

**MODIFICATION NO. 10  
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 "3320.01," "3320.02," "3320.03" in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
2. **Article IV, Section 4.2.**
  - a. In the second sentence of the section insert "rules, or orders" after the words "Ohio law."
  - b. In the third sentence of the section insert "orders" after the word "rules."
  - c. The rest of Section 4.2 remains as originally written in the Contract.
3. **Article VI, Section 6.3.** At the end of the first paragraph of the section, insert the following new sentences:

The School may adopt a plan to provide instruction using remote learning for the 2020-2021 school year in accordance with Section 16 of H.B. 164 of the 133<sup>rd</sup> General Assembly. A copy of this plan may be amended from time to time as determined necessary by the School. The School shall provide the Sponsor with a copy of the plan along with any changes within five (5) business days of adoption or amendment. A copy of the School's plan for remote learning is attached hereto as Appendix A.

The rest of Section 6.3 remains as originally written in the Contract.

4. **Article VI, Section 6.13.** Insert the following new sentences after the end of the section: "For the 2020-2021 school year, the School shall comply with any adopted plan to offer remote learning, which the Sponsor acknowledges may be amended from time to time. A copy of the initial plan to provide remote learning is attached as Appendix A." The rest of Section 6.13 remains as originally written in the Contract.

5. **Article VII, Section 7.3.** The following new paragraph shall be inserted at the end of the section: "During the 2020-2021 school year, if the Sponsor deems it advisory or necessary for health and safety reasons due to the Covid-19 pandemic, the Sponsor may conduct 'site-visits' or classroom observations virtually or at a time when School is in session and social distance may be maintained safely."
6. **Article XI, Section 11.5.**
  - a. In the first sentence of the section remove "ten (10)" and insert "eleven (11)" in its place.
  - b. In the first sentence of the section remove "June 30, 2022" and insert "June 30, 2023" in its place.
  - c. The rest of Section 11.5 remains as originally written in the Contract.
7. Attachment 6.12 shall be replaced in its entirety with the attached.
8. Attachment 6.13 shall be replaced in its entirety with the attached.
9. Attachment 11.6 shall be replaced in its entirety with the attached.
10. Appendix A shall be added to the Contract.

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**

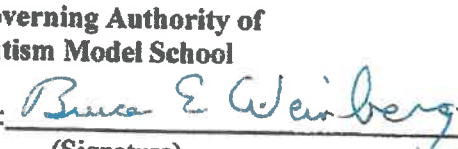
By:   
(Signaturr)

Its: Superintendent

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

Date: 1-21-2021

**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: 12-16-2020

## **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.

6.12

# Autism Model School

Book	Administrative Handbook
Section	2.0 Admissions
Title	Access to Equal Educational Opportunity/Admissions and Lottery Standards
Code	2.1
Status	Active
Adopted	September 19, 2017

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

1. The student must be a resident who is entitled to attend school in 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.
5. Autism Model School does 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.
6. Autism Model School gives admission preference to students attending the school the previous year and students who reside in the district in which the school is located.

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



6.12

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

6.12

## Autism Model School

Book	Parent/Student Handbook
Section	6.0 Parent and Student Rights and Responsibilities
Title	Proof of Residency
Code	6.11
Status	Active
Adopted	May 22, 2012
Last Reviewed	November 20, 2018

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



6.12

# 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

# Autism Model School

Book	Administrative Handbook
Section	2.0 Admissions
Title	Admissions Procedures
Code	2.6
Status	Active
Adopted	February 19, 2019

Autism Model School determines that a student space/opening becomes available when an enrolled student leaves the school permanently through whatever means they leave.

Filling the open spot:

1. Students currently enrolled in Autism Model School are granted priority for filling the opening created by the departing student. Decisions made to transfer a student into the open spot are done so while ensuring that the transition will continue to provide FAPE and LRE for the transitioning student. This can create a domino effect which the school addresses as the new opening moves from classroom to classroom as currently enrolled students backfill the spot(s) that develop as the result of the original student leaving the school.
2. Once all domino spots are filled by students who are currently enrolled in the school and there are no more current student movements/placements needed to provide FAPE and LRE to current students, the school looks at the open spot and then goes to the waiting list to determine the first student on the waiting list to be able to fill the newly open spot while considering FAPE and LRE. Note the following processes:
  - a. When a new student applies for enrollment to Autism Model School, the school requests a copy of the student's IEP and ETR to get a feel the type of educational program/environment/supports that will be needed to meet FAPE and LRE for that student.. Note that Autism Model School maintains a waiting list and follows the numbering of that waiting list using the lottery process prescribe by Ohio Law.
  - b. After review of the student's IEP and ETR, a student intake is completed during which time the school is able to informally assess the student's needs in person while also meeting with the student's parents, discussing their child's educational needs, answering questions related to the educational options provided by the school, and touring them through the school to observe various classrooms. This process assures that a FAPE and LRE placement for the student involves a review of the student's IEP, ETR, direct observation of the student, and parental input.
  - c. Offering of the open spot as determined in #2 above is provided to the student with the lowest number on the waiting list who would have FAPE and LRE provided by a placement into the open spot.
  - d. In addition to the educational needs of the student, the school must take into account the range of student ages within a given classroom (keeping within the 60 month age-range as defined within Ohio's Operating Standards for the Education of Children with Disabilities. A general organization of the school's educational options is provided below. Keep in mind that

there are slight variations within each track. The chart is provided only as a general guideline.

Approximate Age Range	Skill Track: Basic Skills	Skill Track: Academic
5-10 years old	1 teacher, up to 5 paras Basic skills, self help skills, pre academic skills, communication system skills, safety training, behavior management.	1 teacher, 1 -3 paras Academics, often remedial Communication skills, social skills.
10-15 years old	1 teacher, up to 5 paras Basic skills, self help skills, pre academic skills, communication system skills, safety training, behavior management. Start transition planning at age 14: General emphasis, basic skills, self help skills, communication systems training, safety skills.	1 teacher, 1-2 paras Academics, often remedial Communication skills, social skills. Start transition planning at age 14: General emphasis academics & independent living,
15-20 years old	1 teacher, up to 5 paras or more Basic skills, self help skills, pre academic skills, communication system skills, safety training, behavior management. Start transition planning at age 14: General emphasis, basic skills, self help skills, communication systems training, safety skills leading to adult living, possible job training, recreational training. Post secondary education is less likely than with Academic Skills students. Involvement with local Board of DD is likely, Involvement with OOD may be possible.	1 teacher, 1 para Academics, often remedial Communication skills, social skills. Start transition planning at age 14: General emphasis academics & independent living, job training/postsecondary education. Possible involvement with OOD. Possible involvement with local Board of DD by less likely than with Basic Skills students.
17-22 years old	1 teacher, up to 5 paras or more Basic skills, self help skills, pre academic skills, communication system skills, safety training, behavior management. Start transition planning at age 14: General emphasis, basic skills, self help skills, communication systems training, safety skills leading to adult living, possible job training, recreational training. Post secondary education is less likely than with Academic Skills students. Involvement with local Board of DD is likely, Involvement with OOD may be possible.	1 teacher, 1 para Academics, often remedial Communication skills, social skills. Start transition planning at age 14: General emphasis academics & independent living, job training/postsecondary education. Possible involvement with OOD. Possible involvement with local Board of DD by less likely than with Basic Skills students.

In addition to addressing age ranges, FAPE, and LRE, Autism Model School structures classrooms with caseloads within the guidelines of the Ohio Department of Education. Classrooms where all students

qualify for special education in the category of Autism maintain a maximum of 6 students within the classroom. Classrooms where not all students qualify for special education within the category of Autism (for example a classroom with 5 students qualifying with Autism, but another student qualifying with Other Health Impaired) may have a **potential** opening based on the workload/caseload of the teacher and supporting therapists. The school may place another student who would be appropriately served considering FAPE and LRE within that classroom under the following conditions:

1. The workload/caseload calculation indicates the service provider staff serving the student would continue to work within a normal workweek with the increased student load.
2. All staff members involved with serving the additional student are agreeable to doing so.

The student waiting list is the priority for filling open spots at Autism Model School after all currently enrolled students are considered for the purposes of FAPE and LRE. If no student on the waiting list qualifies to fill the open spot, or if the classroom has no openings as determined by Ohio Operating Standards for the Education of Children with Disabilities (i.e. the classroom already serves 6 students with autism diagnoses), Autism Model School may consider a contract with a school district who wishes to have one of their students receive educational services within Autism Model School for the purposes of providing FAPE and LRE to that student. In these instances, the student remains enrolled within their school district of residence, with an assigned case manager provided by the contracting district. This requires a board motion/resolution by the Autism Model School Board of Directors approving a legal contract between Autism Model School and the school district wishing to contract services. Note: Before such a contracting issue is brought to the Board of Directors of Autism Model School for consideration, the same conditions as listed above for adding enrolling additional students are required:

1. The workload/caseload calculation indicates the service provider staff serving the student would continue to work within a normal workweek with the increased student load.
2. All staff members involved with serving the additional student are agreeable to doing so.

## **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	Truancy
Code	5.3
Status	Active
Adopted	February 26, 2018
Last Revised	November 19, 2019
Last Reviewed	November 19, 2019

## 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. (Note: Medically excused absences are not included in these calculations.)

## 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 61<sup>st</sup> 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

# 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



The Autism Model School did not adopt a revised attendance policy for the 2020-2021 school year.



## Performance Accountability Framework Attachment 11.6

<b>School Name:</b>	Autism Model School
<b>School IRN#:</b>	134122
<b>Building Principal/Director</b>	Mary Walters
<b>Board President</b>	Bruce Weinberg
<b>Start Date of Current Contract</b>	July 1, 2012
<b>End Date of Current Contract</b>	June 30, 2022
<b>Management Company</b>	None
<b>School Mission:</b>	<p>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. 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.</p>

Due to Covid-19, component ratings shall use 2018-2019 baseline data where 2019-2020 data is unavailable or, at the discretion of the Sponsor, is determined to not be reflective of the School's actual performance due to mandatory school closures ordered by the

Ohio Department of Health. Notwithstanding, the Sponsor continues to expect high level performance and/or consistent growth over the course of the Contract and as detailed in this Performance Accountability Framework.



A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM
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It is important for Ohio’s students to be in class every day ready to learn. Ohio defines chronic absenteeism as missing ten percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education. Beginning in 2018, the Chronic Absenteeism Improvement Indicator was included in the Academic Performance measures. Schools meeting this goal will have achieved one of the measures indicated below:

1. Meeting or exceeding the annual Ohio goal (10.4 percent or lower for 2020-2021);

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 between 12.6% - 36.7%, your goal will indicate a 1.1% improvement;
- If your current chronic absenteeism rate is between 36.6% - 99% your goal will indicate a 3% improvement

	2018-2019	2019-2020	2020 - 2021
GOAL			36.7
ACTUAL	36.8	35.696	
RATING			

**EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL**

EXPLANATION OF GOAL	Due to the disruption caused by Covid 19, Autism Model School is resetting the 2020-2021 goal to be a slight improvement over the 2018-2019 actual result. Note: Autism Model School recognizes students with autism are more prone to immune system health issues as well as gastrointestinal and seizure-related health issues than the typical population, and has a policy of recognition and leniency regarding these issues.
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	Implementation of truancy policies.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

**END OF YEAR PERFORMANCE SUMMARY:**

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A.02	ACADEMIC PERFORMANCE STANDARD		PERFORMANCE INDEX
<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. 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 highest- and lowest-performing students.</p> <p>Goals set for this standard must address number of points earned out of 120. In the “Explanation...” box you will include the numeric increase. In the “Strategies...” box list the strategies you will use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio’s State Tests.</p>			
	2018-2019	2019-2020	2020-2021
GOAL		<p>During the academic year, students will be measured in the academic track to which they are assigned.</p> <p>Track 1: Academic/Language</p> <p>80% of students will make progress as evidenced by improvements in the Grade Level Equivalent as measured on the KTEA II Brief Form in at least 1 of the following areas: Reading, Writing, Math or as evidenced by an increase in their CORE Language Age Equivalent as measured by the CELF-5.</p> <p>Track 2: Core Skills</p> <p>80% of student will make progress in the areas of Basic Skills including Basic Discrimination Skills, Communication, Social Skills, Self-Help, Recreation &amp; Phys. Ed., Community Skills, and Health &amp; Safety skills as measured by the Composite Performance Index obtained through the Autism Curriculum Encyclopeda Core Skills Assessment.</p>	<p>During the academic year, students will be measured in the academic track to which they are assigned.</p> <p>Track 1: Academic/Language</p> <p>80% of students will make progress as evidenced by improvements in the Grade Level Equivalent as measured on the KTEA II Brief Form in at least 1 of the following areas: Reading, Writing, Math or as evidenced by an increase in their CORE Language Age Equivalent as measured by the CELF-5.</p> <p>Track 2: Core Skills</p> <p>80% of student will make progress in the areas of Basic Skills including Basic Discrimination Skills, Communication, Social Skills, Self-Help, Recreation &amp; Phys. Ed., Community Skills, and Health &amp; Safety skills as measured by the Composite Performance Index obtained through the Autism Curriculum Encyclopeda Core Skills Assessment.</p>
ACTUAL			
RATING			
EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL			
EXPLANATION OF GOAL	<p>Students with autism attending Autism Model School are placed into academic classrooms based on their tested performance in various subjects, NOT based on their grade level. Due to AMS implementing remote-only instruction when Lucas County is in Covid 19 Red Alert or higher, the continuation of the goal from the 2018-2019 goal is most appropriate. Additionally, all students have an Individual Remote Learning Plan</p>		

	developed and approved by their parents/guardians. The specifics of each plan vary from student to student and address the potentially intensive needs of students who are being taught remotely.
STRATEGIES USED TO Implement the goal.	Evidence based practices including Applied Behavior Analysis programming and Direct Instruction Curricula, both of which utilize formative and summative assessments. Additionally, the norm-referenced KTEA-brief is utilized to determine progress on an annual basis.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

**END OF YEAR PERFORMANCE SUMMARY:**

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A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET
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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 Indicators Met measure represents student performance on state tests. They are based on a series of up to 26 state tests that measure 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 27 possible indicators.

Goals set for this standard must address the numeric increase of indicators met. In the "Explanation..." box you will include the numeric increase. If the numeric measure increases by +2 or less, the % of growth in either math or ELA must also be indicated and described. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2018-2019	2019-2020	2020-2021
GOAL		AMS meets 12/18 indicators on the special education profile..	AMS meets 12/18 indicators on the special education profile..
ACTUAL		AMS met 12/18 indicators on the special education profile..	
RATING			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	Autism Model School serves students with disabilities as 100% of its enrollment. Due to AMS implementing remote-only instruction when Lucas County is in Covid 19 Red Alert or higher, the continuation of the goal from the 2018-2019 goal is most appropriate. Additionally, all students have an Individual Remote Learning Plan developed and approved by their parents/guardians. The specifics of each plan vary from student to student and address the potentially intensive needs of students who are being taught remotely.
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	Continue to implement evidence-based curricula and federal as well as state laws regarding special education services in public schools.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

**END OF YEAR PERFORMANCE SUMMARY:**



A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS
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Progress 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 your school or district for each of the four groups listed.

A goal set for this standard must identify the amount of growth for one of the four individual measures listed above (This will be indicated by a positive change in the "Single Year Index" number.) In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2018-2019	2019-2020	2020-2021
GOAL		80% of AMS students will demonstrate improvement of any amount in their KTEA Brief II scores in reading and math over their previous KTEA Brief II scores.	80% of AMS students will demonstrate improvement of any amount in their KTEA Brief II scores in reading and math over their previous KTEA Brief II scores.
ACTUAL			
RATING			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	The state assessment tests including the alternate assessments do not reach the severity of functioning of many of the students with autism enrolled at Autism Model School. These tests are not accessible to many of the students enrolled at AMS. The KTEA Brief II measures progress from birth to age 99 and is appropriate for the students served at AMS. Due to AMS implementing remote-only instruction when Lucas County is in Covid 19 Red Alert or higher, the continuation of the goal from the 2018-2019 goal is most appropriate. Additionally, all students have an Individual Remote Learning Plan developed and approved by their parents/guardians. The specifics of each plan vary from student to student and address the potentially intensive needs of students who are being taught remotely.
STRATEGIES TO MEET THIS GOAL	Evidence-based curricula tailored to each student's needs as addressed in the AMS Scope and Sequence chart.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:			



A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
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Schools must close the gaps that exist in the achievement between “all Ohio Students” and those groups who are more vulnerable. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation rate. Gap Closing compares the academic performance of nine student groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial-White, Non-Hispanic; economically disadvantaged; Students with Disabilities; English Learners) against the performance of a 10th group: all students in Ohio.

A goal set for this standard must address the increase in overall gap closing (Indicated by a decrease in the gap.). In the “Explanation...” box you will indicate the numeric change. In the “Strategies...” box you will include a description of the strategies you will use to meet this goal. This goal must relate to one or more of the nine subgroups of students (listed above) and must indicate the targeted area of math, ELA or graduation rate for the selected subgroup.

	2018-2019	2019-2020	2020-2021
GOAL		AMS students will meet or exceed the state of Ohio performance index in the area of students with disabilities.	AMS students will meet or exceed the state of Ohio performance index in the area of students with disabilities.
ACTUAL		AMS students met/exceeded the state of Ohio performance index in the area of students with disabilities.	
RATING			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	100% of students attending AMS are students with disabilities.
STRATEGIES TO MEET THIS GOAL	Continue with evidence-based educational practices tailored to the needs of each student as detailed in the AMS Scope and Sequence Chart.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

**END OF YEAR PERFORMANCE SUMMARY:**

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A.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE
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The Four-Year Graduation Rate counts as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate counts those students who graduate within five years of entering ninth grade for the first time.

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.

A goal set for this standard must list an increase in the overall graduation rate percentage. In the "Explanation..." box, schools must identify one of the two specific measures targeted (4-year or 5-year) and the increase in percentage. In the "Strategies..." box, specific strategies being implemented to increase this rate should be listed.

	2018-2019	2019-2020	2020-2021
GOAL		Provide students with their rights under IDEA and meet Indicator 1 on SPED Profile.	Provide students with their rights under IDEA and meet Indicator 1 on SPED Profile.
ACTUAL		Students were provided with an explanation of their rights under IDEA regarding graduation; and Indicator 1 on SPED Profile was met.	
RATING			

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	All students on IEPs attending AMS have the federal right to have the IEP team determine when graduation is appropriate up to age 22. Students with autism currently have the least amount of options available to them post-graduation among all disabilities and compared to typically developing peers.
STRATEGIES USED TO MEET THIS GOAL	Continue to make students aware of their rights. The school will continue to work on its School Improvement Plan as approved by ODE so that appropriate pathways for individuals with autism post graduation are made more available.

**THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

**END OF YEAR PERFORMANCE SUMMARY:**

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A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READER
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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. Improving at-risk K-3 Readers looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

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. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Specifically, this measure tracks the following:

1. Students who were not on track in reading last year in kindergarten and now are on track in first grade;
2. Students who were not on track in reading last year in first grade and now are on track in second grade;
3. Students who were not on track in reading last year in second grade and now are on track in third grade; and
4. Students who were not on track in reading last year at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test.

Improving at-risk K-3 Readers scoring uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio's state third grade English language arts test given to third-graders twice during the school year.

A goal addressing this standard must identify the expected increase in the overall percentage. In the "Explanation..." box, the school should state which one of the four items listed above will be targeted for improvement. In the "Strategies..." box you will describe the targeted strategies aimed at meeting this goal.

	2018-2019	2019-2020	2020-2021
GOAL		In grades K – 5 AMS will continue to provide a minimum of 90 minutes of Reading Instruction per day regardless of the TGRG.	In grades K – 5 AMS will continue to provide a minimum of 90 minutes of Reading Instruction per day regardless of the TGRG.
ACTUAL		In grades K – 5 AMS provided a minimum of 90 minutes of Reading Instruction per day regardless of whether any student needed a RIMP or not.	
RATING			
<b>EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL</b>			
EXPLANATION OF GOAL	Students with autism attending AMS in grades K – 5 are given intensive reading instruction based on their scores in reading testing.		
STRATEGIES USED TO MEET THIS GOAL	Evidence-based reading instruction provided at each student's level of performance on formative and summative reading curricula tests.		

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO


**END OF YEAR PERFORMANCE SUMMARY:**

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<b>A.08</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>PREPARED FOR SUCCESS</b>	
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The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures to determine 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 six measures: ACT or SAT remediation-free scores; an Honors Diploma; twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields; at least one Advanced Placement test score of 3 or higher; International Baccalaureate test scores of 4 or higher; and earning at least three College Credit Plus credits.

A goal for this standard must identify the increase in the overall percentage of the school's "Prepared for Success" score. In the "Explanation..." box you will identify one of the six measures listed above as a target area. In the "Strategies..." box you will list specific strategies you will utilize to positively impact the targeted area you have chosen.

	2018-2019	2019-2020	2020-2021
<b>GOAL</b>		Indicator 13 on SPED Profile is MET.	Indicator 13 on SPED Profile is MET.
<b>ACTUAL</b>		Indicator 13 on SPED Profile was MET.	
<b>RATING</b>			

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

<b>EXPLANATION OF GOAL</b>	Individuals with autism world-wide are the least likely to find employment as recorded in several juried journal articles. A functional Job Training program utilizing evidence-based practices is needed.
<b>STRATEGIES USED TO MEET THIS GOAL</b>	Development and testing of a functional ecommerce curriculum and lab along with evidence-based curricula.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO


**END OF YEAR PERFORMANCE SUMMARY:**

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A.09	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE
<p>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.</p> <p>Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.</p>			
	2018-2019	2019-2020	2020-2021
GOAL		Scores on the KTEA Brief will improve among 80% of students tested.	Scores on the KTEA Brief will improve among 80% of students tested.
ACTUAL			
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	KTEA Brief II measures academic progress from birth to age 99 and is appropriate for all students attending AMS so that skill levels not captured by assessments of progress after infancy and early childhood can be measured.		
STRATEGIES USED TO MEET THIS GOAL	Placement of individual students into appropriate classrooms with evidence-based curricula appropriate to their functioning level as identified on the AMS School's Scope and Sequence Chart.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			





A.10	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE – SPECIFIC SUBGROUP
<p>Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.</p>			
<p>Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.</p>			
	2018-2019	2019-2020	2020-2021
GOAL		KTEA-brief measurements for students with autism attending AMS show a minimum of 6 months progress year to year in at least 70% of students tested.	KTEA-brief measurements for students with autism attending AMS show a minimum of 6 months progress year to year in at least 70% of students tested.
ACTUAL			
RATING			
<b>EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL</b>			
EXPLANATION OF GOAL	AMS serves students diagnosed with an autism spectrum disability.		
STRATEGIES USED TO MEET THIS GOAL	Norm-referenced test applicable for individuals functioning at age 1 – 99.		
<b>THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR</b>			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
<b>END OF YEAR PERFORMANCE SUMMARY:</b>			

A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio's Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates "higher or equal to" at least two "similar" schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. "Similar" schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage "higher than or equal to". In the chart below, "similar schools" will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

	2018-2019	2019-2020	2020-2021
GOAL		<p><b>Autism Model School</b> will perform higher than or equal to <b>Autism Academy of Learning</b> in Graduation Rate LRC category.</p> <p><b>Autism Model School</b> will perform higher than or equal to <b>Oakstone Academy</b> in Gap Closing LRC category. Note: Since Autism Model School does not believe the LRC categories apply appropriately to Autism Model School Students, it is the stance of Autism Model School that this goal is totally based on luck.</p>	<p><b>Autism Model School</b> will perform higher than or equal to <b>Autism Academy of Learning</b> in Graduation Rate LRC category.</p> <p><b>Autism Model School</b> will perform higher than or equal to <b>Oakstone Academy</b> in Gap Closing LRC category. Note: Since Autism Model School does not believe the LRC categories apply appropriately to Autism Model School Students, it is the stance of Autism Model School that this goal is totally based on luck.</p>
ACTUAL			
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA

	% POVERTY	% MINORITY	YOUR CHOICE OF LRC CATEGORY	YOUR CHOICE OF LRC CATEGORY
<b>Autism Model School</b>			Graduation Rate	Gap Closing
<b>Autism Academy of Learning SIMILAR SCHOOL #1</b>			Graduation Rate	Gap Closing
<b>Oakstone Academy SIMILAR SCHOOL #2</b>			Graduation Rate	Gap Closing

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:			

NA.01	NON-ACADEMIC PERFORMANCE STANDARD		MISSION SPECIFIC GOAL
<p>State the School's 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. 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.</p>			
<p>This goal should include mission-specific performance measures and targets.</p>			
	2018-2019	2019-2020	2020-2021
GOAL		<p>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 at 55% Accomplished and 45% Proficient among teachers.</p>	<p>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 at 55% Accomplished and 45% Proficient among teachers.</p>
ACTUAL			
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>Students with autism deserve evidence-based curricula. 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 at 55% Accomplished and 45% Proficient among teachers.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Collection of juried articles. OTES measurements.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.02	NON-ACADEMIC PERFORMANCE STANDARD	PARENT SATISFACTION
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The ESCLEW recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing 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 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.)

	2018-2019	2019-2020	2020-2021
GOAL		Parent satisfaction surveys will reflect a score of > 79.9% satisfied or > 3.5/4 on annual satisfaction survey.	Parent satisfaction surveys will reflect a score of > 79.9% satisfied or > 3.5/4 on annual satisfaction survey.
ACTUAL			
RATING			

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	Survey returns in past years have been high at approximately 20% return. Surveys are distributed at the end of year picnic usually in late May or early June. In the most recent school year, the survey was modified from standard questions to address the performance of the school during the Covid 19 shut down. It is expected that future surveys will be crafted request opinions on the school’s performance based on typical school years with in-person student attendance. However, for the current school year with services already delivered remotely, information to be gathered will focus on the remote learning process as well as in-person or hybrid processes that will have been employed throughout this school year.
STRATEGIES USED TO MEET THIS GOAL	All survey results are presented to the board of directors. Negative commentary is addressed as appropriate at the administrative and board level.

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.03	NON-ACADEMIC PERFORMANCE STANDARD		GOVERNING BOARD PERFORMANCE
<p>The ESCLEW expects a sponsored community school to comply with all rules and regulations regarding a Governing Board. To this end, it 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 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>			
	2018-2019	2019-2020	2020-2021
GOAL		Each board member will meet with and/or contact a minimum of one stakeholder throughout the school year.	Each board member will meet with and/or contact a minimum of one stakeholder throughout the school year.
ACTUAL		100% met.	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	Board members have various backgrounds and occupations as well as varied abilities to attend school events. Individual school board members' strengths vary based on their personalities and employment.		
STRATEGIES USED TO MEET THIS GOAL	A broad definition of stakeholder is used to include parents of students attending the school, students, vendors, politicians, bureaucrats, business people and legal professionals, and other school district personnel.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL	
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected organizational/operational outcomes. Goals must measure the organizational and operational performance of the school with specific annual metrics and targets.</p> <p>Goals set for this standard should be the ON-TIME and ACCURACY PERCENTAGES of compliance (requirements in statute), community school contract, governing authority, school, and financial requirement submissions within Epicenter. (If percentages are at 97% or above, maintenance is allowed.)</p>			
	2018-2019	2019-2020	2020-2021
GOAL		ON-TIME % - 75 ACCURACY % - 85	ON-TIME % - 76 ACCURACY % - 86
ACTUAL		ON-TIME % - met ACCURACY % - met	ON-TIME % - ACCURACY % -
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	No one at Autism Model School wants to be publicly recognized for 100% compliance here.		
STRATEGIES USED TO MEET THIS GOAL	Administrators collaborate to get the information needed.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE	
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.</p> <p>Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.</p>			
	2018-2019	2019-2020	2020-2021
GOAL		Clean financial audit	Clean financial audit
ACTUAL		Clean financial audit	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	Makes sense to continue to prevent fraud and mistakes through financially sound internal practices.		
STRATEGIES USED TO MEET THIS GOAL	Follow the rules by working with the treasurer, finance and audit committee, and sponsor to monitor financial activities and anomalies, and correct errors when identified.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL SUSTAINABILITY	
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial sustainability outcomes with clear and measurable metrics and targets. This refers to the ability of the administrators to maintain the organization over the long term.</p> <p>Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); <b>AND</b> 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)</p>			
	2018-2019	2019-2020	2020-2021
GOAL		1.Prevent losses in student enrollment. 2.Unrestricted Cash Reserve Balance of a Minimum of 30 Days.	1.Prevent losses in student enrollment below 96 students. 2.Unrestricted Cash Reserve Balance of a Minimum of 30 Days.
ACTUAL		FTE reductions were realized.	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	1. AMS normally maintains maximum enrollment based on ODE rules for classrooms serving students with autism. Based on the Covid 19 crisis, remote educational programming, FTE's dipped in FY 20. 2. ODE has not provided an increase in per pupil funding to meet inflation rates.		
STRATEGIES USED TO MEET THIS GOAL	1. Continue well-recognized effective practices so that a continual referral stream from outside professionals is maintained. 2. Continue to work with treasurer, finance and audit committee and sponsor to monitor cash reserves.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.07	NON-ACADEMIC PERFORMANCE STANDARD	STUDENT DISCIPLINE
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Beginning with the 2019-2020 school year, schools are required to report and evaluate the number of out-of-school suspensions issued for students in grades pre-K through 3 on an annual basis. The ESCLEW expects each school's number of out-of-school suspensions to decrease each year as alternative methods of student discipline are implemented.

- A. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades K-3.
- B. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 4-8.
- C. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 9-12.

	2018-2019	2019-2020		2020-2021	
GOAL	N/A	K-3	0	K-3	0
		4-8	4	4-8	4
		9-12	12	9-12	12
ACTUAL	N/A	K-3	0	K-3	
		4-8	0	4-8	
		9-12	6	9-12	
RATING	N/A				

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	Strategies to accomplish this goal
K-3	0	0	Use of ABA strategies and PBIS
4-8	0	4	Use of ABA strategies and PBIS
9-12	6	12	Use of ABA strategies and PBIS

**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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