular attention paid to individual student's educational diagnosis as determined by their Multi-Factored Evaluation (M.F.E.)

Senate Bill #1 of 1999 addition to ORC Section 3313.66

This code of conduct is in effect while students are under the authority of school personnel or involved in any school activity. This includes, but is not limited to, school buses or transportation and property under the control of school authorities, and while at extracurricular events, or other school activities or programs.

In addition, this Code of Conduct includes:

- 1. misconduct by a student that occurs off school district property but is connected to activities or incidents that have occurred on school district property; and*
- 2. misconduct by a student that, regardless of where it occurs, is directed at a district official or employee or the property of an official or employee.*

This code meets the intent of HBO 421 which requires each board of education to adopt a set of rules and regulations designed to maintain order and discipline necessary for effective learning. The Board of Education's primary concern is that students learn in an environment conducive to learning. Students in a school system have the responsibility to act in such a way as not to interfere with the rights of others to their proper educational opportunity. By accepting the right to participate in school programs on and off school property, the students shall also accept the responsibility to conduct themselves according to the rules, regulations, and provisions governing the operation of these programs. Students are subject to the discipline code

while attending athletic events, all other school functions, and while on field trips and to and from field trips.

The Student Discipline Code describes:

1. the types of conduct that will lead to certain disciplinary action and
2. the procedures to be employed in removals, suspensions and expulsion of students.

The Student Discipline Code shall be made available to all students and posted in a central location within each school.

Pupils accused of violating a school rule or committing an act of misbehavior shall be so informed along with their parents/guardians, and shall have an opportunity to express their viewpoint before a decision is made about the type of disciplinary action to be taken.

Students 18 years of age and older are considered, by law, to be adults. As such, they are entitled to function in place of their parents in matters being dealt within the following code. However, if a matter as serious as suspension or expulsion of an "adult student" is pending, the school administration will assume the parents or guardians will want to know. Thus, they will be notified.

Methods of Discipline

The building principal is charged with the proper enforcement of discipline in the total school setting. the principal has the discretionary authority to use or authorize other certified personnel to use the following disciplinary measures to correct pupil behavior:

1. Deny privileges
2. Suspension from school and/or school related activities
3. Arrange in-school reassignments
4. Recommend to the superintendent for expulsion
5. Refer for citation to Juvenile Court
6. Arrange pupil or parental conferences
7. Removal from class, activities or the premises
8. Safe School Act filed or contact juvenile authorities

9. Ask the parents to remove their children from school for the protection of the youngsters involved, pending investigation of a situation which may be disruptive to the school program
10. Prescribe other disciplinary measures
11. Assignment to Alternative Educational Facility by Superintendent
12. Principal's probation
13. Substance abuse screening

A violation of any of the following rules may result in disciplinary action as prescribed above.

Rule 1 Disruption of school: A student shall not by use of violence, force, coercion, threat, including all curricular and extracurricular activities. This includes any disruption within a district building, property or on district transportation. Any statement or non-contact action that a staff member, student, or other person associated with the district feels to be a threat, as well as profanity directed toward a staff member. Any act that seriously interferes with the teacher's ability to conduct his/her class could result in suspension and/or expulsion. For Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 2 Profanity: A student shall not use any form of profanity in the school building, the school grounds, or the school bus. This would include, but limited to, obscene gestures, signs, letters, pictures, etc. This shall include obscene or inappropriate words or pictures on clothing. (Could result in suspension and/or expulsion). For Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 3 Endangerment: A student shall not engage in any activity or action that may result in the endangerment of another person's health and/or safety. Such actions include, but are not limited to, throwing objects, tripping another student or staff member, placing a sharp object on a chair, spitting at another person, etc. Endangerment could result in suspension and/or expulsion. For Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 4 Disregard for Student Code of Conduct: Disregard for the Student Code of Conduct, as evidenced by repetitive violations of school rules and/or policy, could result in suspension with possible recommendation for expulsion. For Autism Model School, a functional behavior analysis will be included to determine the action to be taken.

Rule 5 False Reports of Harassment, Intimidation, or Bullying: False reports of harassment, intimidation, or bullying will be verified through an internal investigation by Clinical Management Team Members and Administration. A student found to be making false reports

will be disciplined through denial of privileges and/or reassignment of activities during the school day. For Autism Model School, a functional behavior analysis will be included to determine the action to be taken if the false report is determined to be deliberate.

Procedures for Suspension

The superintendent/director may suspend a student from school for not more than ten days. No student shall be suspended unless prior to the suspension such superintendent, principal or assistant principal:

1. Gives the pupil and parents/guardians a written notice of the intention to suspend and the reason for the intended suspension.
2. Provides the student and parents/guardians an opportunity to appear at an informal hearing before the superintendent, principal, assistant principal, or designee and to challenge the reason for the intended suspension or otherwise to explain his/her actions. (It should be noted that the informal hearing is not an adversarial hearing and the student has no right to counsel).
3. If the student is to be suspended, he/she and his/her parents/guardians will be told of the suspension and its length.
4. The superintendent or principal shall at the time of the student's suspension, notify in writing the parents, guardians, or custodian of the student, and the treasurer of the board of education of such suspension. The notice shall include:
 - a. The reason for the suspension.
 - b. The right of the student or his/her parent, guardian or custodian to appeal such action to the board of education or its designee.
 - c. The right to be represented in all such appeal proceedings.
 - d. The right to a hearing before the board of education or its designee in order to be heard against such suspension.
 - e. The right to request that such hearing will be held in executive session.

Legal

ORC 3313.66

ATTACHMENT 6.12 ADMISSIONS POLICY

1. Admissions and enrollment policy and procedures, including:
 - a. Specification that the school will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless at-risk limitations apply)
 - b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit to:
 - i. Students who have obtained a specific grade level or are within a specific age group,
 - ii. Students who meet the definition of “at risk,” or
 - iii. Residents of a specific geographic area
 - c. Wait list and lottery procedures
2. Enrollment and attendance policy, which must require that parents notify the community school in which their child is enrolled when there is a change in the parent’s or student’s primary residence
3. Student residency and address verification policy, which must requires schools to verify the address of enrolling students and annually verify the residency of attending students, and must specify the number and type of documents to be used for residency verification
4. Open Enrollment Policy, if applicable
5. At-Risk Definitions, including gifted, if applicable

NOTE: Any change in the admissions or enrollment policies must be reported in writing to the Sponsor within five (5) business days.

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

1. The student must be a resident of Ohio.
2. The student must be age five (5) up to age twenty one (21).
3. A completed application for enrollment must be received by the school for all students wishing to enroll.
4. Note: The Autism Model School's educational methodology is focused on evidence-based practices supporting the general learning needs of students on the autism spectrum. Students with and without disabilities are permitted to enroll. Autism Model School admission teams may encourage traditional school placement as a less restrictive environment for students testing at appropriate levels. However, Autism Model School remains a school of choice for all students regardless of disability or any other criteria except those referenced in items 1 through 3 above.

Approved by the Autism Model School Board Approval Date: September 19, 2017

On an annual basis by June 30th of each calendar year, returning students are given 1st preference in the lottery for enrollment in Autism Model School in the upcoming Fiscal Year beginning July 1st.

Waiting list procedures:

1. Students return a completed application which is date stamped with the date the school receives the completed application.
2. If no openings exist at the school, students are placed on a waiting list up to ten students long, with the students filling the first ten spots based on the oldest date stamp for the school having received the completed application.
3. If the waiting list exceeds ten students, the school holds a lottery of all students on the waiting list. The lottery establishes the waiting list of students for all students once the waiting list exceeds ten students.
4. When a student from the waiting list is offered an open position for enrollment at the school, the family has three days to accept or reject the position before the school offers the position to the student next on the waiting list.

5. Any siblings of a student currently enrolled at Autism Model School rises to the top of the waiting list regardless of lotteries or time frame of the school's receipt of the completed application.

Preference is given to students residing in the same district where the school is located.

Autism Model School does not discriminate based on race, color, national origin, gender, ethnic background, religious preference, handicap, intellectual ability, athletic ability, measurement of achievement or aptitude, or sexual orientation.

Legal

ORC 3314.06

Parents and Guardians of all students attending Autism Model School must have 'Proof of Residency' in the student's cumulative file for their current address for each school year that the child attends Autism Model School. Proof of Residency may be proven on one of two ways:

1. A copy of a utility bill with the parent's or guardian's name and address clearly printed that is dated within 90 days of the student's enrollment.

OR

2. A 'Proof of Residency Form' that has been notarized by a Notary Public. The 'Proof of Residency Form' can be found as an attachment.

The Proof of Residency must be provided within 90 days of the enrollment of the student if newly enrolled and also must be provided annually within 90 days of the start of the Fall Semester.

Enrollment is verified with a Proof of Residency by Administrator 1, Administrator 2, and/or the Student Services Coordinator based on receipt of acceptable Proof of Residency forms as listed above. The school reviews student addresses upon initial entrance into the school and on a monthly basis.

Legal

ORC 3314.11

Autism Model School

Book	Parent/Student Handbook
Section	6.0 Parent and Student Rights and Responsibilities
Title	Moving
Number	6.10
Status	Active

Parents of students who move need to contact the school with updated information regarding their new address as soon as they are aware of the move and the date of the move. Parents who are moving their child to another educational setting must complete a "Withdrawal" form (attached) prior to the child's last day. The education director and classroom teacher can assist in the transition of the student to their new school, if enough preparation time is given to the school personnel.

Legal	ORC 3314.11
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ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

Autism Model School

Book	Parent/Student Handbook
Section	5.0 Attendance, Holidays, Delays and Cancellations
Title	Student Attendance Policy
Number	5.2
Status	Active
Adopted	March 28, 2017

Autism Model School recognizes that students with Autism often have associated immune deficiencies and/or abnormal metabolic profiles that result in increased illness compared to typically developing students. Additionally, it is recognized that sleep disturbances are common among children with Autism, and may regularly cause a student to be awake most of the night. Finally, the severe behaviors that are classic symptoms of autism may wax and wane with any individual child.

Because of these specific behavior and health idiosyncrasies, Autism Model School adopts a liberal definition of "illness". This definition includes times when a student has been awake most or all of the previous night, regular physician and health service provider appointments to address physical issues and extreme negative behavior prior to school, when in the parent/guardian's best judgment, the student should be kept home.

Procedure for Reporting a Student Absence

Parents must call their child's classroom phone number. The attached sheet lists all classroom numbers and these numbers will be included in the monthly newsletters, when they are aware that their student will not be attending on any particular day, and to give the reason. This call should be placed prior to the start of classroom instruction.

Parents must call daily for each day absent. If the illness or condition is expected to be long term with the student missing substantial time, the parent is responsible for obtaining a doctor's note to indicate the estimated length of absence, and to send this note to the school. The school will make arrangements for instruction of the student who must be absent due to illness or physical issues for an extended time period. Parents must call the school to schedule this instruction as soon as they are aware their child will be absent for more than ten days.

If the student does not arrive at school, and no message has been called into the school by the parent or guardian, an assigned employee of the school will attempt to make contact with the parent or guardian. The school keeps a record of phone messages and conversations to be included in the student's attendance file.

Each day, a daily attendance slip is brought down to the main office from each classroom. Each teacher keeps a daily attendance log that can be compared with the daily attendance

slips for verification. The teacher log becomes a part of the school's attendance record at the end of each month.

If students and staff leave campus for field trips/off campus learning opportunities, school staff will take attendance of students:

- before leaving the school;
- before returning to school; and
- once students and staff have returned

The following reasons are acceptable as approved absences for non-attendance by a student.

1. Personal illness
2. Illness in the family
3. Quarantine of the home
4. Death of a relative
5. Observance of religious holidays
6. Emergency set of circumstances that, in the judgment of the Management Team, constitute a good and sufficient cause for absence from school.

Upon the students return to the school after an absence, the parent must send a note indicating the reason the child was absent. Any absences other than the 6 listed above are recorded as unapproved absences. A student with a habitual attendance problem of unexcused absences will be referred to the Absence Intervention Team. For more guides to help determine when to keep your child home or to have them return to school after illness, see the Truancy Policy.

Legal ORC 3321
 HB 410

Last Modified by Tony Baird on November 29, 2018

Autism Model School

Book	Parent/Student Handbook
Section	5.0 Attendance, Holidays, Delays and Cancellations
Title	Truancy
Number	5.3
Status	Active
Adopted	February 26, 2018
Last Reviewed	November 20, 2018

Definition:

“Habitual Truant” is defined as a student who is absent without legitimate excuse for

- 30+ consecutive hours,
- 42+ hours in a school month or,
- 72+ hours in a school year

Autism Model School utilizes an intervention strategy for students to become re-engaged in school programming. This intervention strategy varies depending on the individual circumstances; however, the following procedures are implemented in all cases.

1. The attendance officer notifies a child’s parent, guardian or custodian in writing if the child is absent with or without legitimate excuse for
 - 38+ hours in one school month or
 - 65+ hours in a school year.

This notice is made in writing within 7 days after the date of the absence that triggered the notice.

2. Habitual Truancy Triggering Procedures

- Within 10 days after the absences surpass those for habitual truancy, the school director must assign the student to an absence intervention team.
- Within 14 school days after the assignment, the team must develop an intervention plan for the student in an effort to reduce or eliminate further absences.

3. Absence Intervention Team Activities

The Absence Intervention Team is determined by the school director within 7 school days of the triggering absence and may vary based on the student’s needs, but must include:

- A representative from Autism Model School
- A representative from Autism Model School who knows the child
- The child's parent (or parent's designee) or the child's guardian or custodian
- May include representatives of public or nonprofit agencies designed to assist students and families in reducing absences.

The Absence Intervention Team is charged with developing an Absence Intervention Plan.

4. Absence Intervention Plan

Each Absence Intervention Plan must vary based on the student's needs, but MUST include a statement that the attendance office must file a complaint not later than 60 days after the date the plan was developed, if the child has refused to participate in, or failed to make satisfactory progress on, the intervention plan or an alternative adjudication.

5. Parental Engagement

Three meaningful attempts to secure participation for the student's parent, guardian or custodian is completed by the director. The director also informs the parent that they can participate through a designee.

If a parent fails to respond after three attempts, the director must decide:

- To investigate whether the failure to respond triggers mandatory reporting to the public children's service agency, and
- To instruct the absence intervention team to develop the plan without the parent, guardian or custodian.

6. Filing Complaints

The Attendance Officer must file a complaint in juvenile court on the 61st day after implementing the absence intervention plan if all of the following apply:

- Student is absent without excuse for 30+ consecutive hours, 42+ hours in a school month or 72+ hours in a school year.
- The district has made meaningful attempts to reengage through the absence intervention plan and any offered alternatives to adjudication.
- The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative adjudication.
- When a parent, guardian or custodian fails to get the child to attend school and the child is a habitual truant, the board of education files a complaint jointly against the child and the parent, guardian or custodian.
- The attendance officer files a complaint against the student who, at any time during the implementation of the absence intervention plan, is absent without legitimate excuse for 30+ consecutive hours or 42+ hours in a school month, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

Guidelines to help determine when to keep your child home from school:

- Fever (temperature) reaching 100.0 or higher, Vomiting and/or Diarrhea (more than one abnormally loose stool in 24 hours) – the child may not return for one full day after the condition is determined to be normal.
- Skin rash;
- Evidence of lice infestation;
- Severe and/or deep coughing – Yellow or green mucous secretions from the nose;
- Difficult or rapid breathing;
- Conjunctivitis (pinkeye);
- Untreated infected patch of skin;
- Stiff neck, which causes pain for the child to touch his/her chin to his/her chest;
- Flu-like symptoms (sudden onset of chills, fever, headache, body-ache, sore throat and dry hacky cough)
- Strep throat symptoms (usually sudden onset of fever, headache, difficulty swallowing and occasionally earache, abdominal pain and vomiting);
- Any child who does not feel well enough to participate in class activities but is not exhibiting any other symptoms listed above.

Children who contract a communicable disease will be excluded from school during the communicable phase of the illness. They will only be re-admitted to school upon the written advisement of a family physician/pediatrician. Compliance with this request will help minimize the spread of disease among the children, faculty and staff.

In accordance with Ohio Revised Code §3314.03 and §3321.191, and any updates to these sections, if a student, without legitimate reason, is absent from The Autism Model School for 72 consecutive hours of learning opportunities, the student will immediately be withdrawn from the school.

Legal

ORC 3314.03

ORC 3321.191

HB 410

Last Modified by Tony Baird on November 29, 2018



Performance Accountability Framework Attachment 11.6

School Name	Autism Model School
School IRN	134122
Building Principal/Director	Mary Walters
Management Company	None
Contract Dates with the ESC of Lake Erie West	
Start Date: July 1, 2012	End Date: June 30, 2022
School Mission: The Autism Model School in partnership with parents and the community, provides a nurturing environment and develops the full potential of students who are differently abled within the Autism Spectrum Disorders using a multi-disciplinary approach addressing individual needs.	

A.01	ACADEMIC PERFORMANCE STANDARD	Achievement: Indicators Met
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.</p> <p>The Indicators Met measure represents student performance on state tests. This measure is based on a series of up to 24 state tests that record the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 25 possible indicators.</p> <p>Goals set for this standard should address 1.) The expected numeric increase; and 2.) at least one targeted grade or content area.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	50%	50%	50%	50%
ACTUAL	56%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Year-to-year monitoring of the state report card Achievement Performance Index.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.02	ACADEMIC PERFORMANCE STANDARD	Achievement: Performance Index
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The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of all students.

Goals set for this standard should address 1.) The number of total PI points earned; and 2.) “Movement” (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio’s State Tests.

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	10%	10%	10%	10%
ACTUAL	11%			
RATING (completed by sponsor)				*Goals in this column will only address the PI score.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Year-to-year monitoring of Achievement Indicators Met Percentage.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.03	ACADEMIC PERFORMANCE STANDARD	Progress		
<p>The Progress component looks closely at the growth that all students are making based on their past performances. There are four measures within the component: progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for each of the four groups listed.</p> <p>Goals for this standard should address 1.) The overall letter grade; 2.) The overall percentage; 3.) Growth (identified as a percentage) for at least one of the individual measures listed above.</p>				

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	NR	NR	NR	N/R
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>The Ohio State School Report Card has been unable to measure this component for Autism Model School and it is expected to continue to be unable to measure this component in future years.</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.04	ACADEMIC PERFORMANCE STANDARD	Gap Closing
<p>Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group; all students in Ohio.</p> <p>Goals for this standard should address 1.) The component score; and 2.) At least one targeted area (reading, math or graduation rate).</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	40%	40%	40%	40%
ACTUAL	43.6%			
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Gap closing in all subject areas will continue to be monitored on a year-to-year basis using the Ohio State Report Card metrics in Reading.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.05	ACADEMIC PERFORMANCE STANDARD	K-3 Literacy
<p>Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.</p> <p>The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.</p> <p>Goals for this standard should address 1.) The component grade; and 2.) At least one measurable, targeted strategy aimed at improving student reading scores.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	NR	NR	NR	NR
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the Component Grade

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.06	ACADEMIC PERFORMANCE STANDARD	Graduation Rate
<p>The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four year graduation rate and 40%- the letter grade for the five-year graduation rate.</p> <p>The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</p> <p>Goals set for this standard should address 1.) The overall component letter grade; and 2.) The overall component percentage.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	0%	0%	0%	0%
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Federal Law provides all US students with disabilities the right to remain in public school through at least their 22 nd birthday. Autism Model School continues to encourage students to take advantage of this law and remain in school as long as possible.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

A.07	ACADEMIC PERFORMANCE STANDARD	Prepared for Success
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The Prepared for Success component looks at how well prepared Ohio’s students are for all post-secondary opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.

A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. “Bonus” points are potentially earned by students for meeting additional criteria associated with Advanced Placement scores, International Baccalaureate credits, or College Credit Plus credits.

Goals for this standard should include 1.) The letter grade for the component score; 2.) The overall percentage of the component score; and 3.) A specific strategy to show growth in one or more of these six measures.

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL		F	F	F
ACTUAL	F			
RATING (completed by sponsor)				*Goals in this column will only address the overall component percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Autism Model School continues to focus services on the most severely affected individuals with disabilities. It is unrealistic to expect or believe that this metric will be met as measured by the metrics used by the Ohio Department of Education within their report cards.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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A.08	ACADEMIC PERFORMANCE STANDARD	Other Academic Measure
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Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.

Goals set for this standard should include a brief description of the assessment and the increase being expected.

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	65%	66%	67%	67%
ACTUAL	71%			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

The Kaufman Test of Educational Achievement Second Edition, Brief (KTEA II Brief) Growth Scale Value indicating positive change in the students' performance on a year-to-year basis.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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A.09	ACADEMIC PERFORMANCE STANDARD	Comparative Data from Similar Schools		
<p>In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare in the same components. ODE utilizes a method referencing six criteria to determine a “similar school” for local comprehensive districts. Because of the unique nature of Community Schools, “similar schools” should be comparable in ADM, percent poverty, and percent minority students. In determining “similar schools”, this can be any two schools within the state that are comparable in one of the areas to your school, this may include one or both being schools within the same management company.</p>				
<p>Goals in this area should: 1.) Include the verbiage: “performing at rates higher than or equal to”; 2.) Identify at least two “similar” schools; 3.) Address at least one of the following areas as reported on the LRC: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate.</p>				

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	Equal or Greater than	Equal or Greater than	Equal or Greater than	Equal or Greater than
ACTUAL	Greater than			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>Achievement Performance Index compared to Hope Academy for Autism, and Stepstone Academy on a Year-to-year basis via Ohio State report card metrics.</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR



NA.01	NON-ACADEMIC PERFORMANCE STANDARD	Mission Specific Goal
<p>The mission statement is unique to the school and determines what makes the school stand out from other schools.</p> <p>The Mission of the school is: The school, in partnership with parents and the community provides a nurturing environment and develops the full potential of students who are differently abled within the Autism Spectrum Disorders using a multi-disciplinary approach addressing individual needs.</p> <p>Goals set for this standard should address a specific area from the school's mission statement. Examples could include Character education, student behavior, STEM focus, College preparatory.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	OTES 90%	OTES 90%	OTES 90%	OTES 90%
ACTUAL	100%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
AMS maintains evidence-based curricula for all students as measured by juried articles providing evidence of efficacy of curricula, and OTES evaluations of teacher effectiveness in the delivery of the curricula.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

NA.02	NON-ACADEMIC PERFORMANCE STANDARD	Attendance
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The Ohio Department of Education historically has ranked schools as proficient with a year ending attendance percentage of 93%.

The **Attendance rate** is measured by “Student Attendance Rate” means the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year. (OAC 3301-18-01). This number is expressed as a percentage.

Goals set for this standard should address 1.) Increasing student attendance to the proficiency rate of 93% or higher; and 2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include; increasing family involvement through activities at the school, implement student attendance incentive programs, create a peer mentoring system for students, etc.

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	93%	93%	93%	93%
ACTUAL	95%			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Student attendance will be measured by attendance rate which does not include excused absences. Daily attendance within classrooms is provided to the Administrator II who compiles monthly and annual rates of attendance provides the data needed for reporting.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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NA.03	NON-ACADEMIC PERFORMANCE STANDARD	Parent Satisfaction
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Parent/caregivers are key stakeholders in the success of Community Schools.

The **Parent Satisfaction** increases communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.

Goals set for this standard should address what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received.

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	4.5/5	4.5/5	4.5/5	4.5/5
ACTUAL	4.9			
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Annual parent satisfaction surveys are completed at the end of each school year using a lickert scale. The results are calculated based on the weight assigned to each answer with more positive answers receiving a higher rating. The scale is 1 – 5. The average of overall answers will be used to report results. Individual comments and concerns are addressed through a combination of stakeholder meetings and discussions among administrators and board members.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR



NA.04	NON-ACADEMIC PERFORMANCE STANDARD	Governing Board Performance
<p>All community schools are required to comply with all rules and regulations regarding a Governing Board.</p> <p>The Governing Board Performance is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p>Goals set for this standard should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	90%	90%	90%	90%
ACTUAL	100%			
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
All board members will interact with a minimum of one key stakeholder of the school each year as evidenced by reporting at monthly board meetings.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	Organizational/Operational
<p>All community schools are required to submit a variety of documents in Epicenter yearly.</p> <p>The Organizational /Operational contract must include a performance framework that defines your schools expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p>Goals set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.</p>		

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	80%	80%	80%	80%
ACTUAL				
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>On-time submission to Epicenter of all required material will be measured against target dates for submission. It is expected that 100% of items for submission are eventually submitted, however, this goal will measure on-time submissions.</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:				
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	Financial Performance and Sustainability
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All community schools are required to submit evidence of the financial performance and sustainability of the school to the sponsor.

The **Financial Performance and Sustainability** framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.

Goals set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets. (audits, debt, building ownership, enrollment, or cash balance)

	2016/17	2017/18	2018/19	Contract End Date: 6/30/22
GOAL	100%	100%	100%	100%
ACTUAL				
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
Autism Model School will maintain a record of clean financial audits with no citations.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY: THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR