

**MODIFICATION NO. 13
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 of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article IX, Section 9.7.**
 - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - c. The rest of Section 9.7 remains as originally written in the Contract.
- 3. Article XI, Section 11.5.**
 - a. In the first sentence of the section remove “twelve (12)” and insert “thirteen (13)” in its place.
 - b. In the first sentence of the section remove “June 30, 2024” and insert “June 30, 2025” in its place.
 - c. The rest of Section 11.5 remains as originally written in the Contract.
- 4. Attachment 6.3** shall be replaced in its entirety with the attached.
- 5. Attachment 11.6** shall be replaced in its entirety with the attached.

[Signature on Following Page]

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**

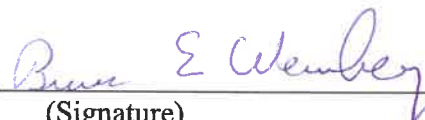
By: 
(Signature)

Its: Superintendent

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

Date: 1-24-2023

**Governing Authority of
Autism Model School**

By: 
(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: Nov 15, 2022

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

- a. A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful
- b. A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted
- c. The address of the central base of operation

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- d. Provided by or supervised by a licensed teacher;
- e. Goal-oriented; and
- f. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

If the School has a Preschool, the description of the must include, at a minimum:

- a. Characteristics of the students the School expects to attract
- b. Ages of students eligible for preschool admission
- c. Description of preschool curriculum
- d. Description of how program complies with R.C. 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in the Ohio Administrative Code.

AUTISM MODEL SCHOOL 6.3 EDUCATIONAL PLAN

I. EDCUATIONAL PLAN

A. Mission and Philosophy

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

We Believe:

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

B. Characteristics of Students

The Autism Model School specializes in educational services to students with developmental disabilities (with an emphasis on autism).

C. Ages and Grades of Students

Autism Model School serves students between the ages of 5 and 21 years old in grades K-12.

D. Description of Curriculum

Since its inception, The Autism Model School has maintained a commitment to the use of evidence based interventions that aim to support students towards leading meaningful and happy lives. In collaboration with parents, an interdisciplinary approach (including special education services, applied behavior analysis, speech language pathology, and occupational therapy) is utilized to develop a highly individualized education plan for each student enrolled in Autism Model School.

Individual student educational goals typically target relevant gains in some or all of the following educational domains: language/communication, learner readiness skills, adaptive behavior, social/leisure skills, fine and gross motor development, activities of daily living and independent living, traditional academics, and community participation/job-readiness. The Autism Model School utilizes the science of Applied Behavior Analysis as a foundation for addressing each of these educational domains.

E. Instructional Delivery Methods

Autism Model School utilizes a combination of instructional delivery methods including but not limited to the following:

- 1:1 Instruction (as necessary)
- Small-group instruction (as possible)
- Intensive/Explicit instruction (including Direct Instruction, Discrete Trial Training)
- Natural Environment Instruction
- Embedded/consultative occupational therapy
- Embedded/consultative speech-language therapy
- Embedded/consultative applied behavior analysis services
- On-site computer-based instruction
- Community-based instruction

Instructional delivery methods are further defined within each student's Individualized Education Plan.

F. Description of How Curriculum Aligns with Ohio Content Standards

Autism Model School's curriculum is regularly reviewed by the school's Clinical Management Team and is aligned with Ohio's Academic Content Standards and Ohio's Academic Content Standards-Extended.

II. DESCRIPTION OF CLASSROOM/NON-CLASSROOM-BASED LEARNING OPPORTUNITIES

A. Classroom-Based Learning Opportunities

- Classroom-based learning opportunities occur within the Autism Model School building and are typically focused on one or more of the following domains: language/communication, learner readiness skills, adaptive behavior, social/leisure skills, fine and gross motor development, activities of daily living and independent living, traditional academics, and community participation/job-readiness.
 - All classroom-based learning opportunities are supervised by a licensed teacher (i.e. intervention specialist)
 - All classroom-based learning opportunities are goal oriented
 - All classroom-based learning opportunities are certified by a licensed teacher as meeting the criteria established for completing the learning opportunity

B. Non-Classroom-Based Learning Opportunities

- **Non-Classroom-based learning opportunities occur outside of the Autism Model School building and are typically focused on one or more of the following domains: language/communication, learner readiness skills, adaptive behavior, social/leisure skills, fine and gross motor development, activities of daily living and independent living, traditional academics, and community participation/job-readiness. Non-classroom-based learning opportunities may also include participation in Autism Model School's Credit Flex program, College Credit Plus program, field trips with an academic enhancement component, or off-campus job training activities that may be part of the school's Career Technical Education Plan. Policies related to these non-classroom –based learning opportunities are attached.**
 - **All non-classroom-based learning opportunities are supervised by a licensed teacher (i.e. intervention specialist)**
 - **All non-classroom-based learning opportunities are goal oriented**
 - **All non-classroom-based learning opportunities are certified by a licensed teacher as meeting the criteria established for completing the learning opportunity**

Autism Model School

Book	Educational Programming and Operations Policies and Procedures
Section	6.0 Curriculum, Credits and Performance
Title	Credit Flexibility Policy
Code	6.3
Status	Active
Adopted	March 20, 2018
Last Reviewed	November 20, 2018

1. Autism Model School communicates the aspects of the credit flexibility policy and plan, and Ohio Core Curriculum Requirements to students and parents through the following methods:
 - a. Information packet sent to parents and students during the first week of the academic year.
 - b. Included in each student's IEP. (Students attending Autism Model School typically are on an IEP).
 - c. Attached to quarterly progress reports.
2. Autism Model School's credit flexibility plan allows for demonstrated proficiency options on an on-going bases including, but not limited to the passing of cumulative course exams offered on-line at any point in the course, service learning reports of proficiency, research-based project supervisor reports of proficiency, and internship supervisor reports of proficiency.
3. Autism Model School recognizes any grade of A, B, C, or D to demonstrate proficiency in a particular subject.
4. Autism Model School allows for demonstration of proficiency to count towards course requirements for graduation.
5. Autism Model School though its superintendent/designee determines credit equivalency for a Carnegie Unit (120 hours of seat time) for any student's individual work as written in their IEP.
6. Autism Model School does not limit the number of courses or credits earned though credit flexibility.
7. Autism Model School allows for both simultaneous credit and/or partial credit to be earned though the credit flexibility process on an individual bases as described in each student's IEP.

8. Autism Model School does not prohibit access to online education, postsecondary options, or services from another district as approved by the Board.
9. Autism Model School allows for the acceptance of credit from other districts and educational providers.
10. Autism Model School establishes provisions on an individual basis with a student's IEP when students do not or cannot complete requirements.

Autism Model School's review process regarding the methods and frequency of communication with students and parents is directed by the superintendent/designee through the use of surveys, transcript and IEP reviews, and data collection in the first year of the policy. The superintendent/designee collects and submits performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

Legal

ORC 3313.609

Autism Model School

Book	Educational Programming and Operations Policies and Procedures
Section	6.0 Curriculum, Credits and Performance
Title	College Credit Plus
Code	6.5
Status	Active

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by March 1 of each school year. Student and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal by the April 1 deadline of intent to participate shall result in the student having to secure written permission from the principal in order to participate in the program. (attached)

State law provides for student participation in the CCP program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full or part-time basis and complete nonsectarian, non-remedial courses for transcribed high school and/or college credit.

The Board directs the superintendent/designee to develop and establish the necessary administrative guidelines to ensure that CCP program is operating in accordance with state requirements.

Legal	ORC 3365
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Autism Model School

Book	Educational Programming and Operations Policies and Procedures
Section	6.0 Curriculum, Credits and Performance
Title	Autism Model School - Career Technical Education Plan for Students in Grades 7 Through 12
Code	6.7
Status	Active
Adopted	February 26, 2018

The Autism Model School provides career-technical education for students in grades 7 through 12 through the development of postsecondary transition plan and postsecondary transition services, with goals in the areas of postsecondary education and training, employment, and independent living based on the results of age-appropriate transition assessments and on the individual needs of the student. Postsecondary transition planning and postsecondary transition services are available and completed for all students, ages fourteen years and older, including students who will turn age fourteen within the effective dates of their current Individual Education Plan.

Technical skills attainment measurements include the use of specific task analyses as technical assessments.

Career-technical education includes career exploration and on and off-campus opportunities to gain valuable workplace skills including:

- On-campus
 - o Practical Assessment Exploration System (PAES Lab)
 - o Self-employment/E-Commerce Job Skills Training Program
 - o Coffee/Beverage sales
 - o Laundry Services
 - o Animal Enrichment Toy production
 - o Gardening
 - o Stocking/Vending machine
 - o Cooking/Food Prep
- Off-campus
 - o Volunteer work in retail settings
 - o Volunteer work at a 501c3 non-profit organization
 - o Retail shopping skill development opportunities
 - o Apply for/practice use of Toledo Area Para-transit System (TARPS)

Autism Model School

Book	Educational Programming and Operations Policies and Procedures
Section	6.0 Curriculum, Credits and Performance
Title	Field Trips
Code	6.8
Status	Active

Classroom teachers can plan field trips, after approval by the Director of Education. All students who go on the field trip must have a signed copy of the "Field Trip Permission Slip" at the school prior to attending the field trip. The classroom teacher is required to take all medical/emergency forms for all students attending the field trip with him/her. A first aid kit is packed for use during the field trip if needed. Classroom teachers should verify the availability of the first aid kit before each field trip. Classroom teachers indicate the advisability of including parents with each field trip. Autism Model School employees are not permitted to use their own vehicle for the transportation of students, self, or other staff to or from the field trip.



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	Autism Model School
School IRN	134122
Building Principal/Leader	Joel Vidovic
Board President	Bruce Weinberg
Start of Current Contract Date	July 1, 2012
End of Current Contract Date	June 30, 2024
Management Company, if any	None
School Mission	<p>The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</p> <p>We Believe:</p> <p>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child's development. Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable. A working relationship between school and home is critical to the success of a child's education. If the child cannot learn by the way that we teach, then we must teach in a way the child can learn. Behavior in any form, is communication. Everyone belongs.</p>

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING			
The annual Local Report Card will show an increase in Overall School Rating from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	1 Star	
RATING Met (1pt) Not Met (0pt)			

A3. PERFORMANCE INDEX			
The annual Local Report Card will show an increase in performance index points from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	34.7	29.2	
RATING Met (1pt) Not Met (0pt)			

A4. PROGRESS COMPONENT

The annual Local Report Card will show an **increase** in the Progress Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A5. GAP CLOSING COMPONENT

The annual Local Report Card will show an **increase** in the Gap Closing Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A6. CHRONIC ABSENTEEISM

1. Meeting or exceeding the annual Ohio goal (**20.2** percent or lower for 2022-2023);
OR
2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:
 - If your current chronic absenteeism rate is **36.7% or higher**, the goal will indicate a 1.1% improvement;
 - If your current chronic absenteeism rate is **36.6% or lower**, the goal will indicate a 3% improvement

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	5.3%	10.9%	20.2%
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Autism Model School recognizes that students on the autism spectrum are more prone to immune system health issues, gastrointestinal issues, seizure/health related issues, and sleep disturbance issues than the typical population. Autism Model School has a policy of recognition and leniency regarding these issues.

Autism Model School will implement typical truancy policies in order to decrease chronic absenteeism.

Evaluation of the goal will be determined by Local Report Card data on the 2022-2023 report card

published in the fall of 2023.

A7. GIFTED PERFORMANCE INDICATOR

The annual Local Report Card will show an **increase** in the Gifted Performance Indicator from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	1 Star	
RATING Met (1pt) Not Met (0pt)			

A9. 4-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 4-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	NR	NC	

A10. 5-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 5-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023

RATING Met (1pt) Not Met (Opt)	NR	40%	
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A11. EARLY LITERACY COMPONENT			
The annual Local Report Card will show an increase in the Early Literacy Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (Opt)	NR	NR	

A12. PROFICIENCY IN THIRD GRADE READING			
The annual Local Report Card will show an increase in the Proficiency in Third Grade Reading from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (Opt)	NR	NC	

A13. PROMOTION TO FOURTH GRADE			
The annual Local Report Card will show an increase in the Promotion to Fourth Grade from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (Opt)	NR	NC	

A14. IMPROVING K-3 LITERACY			
The annual Local Report Card will show an increase in the Improving K-3 Literacy from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (Opt)	NR	NC	

A15. – COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS (2024–2025)			
The annual Local Report Card will show an increase in the College, Career, Workforce, and Military Readiness component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023

RATING Met (1pt) Not Met (0pt)	NA	NC	
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A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The school will implement a positive intervention behavior and support framework.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	YES	YES	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Autism Model School’s PBIS system includes a wide range of strategies and techniques for the unique nature of our student population.

Many students participate in a motivation system that is outlined in Cancio & Johnson (2013) which can be found at the following link: <http://dx.doi.org/10.1080/1045988X.2012.664582>. The system contains multiple rules that are defined with examples and non-examples. Rules include the following: 1) Handle conflict appropriately; 2) Have a positive attitude; 3) Complete academic assignments; 4) Use appropriate language; 5) Respect the learning environment. Throughout the school day, students receive feedback on their ability to follow each of the rules. Students can progress through 4 different levels (based on how consistent they follow the rules). Privileges and rewards expand as students move up to new levels. Teachers monitor the effect of the system by calculating and recording student points at the end of each school day. Teachers also meet with their Clinical Management Supervisor to troubleshoot and review student performance as needed. Adjustments are made to the overall system for individual students based on need. Training in PBIS is provided for all teachers through the school’s professional development system (Relias Learning Solutions).

For students who require a more intensive level of support, the school utilizes the Practical Functional Assessment and Skill Based Treatment Model. More information about this Practical Functional Assessment and Skill Based Treatment can be found at: <https://practicalfunctionalassessment.com/> This system is monitored for students on an individual basis through a comprehensive data collection system.

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS

The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.

Year	2020 - 2021	2021 - 2022	2022 - 2023
GOAL			Autism model School will perform higher than or equal to Autism Academy of Learning in the area of Progress. Autism Model School will perform higher than or equal to Summit Academy Toledo in Early Literacy.

ACTUAL				
RATING Met (2pt) Not Met (0pt)				
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Progress	Early Literacy
Autism Model School	65.6	44.2		
Autism Academy	57.5	54.9		X
Summit Academy (Toledo)	100	64.7	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Student with Disabilities			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL			At least 20% of students with disabilities who take the NWEA MAP Growth Assessment (and participate in a Direct Instruction Reading Program) will improve their RIT Reading Score as measured on the NWEA assessment from Fall to Spring.
ACTUAL			
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Students will be administered the NWEA MAP GROWTH assessment in the fall of 2022 and again in the spring of 2023. A comparison of RIT scores between the two assessments will be used to evaluate progress.			

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B2. READING

GOAL:			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL			At least 20% of students who qualify to participate in a specific reading curriculum based on curriculum-based placement tests will improve their RIT score as measured on the NWEA MAP Growth assessment between the fall of 2022 and spring of 2023.
ACTUAL			
RATING Met (1pt) Not Met (0pt)			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Students who qualify to participate in a reading curriculum based on curriculum-based placement tests will be administered the NWEA MAP GROWTH assessment in the fall of 2022 and again in the spring of 2023. A comparison of RIT scores between the two assessments will be used to evaluate progress.

B3. MATH			
GOAL:			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL			At least 20% of all students who qualify to participate in a math curriculum based on curriculum-based placement tests will improve their Math RIT score on the NWEA MAP Growth Assessment between the fall of 2022 and the spring of 2023.
ACTUAL			
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Students who qualify to participate in a math curriculum based on curriculum-based placement tests will be administered NWEA MAP GROWTH assessments in the fall of 2022 and again in the spring of 2023. A comparison of RIT scores between the two assessments will be used to evaluate progress.</p>			

B4. IMPROVING EARLY LITERACY			
GOAL:			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL			At least 20% of students in grades K-2 who qualify to participate in a reading curriculum

			based on curriculum-based placement tests will improved their Reading RIT scores on the NWEA MAP Growth Assessment between the fall of 2022 and the spring of 2023.
ACTUAL			
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>The NWEA Map Growth Assessment will be administered in the fall of 2022 and again in the spring of 2023. A comparison of RIT scores for all eligible students will be used to evaluate performance.</p>			

B5. PRESCHOOL SPECIFIC GOAL			
GOAL:			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	NA
ACTUAL	NA	NA	NA
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
NA			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
<p>State the School's Mission:</p> <p>The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</p> <p>We Believe:</p> <p>The only appropriate education is an effective education. Parental involvement and participation is crucial in a child's development. Educational programs should be held accountable to produce outcomes that are socially valuable, functional, and acceptable. A working relationship between school and home is critical to the success of a child's education. If the child cannot learn by the way that we teach, then we must teach in a way the child can learn. Behavior in any form, is communication. Everyone belongs.</p>	
Year	2022 - 2023
GOAL	At least 80% of all parent respondents to a parent satisfaction survey will indicate "agree" or "strongly agree" when asked to respond to the following statement: "The school tries to bring out the best in each child."
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>This goal addresses whether or not consumers of our services believe that we are developing the full potential of differently abled students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.</p>	

C2 – PARENT SATISFACTION	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2022 - 2023
GOAL	Autism Model School will administer a parent satisfaction survey to all families in the summer of 2023. Results from the survey will be shared with all AMS admin and teachers by the end of August 2023.

RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>This goal will be evaluated by the completion of a parent survey in the expected timeline as well as the sharing of the results of the survey with Autism Model School staff within the expected timeline.</p>	

C3 – GOVERNING AUTHORITY	
<p>Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.</p>	
Year	2022 - 2023
GOAL	Each Board Member will meet with and/or contact a minimum of one stakeholder throughout the school year.
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>A broad definition of stakeholder is used to include parents of students attending the school, students, vendors, politicians, bureaucrats, business people, legal professionals, and other school district personnel.</p>	

C4 – STUDENT DISCIPLINE		
<p>House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law** All students will be required to show a decrease in out-of-school suspensions (OSS) from the previous year.</p>		
Year(s)	2021 - 2022	2022 - 2023

GOAL	K-3	0	K-3	0
	4-8	4	4-8	4
	9-12	12	9-12	12
ACTUAL	K-3	0	K-3	
	4-8	1	4-8	
	9-12	4	9-12	
RATING Met (1pt each grade level) Not Met (0pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3	0	0	School-wide PBIS, Practical Functional Assessment, Skill-based Treatment, and use of ABA-based strategies.	
4-8	1	4	School-wide PBIS, Practical Functional Assessment, Skill-based Treatment, and use of ABA-based strategies.	
9-12	4	12	School-wide PBIS, Practical Functional Assessment, Skill-based Treatment, and use of ABA-based strategies.	

D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY

The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023
GOAL	Student Enrollment – 98 Days Cash Reserve - 15
RATING Met (1pt) Not Met (0pt)	