

# Policies and Procedures Manual

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Updated  
10/18/2010

This Policy Manual has been compiled based on the approved policies and procedures of the Autism Academy of Learning. For details on any policy please refer to the official Board of Directors Meeting Minutes.

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## **Mission Statement**

The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.

## **Vision Statement**

The Autism Academy of Learning is structured to provide every student with autism spectrum disorder an appropriate foundation in the areas of academics, behavior, daily living skills, vocational skills and independence. Our goal is to promote a higher quality of life, and the realization of the full intellectual and social development of students with autism spectrum disorder.

## **Core Values**

We believe:

1. Autism spectrum disorder is a developmental disability but does not define the individual.
2. Autism spectrum disorder is a medically diagnosed condition, but the treatment of choice is an educational model.
3. That a year-round school curriculum best provides for the developmental needs of children with autism spectrum disorder.
4. That a seamless environment that eliminates the need for transition from school to school promotes continuity of program services.
5. Vocational education and life skills are paramount to the development of individuals with autism spectrum disorder.

We believe that individuals with autism spectrum disorder:

- Give reason for celebration by their individual accomplishments.
- Can best believe in themselves by others believing in them.
- Are to be challenged with appropriate expectations.
- Are to be treated in a manner that contributes to high self-esteem.
- Demonstrate that behavior has a purpose, and we must strive to interpret the communicative intent of the child.
- Benefit from learning through a spectrum of learning philosophies rather than one specific treatment methodology.

- Deserve respect and recognition of their diversity.
- Can best be served when parents, families, schools and community act as partners in the education process.

*Revised and Approved by the Board on March 30, 2005*

## *Administration & Governance Policies*

## 504 Plan Policy

### **STUDENTS PROTECTED UNDER SECTION 504**

Children who have disabilities, but whose disabilities do not interfere with their ability to progress in general education are not eligible for special education services, may be entitled to a 504 Accommodation Plan.

To be protected under Section 504, a student must be determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities; 2) have a record of such an impairment, or 3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

### **PROVISIONS FOR EVALUATION**

The Director of Education shall choose specific tests believed to be best for the student's age, grade level and physical abilities. The student, parent/legal guardian, teachers, principals, Pupil Services administrators, support staff (i.e. nurse, counselor, psychologist, language/speech pathologist) as well as the student's physician or therapist may be involved in the placement process including the 504 meeting.

Areas for Evaluation will include the following:

**VISION** - A visual screening to determine the student's visual acuity. If visual problems are indicated, other tests (achievement, psychological, etc.) will be selected to be nondiscriminatory in terms of the vision impairment or these test may be postponed until the problem can be corrected.

**HEARING** - An audiometric screening to determine the student's hearing acuity.

**ACHIEVEMENT** - Areas which may be included are: oral expression; listening comprehension; written expression; basic reading skills; reading comprehension; mathematics calculation; and, mathematics reasoning.

**MOTOR** - Testing may involve determination of the student's gross and fine motor skill development, including abilities to perform functional, school-related tasks and any deficits experienced in physical activities related to the educational program.

**INTELLIGENCE/COGNITIVE ABILITY** - Includes an individually administered test of general intelligence. These tests are used to measure different types of cognitive abilities such as comprehension, visual and auditory perception, visual and auditory memory, vocabulary, etc. Results on tests of this kind are required for entry into certain programs in special education.

**SPEECH/LANGUAGE** - Testing includes assessment of the student's articulation, language, fluency, voice, and adequacy of the oral mechanism. For the nonverbal student, the assessment will explore alternative communication systems.

**SOCIAL/EMOTIONAL** - Testing includes an assessment of the student's ability to interact appropriately in everyday situations within the family, the school and the community. Such tests may include checklists, parental and/or teacher interview, paper/pencil tasks for the student, and observation of the student in the classroom.

**VOCATIONAL** - Factors related to expected vocational levels are examined. Areas of assessment may include evaluation of scholastic abilities, manual dexterity, clerical (typically including perceptual speed and accuracy), mechanical reasoning, spatial reasoning, career interests and functional motor skills.

**LEARNING STYLES** - These types of tests examine individual learning strengths and weaknesses.

### **REEVALUATIONS**

Section 504 regulations require periodic reevaluations for children who have been provided special education or related services. Compliance with the IDEA requirement of reevaluation also serves as compliance with Section 504. In addition, the student must be reevaluated prior to a significant change in placement.

### **PLACEMENT**

Once a student is identified as being eligible for regular or special education and related aids or services, a decision must be made regarding the type of services the student needs.

### **SERVICES**

A student is typically assigned to time at a learning center for strategy instruction with a teacher who is specially trained in working with students with disabilities.

Each child's needs are determined individually. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the non-disabled.

Accommodations that may be used, but are not limited to, include:

Highlighted textbooks

Extended time on tests or assignments

Peer assistance with note-taking

Frequent feedback

Extra set of textbooks for home use

Computer aided instruction

Enlarged print

Positive reinforcements

Behavior intervention plans

Rearranging class schedules

Visual aids

Preferred seating assignments

Taping lectures  
Oral testing  
Individual contracts

## **HEARING PROCEDURES**

**Right to Due Process.** In the event a parent or guardian wishes to contest an action or omission on the part of the District with regard to the identification, evaluation, or placement of a disabled child under 504 of the Rehabilitation Act of 1973, the parent has a right to an impartial hearing before an impartial hearing officer.

**Initiation of Due Process Procedures.** A parent who wishes to challenge a District's action must submit a written request for a hearing to the District's Principal.

**Appointment of a Hearing Officer.** The District will appoint an impartial Hearing Officer to preside over the hearing and issue a decision. The Hearing Officer shall not be a current employee of the District.

**Scheduling of Hearing.** The Principal shall set the hearing date and time in writing. Such hearing date shall be within thirty days after the parent's hearing request is received by the District, unless a continuance is granted for good cause.

**Conduct of Hearing.** The hearing shall be closed to the public. The parties are free to provide the Hearing Officer with information or opinions as to the validity and weight to be given the information presented to him or her. As part of their presentation, the parties may submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions and that the Hearing Officer will admit at his or her discretion.

**Remedies and Relief.** The Hearing Officer must confine his or her orders and rulings to those matters which involve identification, evaluation, or placement of children under 504 and to the provisions of the regulations implementing 504. A Hearing Officer may not award attorneys' fees as part of relief granted to a parent.

**Appeal Procedure.** If not satisfied by the decision of the Hearing Officer, any party may appeal the hearing decision to a court of competent jurisdiction.

*Approved by the Board May 17, 2007*

### **AALCodes & Code Black**

#### **AAL Codes**

Code Silver -	Crisis team reports to Silver Room
Code Red-	Crisis team reports to Red Room
Code Orange-	Crisis team reports to Orange Room
Code Brown -	Crisis team reports to Brown Room
Code Gold -	Crisis team reports to Gold Room
Code Blue-	Crisis team reports to Blue Room

Code Yellow - Crisis team reports to Yellow Room  
Code Purple - Crisis team reports to Purple Room  
Code Green - Crisis team reports to Green Room

**\*\*Directions to call a code\*\***

1. Classroom staff calls office.
2. Office sends out all- school alert to crisis team.
3. Crisis team responds to location of code.

**Crisis Team:**

Principal  
Director of Education  
Speech and/or OT  
That classroom teacher

*Approved by the Board on August 16, 2007*

**Code Black**

In the event that a child is missing, a CODE BLACK will be called.

**\*\*Code Black directions\*\***

1. Classroom staff calls office CODE BLACK saying child's name and description.
2. Office sends out all-school alert to CODE BLACK crisis team.
3. Crisis Team dispatches to pre-determined sections to search building.

**CODE BLACK CRISIS TEAM:**

Principal  
Director of Education  
Speech Pathologist  
OT  
Vocational Coordinator  
One staff member from the child's classroom  
School Nurse

The team will sweep the building and its perimeter. If the child is not found, the police are to be called immediately.

Once the police have been called the child's emergency contact is to be called immediately.

*Approved by the Board on August 16, 2007*

Date: \_\_\_\_\_

**Code Black Checklist**

Student Missing: \_\_\_\_\_ Room: \_\_\_\_\_

When and where was he/she last seen? \_\_\_\_\_

Time Reported: \_\_\_\_\_ By Whom: \_\_\_\_\_

- "Code Black" called over Intercom/Radio
- OT/Speech Called

Area checked:

- Red – Outside
- Blue – 2<sup>nd</sup> floor
- Orange – 2<sup>nd</sup> floor
- Silver – playground
- Brown – 2<sup>nd</sup> floor
- Green – vehicles
- Purple – vehicles
- Yellow – basement (east)
- Gold – basement (west)
- Director of Education – 1<sup>st</sup> floor
- Speech/OT – 3<sup>rd</sup> floor/gym
- School vans
- Principal/Office manager – Admin. Office

All other students accounted for:

(# of students/staff)

- Red \_\_\_/\_\_\_
- Blue \_\_\_/\_\_\_
- Orange \_\_\_/\_\_\_
- Silver \_\_\_/\_\_\_
- Brown \_\_\_/\_\_\_
- Green \_\_\_/\_\_\_
- Purple \_\_\_/\_\_\_
- Yellow \_\_\_/\_\_\_
- Gold \_\_\_/\_\_\_

Who found the child and where? \_\_\_\_\_

- Time found \_\_\_\_\_
- Authorities were called
- Parents were called
- An Incident Report was filled out

*Form Approved by the Board on August 17, 2007*

## **Administration in Absence** **Policy**

When action must be taken within the school and the Board has provided no guidelines for administrative action, the Principal shall have the power to act.

Such decisions will not automatically become policy, and will be subject to review by the Board at its next regularly scheduled meeting.

The Principal shall be responsible for informing the Board promptly of such action and of the need for policy regarding such action.

*Revised and Approved by the Board on April 18, 2002*

## **Administrative Support Within The School** **Policy**

1. When members of the administrative team expect to be out of the school outside of their lunch hour, they shall leave an itinerary and contact information with the Administrative Assistant.
2. Any other absences from the building during the school day will be subject to the “Time Off Notification Process for Administration” policy.
3. Unplanned absences shall be reported to the Board Chair or other Board officer when the Chair is not available.

*Approved by the Board on January 15, 2004*

## **Admissions** **Policy**

### **Admissions Policy**

To be eligible for admission to The Autism Academy of Learning, students must be legal residents of Ohio between the ages of five through twenty-one.

As part of the enrollment process, the school requests that parents/guardians of new students participate in an information session with the Administrative Team, to discuss the educational goals of the family and the school. The purpose of the session is to assist parents in making an informed choice for their child’s education. The AAL will clearly define the school’s mission, goals and programs, but it is ultimately the parents’ responsibility to determine whether the school will be the best choice for their child.

The Director of Education will make a home visit, current school placement visit, when possible, and the child will have the opportunity to visit the AAL for a support service evaluation.

### Applicant Process

If the number of applicants exceeds the school's enrollment cap, a random lottery process will be instituted for applicant selection. Refer to Procedures for Conducting Lottery.

### Communication with Parents/Guardians

Once contacted and informed of an opening, the enrollment application must be completed and returned no later than 2 weeks (14 calendar days) of notification to the parent/guardian. The school does not assume responsibility for incorrect or outdated contact information.

Parents who will not be available at the home address or phone number listed on the application form during the notification period should contact the Principal to make alternate arrangements. If no response is received within 14 calendar days of notification of an opening, the child's name will be returned to the lottery pool.

In order to keep the lottery system accurate and up to date, parents/guardians will be asked to update information every 6 months in order to keep information current and to let the school know if they are still interested in remaining on the waiting list.

If parents/guardians do not respond to the request for updated information within 14 days, a second letter will be sent by U.S. mail to notify them that the school has not received the requested information, and that they will have 14 days to contact the school. If the school still has not been contacted after that 14-day period, parents/guardians will be sent a letter by certified mail, notifying them that the school has made two previous attempts to contact them, and that if no notice is given by 10 days from the postmark of this last letter, their child's name will be dropped from our roster and taken out of the lottery/waiting list process.

A completed enrollment application includes:

### Documents required for enrollment prior to start of school

- Student info sheet
- IEP
- MFE
- Entrance Agreement
- Emergency Medical Authorization
- Transportation form (for Lucas County residents)
- Funding Eligibility
- Birth Certificate
- Release of records form
- Custody papers (if applicable)

### Documents required for participation in Adaptive Aquatics Program

- Physician permission for swimming
- Parent permission for swimming

- Sunshine release of liability

Optional but suggested

- Student bio sheet
- Reinforcer Assessment
- Parental Assessment

*Revised and Approved by the Board on April 18, 2002*

**Adoption of Policies and Amendments**  
**Policy**

All policies and policy amendments concerning The Autism Academy of Learning or the Board of Directors of the school, must be adopted by a majority of the total Board of Directors in a regular or special meeting of the Board.

Proposed policies or amendments must be presented to the Board by the Principal, the Director of Education or any Board member in writing, including the following information: Statement of current policy, statement of proposed change and rationale.

Proposed policies or amendments must be given to all Board members one week prior to the Board meeting.

After policies or amendments are adopted, copies of such shall be made available to all staff and placed in all policy manuals in The Autism Academy of Learning within 14 days of adoption.

*Approved by the Board on April 18, 2002*

**Anti-Harassment, Anti-Intimidation or Anti-Bullying**  
**Policy**

**Purpose:** The Ohio Department of Education requires that each school district establish a policy prohibiting harassment, intimidation or bullying. The law only speaks to students, but there is language in this policy about school personnel. This policy is meant to help ensure that The Autism Academy of Learning will be a physically and emotionally safe learning environment for all of its students.

**1. Statement Prohibiting Harassment, Intimidation or Bullying**

- 1.1. It is the policy of the Board of Directors of The Autism Academy of Learning (AAL) that any harassment, intimidation or bullying of any student of the AAL is prohibited in

the classroom, on school property, to and from school or at school-sponsored events either on or off school property.

## **2. Definition of Terms**

- 2.1. “Harassment, intimidation or bullying” shall be defined as any intentional verbal, written, physical or graphic act that a student exhibits toward another student more than once and such behavior both:
  - 2.1.1. Cause physical or mental harm to another student; and
  - 2.1.2. Is so severe or persistent as to create an intimidating, threatening or abusive educational environment for another student.
  
- 2.2. Harassment, intimidation or bullying also includes acts made electronically, including via the Internet, cell phone or other devices toward another student more than once and the behavior both:
  - 2.2.1. Causes physical or mental harm to another student or staff member; and
  - 2.2.2. Is so severe or persistent that it creates an educational environment that is intimidating, threatening or abusive for another student or staff member.
  
- 2.3. Harassment, intimidation or bullying may also include a variety of different behaviors, including intent to ridicule, humiliate or intimidate another student or staff member. Examples constituting prohibited behavior include:
  - 2.3.1. Physical violence;
  - 2.3.2. Threats, taunts, or intimidation through words or gestures;
  - 2.3.3. Stealing money and stealing or damaging possessions;
  - 2.3.4. Spreading rumors;
  - 2.3.5. Repeated hostile behaviors with the intent to harm others through use of online sites (“cyber-bullying”), including the sending of threatening e-mails, instant messages, posting slurs on web logs or posting embarrassing photos online.

## **3. Complaint Process**

- 3.1. The school’s Anti-Harassment, Anti-Intimidation or Anti-Bullying policy shall be publicized in all student handbooks.
  
- 3.2. The school’s Anti-Harassment, Anti-Intimidation or Anti-Bullying policy shall be publicized in the Employee Handbook.
  
- 3.3. Students or parents/guardians of students may file written reports with any school staff member, preferably with the Principal or a teacher. All such reports shall be promptly submitted to the school’s Principal for review and action.
  
- 3.4. Reports of alleged harassment, intimidation or bullying shall be as specific as possible to including the following information: Specific person(s) involved, times and places of alleged behavior, victims of alleged harassment, intimidation or bullying, and the name(s) of any witnesses to the alleged harassment, intimidation or bullying.

### 3.5. Informal Complaint

3.5.1. School staff members who receive informal (non-written) complaints shall promptly document in writing the actions, giving rise to the suspicion of harassment, intimidation or bullying, including the following information: Person(s) involved, time and place of alleged behavior, target of alleged behaviors and name of any potential student or staff witnesses of the alleged behavior.

### 3.6. Anonymous Complaint

3.6.1. Students may request that their name be kept confidential by staff members and administrators receiving the complaint. Anonymous complaints shall be reviewed and action taken to address the situation, to the extent that such action

- 1) does not disclose the source of the complaint and
- 2) is consistent with the due process rights of the student(s) alleged to have committed the acts of harassment, intimidation or bullying.

## **4. Reporting Responsibility of School Personnel**

4.1. Teachers and other staff members who witness acts of harassment, intimidation or bullying shall promptly notify the school Principal or his/her designee of the action observed. Staff shall promptly file a written incident report concerning the events witnessed.

4.2. Staff members who receive an informal (unwritten) student or parent report of alleged harassment, intimidation or bullying shall promptly notify the Principal or his/her designee of such a report.

4.3. Staff members who receive a formal (written) student or parent report of alleged harassment, intimidation or bullying shall promptly forward the report to the Principal or his/her designee no later than the next school day.

4.4. Staff members are encouraged to find opportunities to educate students about harassment, intimidation or bullying to help to eliminate such behavior through the reinforcement of socially appropriate behavior and, where appropriate, through classroom discussions and counseling.

### 4.5. Administrator Responsibilities

4.5.1. The Principal or his/her designee shall investigate all informal and formal complaints of suspected harassment, intimidation or bullying promptly. A written report of the investigation shall be prepared upon the completion of the investigation. The final report shall include findings of facts, a determination as to whether acts of harassment, intimidation or bullying were verified and when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be included in the report. Statements from witnesses shall be attached to the report where appropriate.

## **5. Parent/Guardian Notification**

### **5.1. Report to Parent/Guardian of Student Perpetrator**

5.1.1. If acts of harassment, intimidation or bullying by a student are verified after investigation, the Principal or his/her designee shall notify the parent/guardian of the student perpetrator of such a finding. If disciplinary consequences are carried out against the student perpetrator, a description of such discipline shall be included in the notification.

### **5.2. Report to Victim and His/Her Parent/Guardian**

5.2.1. If acts of harassment, intimidation or bullying are verified after investigation, the Principal or his/her designee shall notify the parent/guardian of the victim of such findings. Care shall be taken to respect the statutory privacy rights of the student perpetrator.

## **6. Protection of Victims**

### **6.1. Supervise and discipline student perpetrators fairly and consistently;**

6.1.1. Provide adult supervision during recess, lunch time, bathroom breaks and in hallways during times of transition;

6.1.2. Maintain communication with parents/guardians of all involved parties;

6.1.3. Provide counseling for victim if it is assessed that counseling is needed;

6.1.4. Inform staff members of the incident and instruct them to closely monitor the victim and student perpetrator for any signs of harassment, intimidation or bullying behavior. Inform staff members that they are to intervene when prohibited behaviors are witnessed;

6.1.5. When appropriate, check with the victim daily to ensure that there have been no incidents involving harassment, intimidation or bullying, or retaliation by the student perpetrator.

## **7. Disciplinary Procedures for Student Perpetrator**

### **7.1. Remedial Actions**

7.1.1. Verified acts of harassment, intimidation or bullying shall result in intervention by the Principal or his/her designee that is intended to ensure that the prohibition against harassment, intimidation or bullying is enforced and shall cease.

7.1.2. There is no one prescribed response to acts of harassment, intimidation or bullying. The special needs of the students of The Autism Academy of Learning must be taken into consideration when determining fair and appropriate disciplinary action. The Student Code of Conduct policy of the AAL shall be honored in regard to any disciplinary action taken.

Additionally, the manifestation of the student's disability shall be carefully considered when determining any appropriate disciplinary action taken. The Principal shall carefully assess all such factors and have the professional discretion

to set forth any or all disciplinary action of the student perpetrator. Possible non-disciplinary interventions are listed below in section 7.2.

#### 7.2. Non-Disciplinary Intervention

7.2.1. When verified acts of harassment, intimidation or bullying are identified and not warrant disciplinary response, students may be counseled regarding the definition of harassment, intimidation or bullying, and their duty to avoid any such conduct.

#### 7.3. Disciplinary Intervention

7.3.1. When acts of harassment, intimidation or bullying warrant a disciplinary response, students are subject to the full range of disciplinary consequences.

7.3.2. Suspension may be imposed only after informing the accused student perpetrator of the reasons for the proposed suspension and giving him/her the opportunity to explain the situation.

7.3.3. Expulsion may be imposed only after a hearing before the AAL Board of Directors or an impartial hearing officer designated by the AAL Board of Directors. This consequence shall be reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behavior.

7.3.4. No disciplinary procedures for any student guilty of harassment, intimidation or bullying shall infringe upon the student's rights under the first amendment of the U. S. Constitution.

### **8. Semi-Annual Report to the Board of Directors**

8.1. The Principal must semiannually provide the President of the AAL Board of Directors a written summary of all reported incidents of the harassment, intimidation or bullying. The Principal must ensure that this summary is posted on the school's web site (if one exists). This list shall be limited to the number of acts of harassment, intimidation or bullying, whether in the classroom, on school property, to and from school or at school-sponsored events.

### **9. Immunity from Liability**

9.1. School employees, students and volunteers shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy if that person reports an incident of harassment, intimidation or bullying promptly in good faith, and in compliance with the procedures specified in this policy.

### **Authorized Signatures Policy**

All checks, drafts, purchase orders or other orders for payment or money issued by the Board must be signed by the Principal and Administrative Assistant of the school. A Board member may provide a second signature in the event that one of these parties is not available.

*Revised and Approved by the Board on April 18, 2002*

## **Board Background Checks** **Policy**

All Board members must have a BCI (Bureau of Criminal Investigation) check initiated within 30 days of appointment. The cost of this procedure is covered by The Autism Academy of Learning if completed at Lucas County Educational Service Center.

If the criminal record check is not satisfactory, state law prohibits the individual from serving on the Board.

*Approved by the Board on April 18, 2002*

## **Board Code of Ethics and Conduct** **Policy**

1. Decisions made by the Board of Directors shall be in line with the Mission and Philosophy of The Autism Academy of Learning, and shall be made in the best interest of the School.
2. Decisions made by the Board will be in accordance with federal, state and local laws.
3. Any potential conflict of interest for which a Board member may be considered an interested party as defined in the bylaws shall disclose the nature of the potential conflict, and abstain from voting on any action or issue concerning such conflict.
4. Board members must conduct themselves in a way that reflects positively on The Autism Academy of Learning.

*Approved by the Board on August 13, 2002*

## **Board Member Job Description**

School board members are responsible for securing the future of the school. Board members focus on long-range vision and strategic planning for the school, such as determining what services the school shall provide its students and the community. Board members are responsible for ensuring the school operates on a sound financial basis, complies with all applicable laws and regulations, has the necessary resources to operate, and has the support of and input from school parents and staff. Board members should delegate the day to day operation of the school to the director and staff, and support the director in implementing the Board's strategic policies. School board members should maintain judicial oversight to ensure that the director and staff are implementing and following the school's long-term vision and vision statement.

*Adopted by the Board on October 18, 2001*

## **Board Training Policy**

Board training will occur at the earliest convenience of the Board member and The Lucas County Educational Service Center.

Any cost of the Board training shall be covered by The Autism Academy of Learning.

*Approved by the Board on April 18, 2002*

## **Bloodborne Pathogen Protocol Policy**

### **A. Universal Precautions**

Universal Precautions shall be implemented in order to prevent contact with blood or other potentially infectious materials (OPIM). All human blood and certain human body fluids are to be treated as potentially infectious material. Although exposure to body fluids other than blood is unlikely in school, the following body fluids are also to be treated as being infectious:

- blood
- semen
- vaginal secretions
- cerebrospinal fluid
- synovial fluid
- pleural fluid
- pericardial fluid
- peritoneal fluid
- amniotic fluid
- saliva (dental practice only)
- blood-contaminated body fluids
- all body fluids where it is difficult or impossible to differentiate

Any employee encountering blood or other body fluids listed above is to treat them as being infectious, and is to use necessary personal protection and work practice controls as listed in this section.

### **Work Practices**

Using appropriate work practice controls shall eliminate or minimize employee exposure to bloodborne pathogens. The procedures and controls listed in this section will periodically be reviewed and updated as required.

### General Practices

- Wear disposable gloves. Do not reuse disposable gloves and wash your hands with soap and water after removing gloves. If utility gloves are used, decontaminate them appropriately by washing with detergent and water and disinfecting according to procedure.
- Wear safety goggles if there is potential for contaminants splashing in the eyes.
- Wear a mask if there is potential for contaminants splashing in the mouth or nose.
- If your skin is not covered, wear additional protective clothing.
- Use an absorbent material (paper towel/cloth) as a barrier between you and the blood source.
- In the event you become exposed to any blood or OPIM, wash the area with soap and water or flush mucous membranes immediately and report it to the supervisor so an evaluation can be made and professional medical attention can be provided.
- If regulated waste is generated, it must be properly bagged, labeled and disposed of according to Infection Control Procedures.

### Handwashing

- Readily accessible facilities (running water with soap and single-use towels or hot-air drying machines) are available in all buildings, and shall be immediately utilized upon contact with blood or other potentially infectious material.
- Where handwashing facilities are not feasible, we will provide either an appropriate antiseptic hand cleanser in conjunction with clean cloth/paper towels or antiseptic towelettes. If an alternative for an acceptable handwashing facility is used, the hands shall still be washed as soon as feasible after use of the antiseptic towel or cleaner.
- Proper handwashing procedures include the use of warm water. Hands shall be wetted and soap applied to hands and wrists to reach any organisms that may have traveled above the hand. Scrub between fingers and use a nail brush for fingernails. Scrub a minimum of 15 seconds. Air drying or a single-use towel shall be used to dry the hands.

### Blood/OPIM Spill Cleanup

- Cleanup shall be conducted as soon as possible.
- Use Gloves. Do not reuse disposable gloves. If utility gloves are used, decontaminate after use with soap and water and appropriate disinfectant.
- Use disposable (paper) towels and other absorbent materials to absorb spill.
- Clean spill area with soap and water.

- Immediately utilize proper disinfectant (registered with EPA) and follow procedures (example: 1/4 cup to 1 gallon; approximately 1:65).
- Dispose of waste in a proper container.
- Wash hands thoroughly with warm water and soap.
- Use gloves. Do not reuse disposable gloves. Utility gloves shall be properly decontaminated after use
- Discard contaminated items that cannot be cleaned into a lined container.
- Wash objects using warm water and general purpose cleaner.
- Disinfect the object using approved disinfectant solution or a bleach solution (example: 1:65 bleach solution).
- Dispose of contaminated cleaning material in a lined container.

#### First Aid/Healthcare

- Use gloves or other personal protective equipment (PPE).
- Use paper toweling or other absorbent material to wipe injury and, if appropriate, allow person to rinse injury with running water.
- Place soiled materials into a lined waste container and direct person to perform as much of these procedures as possible.
- Soiled clothing shall be removed and placed into a plastic bag for laundering, if feasible.
- Assist in cleaning affected area; use cotton swabs to apply medicine, if appropriate.
- Follow other procedures for care in minimizing direct contact with blood or body fluids.
- Wash hands thoroughly.

#### Eating, Drinking, Smoking/Other

Eating, drinking, smoking, applying cosmetics or lip balm and contact lens handling are prohibited in work areas where there is a reasonable likelihood of occupational exposure. Also, food and drink shall not be stored in close proximity to where blood or potentially infectious materials are present.

*Approved by the Board on July 16, 2009*

# **The Autism Academy of Learning, Inc.**

## **Bylaws**

### **Article I Name and Purpose**

#### **Section 1.1 Name**

The name of the organization shall be The Autism Academy of Learning, Inc., herein referred to as the “AAL”.

#### **Section 1.2 Purpose**

The Autism Academy of Learning is organized exclusively for charitable and educational purposes, more specifically for educational purposes of children ages 5 through 22 with a diagnosis of Autism Spectrum Disorder.

### **Article II Board of Trustees**

#### **Section 2.1 Board Role, Size and Compensation**

The Board of the AAL shall be under the direction of a Board of Directors, known as member or trustee, consisting of no more than 8 members and no fewer than 5, all of whom shall be volunteers. A minimum of two trustees shall be parents of children who attend The Autism Academy of Learning. The Board is responsible for the overall policy and direction of The Autism Academy of Learning.

Board members may not be an interested party. An interested party is any person receiving any type of compensation for services rendered, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a trustee as a trustee. An interested party shall not vote on any issue that would be considered a conflict of said interest.

A Board member shall perform all duties of a Trustee, including duties as a member of any committee of the Board on which the trustee may serve, in good faith, in a manner such Trustee believes to be in the best interests of the corporation, in keeping with the Mission, Vision and Core Values of the AAL.

In performing the duties of a Trustee, a Trustee may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the corporation whom the Trustee believes to be reliable and competent in the matters presented.
- (b) Legal Counsel, independent accounts or other matters that the Trustee believes to be within such person’s professional or expert competence.

- (c) A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the Trustee believes that the committee merits confidence and the Trustee acts in good faith, and without knowledge that would cause such reliance to be unwarranted.

The Board receives no compensation other than reimbursement of reasonable expenses.

## **Section 2.2 Board Elections**

Elections of new Trustees, and re-election of current Trustees will be determined by a majority vote of the current Trustees.

All elected Board members shall serve a three-year term, and officers shall serve a one-year term, but are eligible for re-election. No board member shall serve more than three concurrent terms in any one office unless an extension is approved through a unanimous vote of the Board.

When a vacancy on the Board exists, prospective members may be nominated by any trustee after that individual has submitted a written biography to the President at least one week in advance of a Board meeting, and has attended at least one board meeting of the AAL prior to his/her election.

## **Section 2.3 Officers and Duties**

There shall be three executive officers of the Board of Directors consisting of a President, Vice-President, and Secretary. Officers shall be chosen from the Board by majority agreement. Terms begin upon election and will last one year with eligibility for re-election. No board member shall serve more than three concurrent terms in any one office unless an extension is approved through a unanimous vote of the Board.

The President (Chair) shall convene regularly scheduled Board meetings, and shall preside at regular and special meetings of the Board. The President shall be the principal representative or spokesperson for the Board, and have other such powers and perform such other duties as the Board may prescribe. The President shall send the minutes provided by the Board Secretary, the agenda, financial reports, committee reports and other agenda support materials to all Board members at least seven days before the regular monthly business meeting. The President shall be responsible for Lucas County Educational Service Center receiving all Board minutes and attachments after they are approved, and keeping a copy of the minutes on the premises of the school.

The Vice-President, at the request of the President or in the event of the absence or disability of the President, shall perform any and all duties of the President, and shall have other such duties as the Board of Directors may from time to time determine.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, and distributing the minutes to the Board President.

The Secretary shall also be responsible for keeping a record, containing the names of all persons who are members of the Board of Directors and shall in general perform all duties that are incident to the office of Secretary, and perform other such duties as the Board of Directors may from time to time determine. The Secretary shall notify the Board of any member who has 3 unexcused absences in a one-year period.

#### **Section 2.4 Quorum**

The presence at any meeting of a majority of the Board of Directors shall be required to constitute a quorum for the transaction of business, entertaining of motions or voting.

#### **Section 2.5 Resignation, Termination and Absences.**

Resignation from the Board must be in writing to the President, and resignation is effective upon the effective resignation date.

The Board may remove any Trustees who:

- (1) Have three unexcused absences in a year.
- (2) Have absences (excused or unexcused) in excess of 4 regular monthly business meetings in a period of one year that are not due to a board -approved leave of absence.
- (3) Have been convicted of a felony.
- (4) Have been declared of unsound mind by a final court order.
- (5) For other reasons by a three-fourths vote of the remaining Trustees.

#### **Section 2.6 Action, Powers, and Confidentiality**

The Chair may vote and will have the determining vote in case of a tie.

Powers of the Board shall be to oversee the affairs of the school to: Elect and remove trustees; select and remove the Principal; enter into and approve all contracts, leases, loans, capital investments and other agreements appropriate to the interests of the AAL in excess of items of \$500 annually; provide direction upon presentation of concerns from or about the Principal or the operations of the school; and to have sole responsibility to create, amend, and approve policies and procedures.

Board members may be appointed to select Board committees to conduct meetings as needed and to report and recommend to the Board actions deriving from said committees. Standing committees of the Board include, but are not limited to: Executive, Audit, Policies and Procedures, Fundraising and PTO. Ad hoc committees may be formed as needed.

The Parent Teacher Organization (PTO) will operate for the purpose of fundraising, and parent/guardian involvement. The Board of Directors will approve the activities of the PTO and appoint the PTO President.

All policies and policy amendments concerning the Autism Academy of Learning or the Board of Directors of the school must be adopted by a majority of the total Board of Directors in a regular or special meeting of the Board. The Board of Directors recognizes the Bylaws/ Policy Manual as the official document of the Autism Academy of Learning. Any other documents produced by the administration of the school for the purpose of staff or student orientation (Staff handbook/ Student handbook) must be approved by the Board, and will be consistent with the Mission, Vision and Core Values of the school and the Bylaws/Policy Manual of the school.

Proposed policies or policy amendments must be presented to all Board members for review via the Board President one week prior to the next Board meeting.

After policies or amendments are adopted, copies of such shall be made available to all staff and placed in all policy manuals in the Autism Academy of Learning within 5 working days of adoption.

Every trustee is charged with maintaining confidentiality regarding Board actions, including Board discussions and votes. Trustees violating such confidentiality may be removed from the Board.

### **Article III Meetings**

#### **Section 3.1 Regular Meetings**

Regular meetings of the Board of Directors will be held monthly at a date, time and place to be determined by the Board.

Regular meetings will be posted 48 hours in advance for public notice and are open to all individuals.

#### **Section 3.2 Special Meetings**

Special meetings of the Board of Directors for any specified purpose(s), may be called at any time by the President or at the request of three voting members of the Board if the President is absent.

Special meetings of the Board may be held after 24 hours notice is given to all voting members and the public by means of telephone, FAX or electronic mail.

#### **Section 3.3 Emergency Meetings**

An emergency meeting may be called because of circumstances that, in the judgment of the Board President, require immediate consideration by the Board. Under such circumstances, the cause must be clearly identified, notification must be given, and the 48 hour meeting notice may be waived.

### **Section 3.4 Annual Meetings**

The Annual Meeting shall be held in the month of October at a date, time and place to be determined by the Board and posted 48 hours in advance for public notice.

The agenda for the Annual Meeting will include elections, approval of new Board members as needed, approval of the Annual Report, approval of the 5-Year Forecast, and review of the operational condition of the school.

Bylaws will be reviewed by the Board at the annual meeting.

### **Section 3.5 Rules of Order**

All meetings shall be conducted in accordance with Robert's Rules of Order, latest edition.

## **Article IV Finance**

### **Section 4.1 Fiscal Year**

The fiscal year of AAL shall be July 1 - June 30<sup>th</sup>

### **Section 4.2 Contracts**

All contracts must have Board approval.

### **Section 4.3 Income**

Any revenue, contributions, grants, bequests or gifts made to the AAL shall be accepted or collected only as authorized by the Board of Directors.

### **Section 4.4 Funds Deposit**

All funds of the AAL shall be deposited to the credit of the AAL under such conditions and in such banks or depositories as shall be designated by the fiscal agent.

### **Section 4.5 Expenses**

All contracts, checks and orders for the payment, receipt or deposit of money, and access to assets of the AAL shall be provided by the Board of Directors.

### **Section 4.6 Financial Reporting**

A summary report of the financial operations of the AAL shall be made monthly to the Board of Directors.

### **Section 4.7 Disposal of Assets**

The AAL may not sell, lease, transfer, or dispose of all or substantially all of its property and assets, including its good will, not in the usual and regular course of its activities, without the approval of a majority of the Directors.

#### **Section 4.8 Conflict of Interest**

Any Director, officer, employee or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board.

#### **Section 4.9 Dissolution**

Upon the dissolution of the corporation and the payment of all debts, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

#### **Article V Amendments**

These bylaws may be amended at any regular or special meeting of the Board by a majority vote of the members of the Board of Directors, provided that at least 5 Board members are serving at the time of the proposed amendment and that previous notice of the amendment is submitted to the Secretary to be sent out with regular Board announcements.

*Revised and Approved by the Board on September 16, 2010*

### **Chemical Hygiene Plan**

#### **Purpose**

This chemical hygiene plan sets forth operating procedures, equipment, personal protective equipment and work policies that are capable of protecting employees and students from health hazards presented by hazardous chemicals used at the Autism Academy of Learning.

#### **Scope**

At the Autism Academy we do not utilize the use of chemicals in a laboratory setting for educational purposes; as a result our access and usage of hazardous and/or potentially hazardous chemicals is relegated to chemicals used for cleaning and disinfecting purposes. Information related to all chemicals is maintained through the MSDS Safety Data Sheets (MSDS) binders. The MSDS binders contain all MSDS sheets for chemicals used within the school.

MSDS Safety Data Sheets (MSDS)

The MSDS is an important component of product stewardship and workplace safety, it is intended to provide workers and emergency personnel with procedures for handling or working with that substance in a safe manner, and includes information such as physical data (melting point, boiling point, flash point, etc.), toxicity, health effects, first aid, reactivity, storage, disposal, protective equipment, and spill handling procedures. The exact format of an MSDS can vary from source to source within a country depending on how specific is the national requirement.

MSDS (material safety data sheets) are a widely used system for cataloging information on chemicals, chemical compounds, and chemical mixtures. MSDS information may include instructions for the safe use and potential hazards associated with a particular material or product. MSDS can be found anywhere chemicals are being used.

There is also a duty to properly label substances on the basis of physico-chemical, health and/or environmental risk. Labels can include hazard symbols such as the European Union standard black diagonal cross on an orange background, used to denote a harmful substance.

An MSDS for a substance is not primarily intended for use by the general consumer, focusing instead on the hazards of working with the material in an occupational setting. For example, an MSDS for a cleaning solution is not highly pertinent to someone who uses a can of the cleaner once a year, but is extremely important to someone who does this in a confined space for 40 hours a week.

In some jurisdictions, the MSDS is required to state the chemical's risks, safety and impact on the environment.

The MSDS binders are located in the following areas of the school:

- Principal's Office
- Front Desk

*Approved by the Board on July 16, 2009*

### **Classroom Composition** **Policy**

1. The Autism Academy of Learning does not specifically assign one-on-one staff to children.
2. It is the policy of The Autism Academy of Learning to provide support to students as necessary to foster independence.
3. Fluctuating degrees of support will be provided ranging from a higher degree to a lesser degree, dependent upon the activity and needs of the student.
4. The Autism Academy of Learning provides a continuum of services, including direct service, consultation and assessment monitoring.

No classroom shall exceed ten students without prior approval of the Board. Each classroom will be staffed by one certified teacher and a minimum of two paraprofessionals. The Director of Education may request additional staffing on an as-needed basis by submitting a "Personnel Request Form" at the next board meeting.

*Revised and Approved by the Board on January 15, 2004*

### **Conflict of Interest Policy**

**Purpose:** The purpose of the Conflict of Interest Policy is to ensure that the decisions of the AAL are made in the best interest of the AAL as a whole. Entering into transactions that might benefit the private interest of a board member or employee shall require the prior approval of the full Board of Directors.

Definitions:

The Autism Academy of Learning prohibits board members and employees from using or appearing to use their positions for their personal benefit.

Board members and employees of the AAL may not have any financial interest in or engage in any activity that may raise a question of conflict with their responsibilities and duties.

Board members and employees may not have any personal gain in the supply of books, materials, furniture, equipment or services.

Board members and employees may not own all or part of a firm having business with the AAL. This applies to both the board member and employees and their spouses, their siblings and their siblings' spouses.

Board members and employees may not enter into any kind of financial relationship with another board member, a superior or subordinate or any other school employee.

**Disclosure:** Board members must disclose any potential conflicts of interest upon joining the Board, or as such potential conflicts arise during their service.

**Duty to Abstain:** Board members shall not vote on any issue in which they have a direct and material financial interest that will be affected by the result of a vote. In such an event, the board members shall state the reason for abstention from voting, and this will be recorded in the minutes of the Board of Director's meeting.

*Approved by the Board on March 20, 2003*

### **Disaster / Evacuation Plan Policy**

It is the responsibility of the Principal to carry out building emergency evacuation procedures when conditions occur that make it unsafe for students and staff to remain in the building.

If a situation occurs near dismissal time, students shall be taken home on their normal van routes. If the situation mandates evacuation to another site, students shall be evacuated and taken to a nearby facility or facilities. The Principal is responsible for securing an agreement with the operators of such location(s) for allowing such procedure.

Teachers and classroom staff shall accompany their students to the evacuation site(s) to ensure their safety en route and while at the alternative location(s). The Principal shall inform parents of the situation that occurred through a written notice sent home with each child on the same day. After-school dismissal procedures shall be set up in the usual manner with vans directed to the alternative location(s). Students shall be released to parents or guardians after proper identification is provided. School staff shall follow the procedures of police or fire authorities in charge of the situation or emergency.

*Revised and Approved by the Board on April 18, 2002*

### **Disciplinary Procedures** **Policy**

The implementation of the disciplinary procedure policy is subject to the seriousness of the offense.

- First Offense - The employee receives verbal warning of the violation. Documentation will be placed in the employee's file for a period of one year.
- Second Offense - The employee receives written notice of the violation. Documentation will be placed in the employee's file for a period of one year.
- Third Offense - The employee receives a second written notice of the violation and is placed on a 30-day probation period. The employee shall meet with the appropriate administrative staff to discuss a corrective action plan. Documentation will be placed in the employee's file for a period of one year.
- Fourth Offense - Termination

Any additional violation within the 30-day probationary period is subject to dismissal.

*Revised and Approved by the Board on January 15, 2004*



## **Electronic Mail Policy**

Electronic mail (e-mail) is the electronic transfer of messages to another person(s).

E-mails are to be treated like other messages with regard to confidentiality and response. The confidentiality of students, families, staff, volunteers and board members of the AAL and their personal data must be maintained at all times.

E-mails authored by staff and board members of the school shall reflect high standards of professionalism and courtesy. The use of profanity, threatening language or statements, discriminatory or pornographic messages is strictly prohibited, and the use of such contents shall be grounds for disciplinary action of the offending person. The Staff Code of Ethics and Verbal and Physical Abuse and Neglect policies apply to all e-mail.

All e-mail used by school staff shall be for the express purpose of school matters. Communication must be relevant to the students or operations of the school. E-mails containing the names, addresses or other personal information of students, families, staff, volunteers and board members shall not be electronically forwarded to anyone else for the purpose of anything other than school business. Personal use of e-mail from school computers is subject to disciplinary action of the offender. The Principal shall have the authority to investigate any suspicion of inappropriate and/or illegal use of e-mail by school staff.

All e-mails sent by board members to other board members, staff of the school, school sponsor or any other party shall be in compliance with the Sunshine Law. All e-mails sent by or to board members may be deleted from hard drive and the paper copy destroyed after a period of 90 days of receipt.

\* Reference the Right To Privacy Policy

*Approved by the Board on January 23, 2003*

## **Emergency School Closing Policy**

### Decision to Close/Delay:

Because the Autism Academy of Learning is physically located in Toledo and a majority of its students reside in Toledo, decisions to close or delay the school because of inclement weather will follow those of the Toledo Public Schools district.

### Early Dismissal:

The Principal shall have the discretion to close school early due to inclement weather or other emergency situations that he/she feels make it necessary to do so for student/staff safety. Any early dismissal decisions made by the Toledo Public Schools district may or may not be carried out by the AAL, at the discretion of the Principal. In such circumstances, the Principal shall ensure that all parents and guardians are informed of the early dismissal time, and shall make sure that all students are transported home from school.

Notification to the Media:

The Principal shall be responsible for notifying local media for public announcement of school closings or delays by 6:00 a.m. The school will be listed specifically as “Autism Academy of Learning” for closing or delaying purposes.

The Principal shall notify the following media outlets of closures and delays:

WTOL (Channel 11)

WTVG (Channel 13)

WNWO (Channel 24)

Notification to the Staff:

The Principal shall institute the phone chain to inform all staff of school closure or delay.

School-Related Activities:

In the event that the school is closed or is dismissed early due to inclement weather, all school-related activities will be canceled or postponed. However, board meetings scheduled on such days may take place at the discretion of the Board President.

*Revised and Approved by the Board on January 17, 2008*

**Employee Status Change  
Policy**

Any change in employee status shall be reported to the Board at the next scheduled board meeting using the “Personnel Request Form.”

*Approved by the Board on February 21, 2002*

**Enrollment and Attendance  
Policy**

The counting of a student shall not begin before the day on which the student actually enters the educational program of the school. The student shall not be counted as enrolled in the school after he/she has permanently withdrawn from the school.

Enrollment and attendance is required by Ohio Revised Code 3313.03 for funding purposes. Enrollment takes place when the child/parent/guardian signs the application to enroll in the school and supplies the following: Birth certificate, immunization records, and request for release of records from the child’s previously attended school, custody papers when necessary. The withdraw of a child takes place when the child/parent/guardian notifies the school of his/her withdrawal, or a request for records has been received from another educational institution.

Students of a school providing instruction electronically shall be counted as enrolled and in attendance if they actually log on to the system, are on a supervised field trip receive supervised

instruction through personal, or electronic contact with the teacher or have completed instructional packets distributed to them, corrected by the teacher and kept on file for review if such review is requested.

A membership record by grade level is required of each school in the state of Ohio. This record in accordance with Ohio Revised Code 3317.031 must show the following: Name, date of birth, name of parent, date of entry to the school, date of withdrawal from the school, the number of days present, the number of days absent, and the number of days the school was open for instruction while the pupil was enrolled. An annual record of the total number of days present, number of days absent and number of days due for each student shall be recorded. These records shall be kept available for review for five years.

Any student who is receiving home instruction in accordance with an Individual Education Plan (IEP) shall be counted as enrolled and attending if the student receives an average of one hour of face-to-face teacher instruction for each day the child is absent from school or the number of hours indicated on the IEP.

The counting of students for funding is a necessity and must be followed rigorously or serious consequences will follow upon the school.

*Approved by the Board on January 17, 2002*

### **Equal Opportunity Employment Policy Statement**

The Autism Academy of Learning shall not discriminate in employment nor policy administration against any person on the basis of race, religion, age, sex, sexual orientation, color, national or ethnic origin, marital status, disability or handicap, political affiliation or status as a disabled veteran or veteran of the Vietnam era. The school expects that all employees and trustees participate in its non-discrimination program. Sexual harassment or any form of harassment will not be tolerated.

Employees shall be made aware of policies regarding equal opportunity employment and affirmative action. Should any employee believe that such policies are not being fully implemented, the employee has the right to discuss concerns with the Principal and/or her/his designee, who shall investigate any and all such complaints brought against any employee in regard to any alleged discriminatory action. The Board of Directors shall review information from all concerned parties for appropriate treatment.

#### **Employment of Persons with Disabilities:**

The Autism Academy of Learning shall make all reasonable efforts to accommodate individuals with disabilities. "Disabilities" is used in accordance to its definition in Section 503 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which is: an individual who either 1) has a physical or mental impairment which substantially limits one or more of that person's major life activities, 2) has a record of such an impairment, or 3) is regarded as having such impairment.

Workplace Accommodations for Individuals with Disabilities:

The School shall make reasonable effort to enable those with disabilities to perform their duties and be as independent as possible in the work environment. Employees shall be responsible for notifying the Principal of accommodations necessary to help perform their job properly and safely.

Title IX:

The School shall comply with Title IX of the Education Amendments of 1972, which bans discrimination on the basis of sex in federally assisted educational programs and activities.

Sexual Harassment:

Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors or other physical or verbal conduct of a sexual nature, when:

- 1) Submission to such behavior is made explicitly or implicitly a term or condition of an individual's employment or status; or
- 2) Submission to or rejection of such behavior is used as the basis for decisions that affect the individual with regard to employment (raises, assignments, discipline, etc.); or
- 3) Such behavior has the effect or purpose of interfering unreasonably with an individual's job performance experience, or creates an intimidating, hostile or offensive work environment. The work environment includes the school premises and any off-campus locations used during school-related activities.

Sexual harassment may involve the behavior of a person of either gender against a person of the opposite or same sex. It is not necessarily limited to offensive physical contact or requests for sexual favors. Other examples constituting sexual harassment may include: lewd gestures, name calling, sexual or risqué remarks, touching and obscene materials (photographs, cartoons, pictures, etc.).

Persons making false claims of sexual harassment may be subject to discipline by the Operations Administrator and/or Board of Directors. No complaint will be considered false solely on the basis that it cannot be corroborated.

Procedure for Sexual Harassment Claims

Sexual harassment and claims of sexual harassment are subject to a separate process of documentation/discipline. This process includes, but is not limited to, the following:

- 1) Documentation of alleged incident.
- 2) An investigation will be completed within 48 hours of a claim.
- 3) Both/all parties will be off with pay (provided they fully cooperate with the investigation process) during the investigation.
- 4) All documentation of results from the investigation will be placed in the permanent files of all employees.

- 5) The investigation team shall be comprised of the AAL's Administrative Team and the Officers of the Board of Directors. The team shall present all findings and make recommendations for final action to the Board of Trustees.
- 6) The Board of Directors shall determine disciplinary actions taken, which could include, but is not limited to:
  - a) written violation with counseling
  - b) suspension without pay
  - c) immediate termination

*Approved by the Board on October 18, 2001*

### **Fire/Tornado Drills and Emergencies** **Policy**

Fire and tornado drills will be conducted monthly. All staff is expected to follow the evacuation procedure posted in each classroom.

If a staff member is alerted to a fire of any size, he/she is to go to the nearest pull station and activate the building evacuation alarm to alert all staff to evacuate the building. At that time, all students and staff are to exit the building, following the evacuation plan to the assigned area of the parking lot.

Classroom teachers must take a head count of students and staff immediately upon arrival to the designated area, and continue rechecking every ten minutes.

No one is permitted to re-enter the building until a member of the administrative team receives the all clear. If the fire is not controlled, further instructions will be given by the fire department as to the plan of action.

In the event of a tornado warning, all students and staff are to go immediately to the nearest assigned safe place and remain there until the appropriate authority gives the all clear.

*Approved by the Board on April 18, 2002*

### **Graduation Committee**

A Graduation Committee shall be approved for the purpose of planning and executing graduation ceremonies and activities for students of The Autism Academy of Learning.

The committee will consist of the PTO Chair, Principal and Director of Education. Other individuals may also serve on the committee and may include faculty and staff, parents of the graduates and parent volunteers.

The committee will be a standing committee that meets as needed. Meetings will be arranged by the Principal. Staff participation in the committee shall be on a voluntary basis. The committee

will take into account the wishes of the students and their families when planning graduation activities.

*Approved by the Board on February 19, 2009*

### **Grant Writing Policy**

In an effort to encourage staff members of The Autism Academy of Learning to apply for grants, the Board encourages staff members to apply for grants and offers financial incentives for doing so. Only staff members directly employed by the school shall be eligible to receive any type of stipend for writing grants.

The following procedures and incentives shall apply as related to grant writing and grant stipends:

#### Procedures for Grant Proposals and Grant Writing

The grant author must send a written notice to the Principal that provides the following:

- An overview of the proposed grant idea
- The expected amount of the grant request
- The funding sources for the grant
- Names of all staff or other persons expected to be involved in the writing of the grant
- Deadlines dates
- A copy of the grant proposal guidelines
- Expected date of funding from the grant
- What the grant monies will be used for, including the number of students the grant will affect and what benefits will be afforded to the students as a result of the grant.

The letter shall be forwarded by the Principal to the Board of Directors for approval.

The grant writer (s) should not write the proposals until the grant writing request has been approved by the Board of Directors. Failure to receive advance approval from the Board may result in forfeiture of any payment for grant writing activities.

Once the board has approved the request to submit a grant, the author (s) may begin writing the grant. All grant applications must be reviewed by the Principal and approved by the Board prior to submission to the funding source. In the event of an impromptu grant deadline, the Principal shall be authorized to submit the grant proposal.

If funding is received, a copy of the written acceptance by the funding source should be sent to the Principal, who will forward a copy to the Board of Directors.

### Procedures for Grant Stipends

Grant writing stipends shall only be paid for grant writing work that results in the award of a grant for The Autism Academy of Learning. Payment for work on all grants will be made as follows:

Amount of Grant Awarded	Grant Writing Stipend
Up to \$2,000	\$ 200
\$ 2,001 - \$5,000	\$ 400
\$ 5,001 - \$10,000	\$ 600
\$ 10,001 - \$25,000	\$ 1,000
\$ 25,001 +	\$ 1,500

The payment of the stipend will take place after all money has been received by the school and all final requirements of the grant have been met.

The staff member receiving incentive money shall be responsible to see that all grant requirements are met for initial granting and implementation of said grant.

If more than one employee writes a grant that is awarded, the stipend(s) will be divided equally among the writers.

Stipends will not be paid on federal grants or Title Money grants that are a regular part of the school's funding.

*Approved by the Board on May 21, 2009*

### **Grievance /Dispute Procedures** **Policy**

Prompt consideration will be given to employees' questions or complaints. All employees have access to administrative staff for discussion of matters. Staff members who have a grievance should follow the steps listed below:

For Non-administrative staff:

Meet with immediate supervisor

Meet with Principal

If resolution cannot be achieved, a written account of the problem should be presented at the next regularly scheduled Board meeting.

For Administrative staff:

Meet with Principal

Meet with Board members

*Approved by the Board on April 18, 2002*

## **Guidelines for Abuse and Molestation** **Policy**

1. No staff member shall inflict or cause to inflict any physical punishment on any child enrolled at The Autism Academy of Learning. "Physical Punishment" includes but is not limited to, spanking, striking the child anywhere on the body with the hand or an object even once, pushing or shoving on a child, or flicking with the finger. No staff member shall direct any other person or child to inflict any form of physical punishment on another child.
2. All staff members will use clear and appropriate language when addressing children. No rude, off-color, personal remarks, or name calling is to be done. Staff members shall not make comparisons of children to other persons or objects.
3. No staff member shall touch or cause anyone else to touch another child in a manner that would be considered "Molestation." This includes touching, rubbing, caressing, any areas of a child's bottom or genital areas or breast areas.
4. No staff shall cause a child to touch, rub, caress or perform any physical actions that would involve a child touching any part of the staff member's body.
5. All staff shall watch for children engaging in any action with another child that would include physical contact in an inappropriate manner such as those listed above.
6. Staff members should not put themselves in a situation where they are alone with a child in a private area such as, but not limited to, a bathroom.
7. If any observations or allegations of misconduct or molestation are known, the staff member is required to report it to the office immediately.

All employees of the school shall be required to sign off on this policy.

\* This policy is an addendum to the Verbal Abuse and Physical Abuse and Neglect Policy and the Equal Opportunity Employment Policy.

*Approved by the Board on October 20, 2005*

## **Integrated Pest Management** **Policy**

### **Policy**

It is the policy of the Autism Academy of Learning to implement pest management procedures to manage structural and landscape pests and to minimize exposure of faculty, staff, and students to pesticides.

## **Pests**

It is the policy of this school to manage pests in the school environment. Pests such as cockroaches, fleas, ants, stinging wasps, termites, and rodents can disrupt the learning environment. Pests are known to bite, sting, or transmit diseases, and may also cause allergic reactions.

## **Pesticides**

It is the policy of the school to reduce unnecessary exposure to pesticides in the school environment. When pesticides are used to manage pests in the school, there is potential for human exposure. Excessive exposure may result in pesticide poisoning or allergic responses in sensitive individuals. Children are more susceptible to pesticides than adults due to their smaller size and rapid growth and development. Their behavior may expose them to more pesticide residues.

## **Integrated Pest Management**

To balance the risk of pests and pesticide use, it is the policy of this school to employ principles of integrated pest management. Some of the major principles include,

- Communication with the school community about pest problems, pest conducive conditions, and pest management strategies.
- Monitoring and identifying pests to verify a pest problem.
- Prevention of pest populations using such methods as sanitation, exclusion, and cultural practices.
- Targeted application of “least hazardous” pesticides only "as needed" and in inaccessible areas to correct verified problems.

## **Success**

The success of IPM in schools is dependent upon:

- Full cooperation of administrators, faculty, maintenance/custodial staff, parents, and students.
- Establishment of a school district-wide IPM coordinator and advisory committee.
- School-based safety committees shall include pest management and pesticide policy as part of their agenda.
- Each school shall designate a staff member to coordinate the IPM program and maintain pest management records.

*Approved by the Board on July 16, 2009*

## **Internet Acceptable Use Policy**

The use of the Internet by staff of The Autism Academy of Learning shall be only for educational purposes and completing online reporting information such as EMIS, CSADM, payroll, etc.

Activities may include finding lesson plans, collaboration, enriching teacher or staff knowledge of content areas, researching abilities and disabilities, or many other valuable uses.

Misuse of the Internet and e-mail services provided by the school will not be permitted. Methods of misuse include, but are not limited to:

- a) the uploading or downloading of pornographic, obscene, or sexually explicit material;
- b) the transmission of offensive, abusive, or sexually explicit language or images;
- c) the violation of any local, state, federal, or international laws;
- d) vandalizing, damaging, or disabling public or private property;
- e) accessing materials, information, or files of others without their expressed or implied consent
- f) the violation of copyright laws or the use of others' materials without proper permission or citation.

Access to the Internet and e-mail through the school is a privilege and shall be granted to the staff under the condition of proper use. If the Internet or e-mail is misused, the privilege will be revoked. Further consequences could include a formal reprimand to be placed in an employee's file, termination of employment, or other sanctions as deemed appropriate by the Principal or Board of Directors. Furthermore, The Autism Academy of Learning is not responsible for any legal violations committed by staff through improper use of the school Internet and e-mail access.

Staff shall follow the guidelines as set forth in the school's Electronic Mail policy when using e-mail.

At this time student use of the Internet in classrooms is strictly prohibited due to the unfiltered nature of the school's internet access. No student may use the Internet within the school until such access is filtered and approved by the Principal.

*Approved by the Board on February 15, 2007*

**Internet Acceptable Use Policy Employee Agreement**

My signature below indicates that I, \_\_\_\_\_, have read, understand and agree to abide by the Autism Academy of Learning’s Internet Acceptable Use policy.

I understand that any breach of the guidelines set forth in this policy may result in disciplinary action that may include termination of my employment.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed name of employee

\_\_\_\_\_  
Date of signature

\_\_\_\_\_  
Signature of witness

\_\_\_\_\_  
Printed name of witness

\_\_\_\_\_  
Date of signature

**Key Control Security Policy**

The Board of Directors shall implement and maintain a key control security system. In order to better control security, keys to the entrance doors of the school shall be given only to the following persons: Administrative Staff, Administrative Assistant and Classroom Teachers. The Principal may supply cleaning staff and maintenance workers with keys as necessary. In addition, keys to school transportation vehicles will be given to drivers.

A record shall be kept of all persons having possession of a key, and a key control security policy will be signed and kept on file in employee records. Employees shall agree that they will not duplicate keys and will return them upon their exit interview.

*Revised and Approved by the Board on January 17, 2002*

**Major Unusual Incidents Policy**

**A - Purpose**

The purpose of this rule is to define and establish a system to report, investigate, review, remedy, and analyze incidents adversely affecting the health and safety of individuals and to monitor preventative actions taken to ensure health and safety.

## B - Application

This rule shall apply to The Autism Academy of Learning. Nothing in this rule shall relieve any person of the responsibility to comply with section 5123.61 of the Revised Code.

## C - Definitions

As used in this rule, the following definitions shall apply:

- 1) "AAL" means The Autism Academy of Learning, which is a non-profit, public community school serving children with special needs in grades K-12.
- 2) "Department" means the Ohio Department of Mental Retardation and Developmental Disabilities.
- 3) "Individual" means a person with autism or other developmental disabilities.
- 4) "Major unusual incident" means the alleged, suspected, or actual occurrence of an incident that adversely affects the health and safety of an individual, including acts committed or allegedly committed by one individual against another individual. Major unusual incidents include, but are not limited to, the following:
  - (a) Abuse. "Abuse" means any of the following:
    - (i) Physical abuse. "Physical abuse" means the use of physical force that can be reasonably expected to result in physical harm or serious physical harm as those terms are defined in section 2901.01 of the Revised Code. Such force includes, but is not limited to, hitting, slapping, pushing, or throwing objects at an individual.
    - (ii) Sexual abuse. "Sexual abuse" means unlawful sexual conduct or sexual contact as those terms are defined in section 2907.01 of the Revised Code.
    - (iii) Verbal abuse. "Verbal abuse" means using words to threaten, coerce, intimidate, harass, or humiliate an individual. For purposes of this rule, "verbal abuse" also means using gestures to threaten, coerce, intimidate, harass, or humiliate an individual.
  - (b) Misappropriation. "Misappropriation" means depriving, defrauding, or otherwise obtaining the real or personal property of an individual by any means prohibited by the Revised Code, including Chapters 2911. and 2913. of the Revised Code.
  - (c) Neglect. "Neglect" means, when there is a duty to do so, failing to provide an individual with any treatment, care, goods, supervision, or services necessary to maintain the health and safety of the individual.
  - (d) The death, by any cause, of an individual.
  - (e) Any incident involving an individual that requires the involvement of law enforcement and results in the arrest of, filing charges against, or incarceration of the individual.
  - (f) Attempted suicide by the individual, regardless of whether any harm resulted.

(g) Fire, natural disaster, or mechanical failure at any place at which the individual receives services that results in overnight relocation of the individual or an inability to provide the individual with services for at least a twenty-four-hour period.

(h) An incident in which an individual cannot be located for a period of time longer than eight hours unless one of the following circumstances exists:

(i) The individual's plan specifies a different period of time;

(ii) Prior arrangements have been made for the individual to be gone for a period of time longer than eight hours; or

(iii) Other circumstances indicate that the individual is in immediate jeopardy, including notification to law enforcement.

(i) Medical emergency. "Medical emergency" means the sudden onset of a medical condition that requires emergency medical intervention.

(j) Any unplanned or unscheduled hospital admission.

(k) Any injury of an unknown or suspicious origin that requires treatment that only a physician, physician assistant, or nurse practitioner can provide, or any injury of a known or non-suspicious origin that has a significant impact on the individual's physical health.

(l) The use of any behavior support method, including restraint or time-out, that is implemented in a manner prohibited by rules promulgated by the department or by federal regulation or rules.

(m) Any violation of the rights enumerated in section 5123.62 of the Revised Code that adversely affect the health or safety of an individual.

(n) A series of similar unusual incidents that may have an impact on the health and safety of an individual as determined during reviews conducted pursuant to paragraph (H)(2) of this rule.

5) "Provider" means all persons and entities that provide specialized services, as defined in section 5126.281 of the Revised Code, and that are subject to regulation by the department regardless of source of payment, including a respite care provider certified under section 5123.171 of the Revised Code, a provider licensed under section 5123.19 of the Revised Code or certified under section 5126.431 of the Revised Code, and a provider approved to provide Medicaid services under home and community-based services waivers administered by the department.

6) "School day" means Monday, Tuesday, Wednesday, Thursday, or Friday, except when school is not scheduled per a board approved school calendar.

#### D - Notification and reporting requirements for major unusual incidents

1) Immediately upon identification or notification of a major unusual incident, the provider shall take all reasonable measures to ensure the health and safety of all individuals served. The

provider and county board shall discuss any disagreements regarding reasonable measures in order to resolve them. If the provider and AAL are unable to reach an agreement, the school board shall make the determination. Such measures shall include:

- (a) Immediate and ongoing medical attention, as appropriate;
- (b) Removal of an employee from direct contact when the employee is alleged to have been involved in abuse or neglect until such time as the AAL Administration has sufficiently determined that such removal is no longer necessary;
- (c) Other measures to protect the health and safety of the individual, as necessary.

2) Nothing in this rule shall prohibit a provider from contacting law enforcement or the public children services agency prior to notifying the AAL Administration pursuant to paragraph (D) (3) of this rule.

3) The provider shall immediately notify the AAL Administration by telephone or other electronic means identified by the AAL Administration under any of the following circumstances:

- (a) The major unusual incident requires notification of a law enforcement agency.
- (b) The major unusual incident requires notification of a public children services agency.
- (c) The provider has received inquiries from the media regarding a major unusual incident that has not been previously reported; or
- (d) The major unusual incident raises immediate concerns regarding the individual's health and safety such that more immediate notification regarding the incident is necessary.

4) The provider shall submit a written incident report to the AAL Administration by five p.m. the next working day following the provider's initial knowledge of any major unusual incident.

5) As soon as practicable, but no later than twenty-four hours after becoming aware of a major unusual incident, the AAL Administration shall verbally notify the legal guardian, unless the legal guardian or advocate is the primary person involved that forms the basis for the reported incident. If the AAL Administration is unable to verbally notify the guardian or advocate, the AAL Administration shall document all efforts made to comply.

6) Immediately upon notification of a report of a major unusual incident from a provider, the AAL Administration shall notify the following parties:

- (a) The law enforcement agency, as defined in section 5123.61 of the Revised Code, having jurisdiction over the location at which the incident occurred if the major unusual incident includes conduct that would constitute a possible criminal act, including abuse or

neglect. This report shall be made immediately upon notification that the incident has occurred.

(b) The local public children services agency and municipal or county peace officer in the county in which the individual resides pursuant to section 2151.421 of the Revised Code and rules adopted pursuant to that section, if the individual is under twenty-one years of age and meets the definition of an abused or neglected child as defined in sections 2151.03 and 2151.031 of the Revised Code. This report shall be made no later than twenty-four hours after the AAL Administration's receipt of the initial notification from the provider pursuant to paragraph (D)(3) of this rule.

7) By five P.M. on the working day immediately following receipt of the written incident report submitted by the provider pursuant to paragraph (D) (4) of this rule, the AAL Administration shall enter preliminary information regarding the incident through the online system established by the department.

8) The AAL Administration shall designate a contact person to receive or manage receipt of all reports required under paragraph (D) of this rule and shall ensure that a system exists whereby providers may make all reports required by this rule, and that this system is communicated to providers.

#### E - Investigating major unusual incidents

1) Immediately upon receipt of a report of a major unusual incident, the AAL Administration shall review the incident to ensure that the provider has taken all reasonable measures necessary to protect the health and safety of the individual(s) and determine whether any additional actions must be taken.

2) The AAL Administration shall immediately commence an investigation, if the major unusual incident involves any of the following:

- (a) Abuse, neglect, or misappropriation;
- (b) Any injury of an unknown or suspicious origin;
- (c) Suspicious or accidental death;
- (d) The individual cannot be located;
- (e) Any other major unusual incident the AAL Administration determines should be investigated based on a review of the incident conducted under paragraph (E)(1) of this rule.

3) A separate investigation shall be conducted if the following circumstances are present.

- (a) The major unusual incident includes an allegation that the person responsible for the incident is:

- (i) Any Administrator of the AAL;
- (ii) An AAL staff member;
- (iii) A current member of the AAL board; or
- (iv) A person having any known relationship with any of the persons specified in paragraphs (E)(3)(a)(i) to (E)(3)(a)(iii) of this rule.

(b) The major unusual incident includes an allegation that an employee of the AAL or board member is responsible for the death of an individual, has committed sexual abuse against an individual, or has committed any other abuse or neglect against an individual that has resulted in an emergency room visit or hospitalization.

4) The provider shall cooperate with all investigations conducted by the AAL, or any investigating entity as soon as practicable but within five working days of receipt of the request.

5) The AAL shall submit a report on the investigation to the department within thirty working days of the receipt of a report of a major unusual incident.

6) The AAL may request reasonable extensions of the time period for submission of the report. The department shall grant such extensions for good cause. If any extension is granted, the department may require submission of interim reports, and shall identify alternative actions that may assist with the timely conclusion of the report.

7) The AAL shall provide a written summary of the investigation findings to the individual, or the legal guardian, as applicable, and the provider at least five working days prior to submission of the report to the department. The written summary shall include a statement of the facts and findings of the investigation, including all preventative measures implemented in response to the incident.

(a) The AAL shall notify the individual, or the legal guardian, as applicable, and the provider of the right to submit written comments to the AAL Administration regarding the investigation's conclusion and any preventative measures implemented in response to the incident. Any written comments received by the AAL shall be submitted to the department.

(b) Any individual, legal guardian, family member, or provider that has received a written report by submitting a written complaint to the AAL board.

#### F - Review, remedy, and prevention of major unusual incidents.

1) The provider shall develop and implement a written procedure for the internal review of all major unusual incidents. The provider shall be responsible for taking all reasonable steps necessary to prevent the reoccurrence of major unusual incidents.

2) The AAL Administration and provider shall jointly determine what constitutes reasonable steps necessary to prevent the reoccurrence of major unusual incidents. If the AAL Administration and provider are unable to reach agreement, the AAL board shall make the determination. If the AAL Administration or provider lacks sufficient resources to take such steps, the AAL Administration or provider may make a written request for assistance from the AAL board. The AAL board shall consider requests for assistance made pursuant to this

paragraph and shall ensure that all actions necessary to protect the health and safety of individuals served are taken.

3) The AAL board shall review each report submitted by the AAL Administration. The AAL board may obtain additional information necessary to conduct this review, including copies of all investigation reports that have been prepared. Such additional information shall be provided within the time period specified by the AAL board.

4) The AAL board shall determine when to close cases of abuse, neglect, misappropriation, death, and any cases investigated by the department. The AAL board shall solicit input from the AAL Administration prior to making this determination.

5) The AAL Administration shall determine when to close cases other than those specified in the previous paragraph of this rule. The AAL Administration may close cases that have been referred to a local public children services agency or law enforcement as long as appropriate preventative measures were taken. The AAL board shall be responsible for ensuring that cases have been properly closed.

6) When determining that a case should be closed, the AAL board or AAL Administration shall consider the following criteria:

- (a) Whether all reasonable measures have been taken to ensure the health and safety of the individual;
- (b) Whether a thorough investigation of the incident has been conducted;
- (c) Whether the incident is part of a pattern or trend requiring some additional action;
- (d) Whether appropriate measures have been implemented to prevent recurrence;
- (e) Whether all requirements set forth in statute or rule have been satisfied;
- (f) Whether the case meets the criteria for referral to the abuse registry unit.

7) The AAL Administration shall be responsible for notifying the provider when a case is closed.

#### G - Analyzing major unusual incidents to identify patterns and trends

1) The AAL Administration and providers shall review and analyze major unusual incidents to identify patterns and trends.

2) The AAL Administration shall prepare a report that identifies the number and types of incidents that have occurred.

3) The AAL providers shall review the above mentioned report and identify patterns and trends and take appropriate action as needed.

4) The AAL Administration will annually review and analyze the data for the year to identify patterns and trends and take corrective action where needed.

5) The AAL Administration shall ensure that patterns and trends of major unusual incidents are included and addressed in the individual's plan.

*Approved by the Board on February 24, 2005*

## Nepotism Policy

It is the policy of The Autism Academy of Learning that no employee or trustee of the school may be related to any other school employee or trustee. The intention of this policy is to avoid any appearance of impropriety.

For the purposes of enforcing this policy, a relative shall be defined as:

- A) Spouse, (by marriage, civil union or common-law); domestic partner, child; stepchild; parent; stepparent; sibling; stepsibling or half- sibling of the person;  
or
- B) The spouse of a child, parent or sibling of the person; or
- C) An aunt, uncle, niece, nephew, grandparent, grandchild or first cousin of the person; or
- D) A mother-in-law, father-in-law, sister-in-law or brother-in-law of the person.

These relationships apply whether the relative is related to the individual or the individual's spouse by blood, marriage or adoption.

1. It is prohibited for any person serving as a school trustee to employ in any capacity on behalf of the AAL and subcontracted services, any relative or person living in their household, to serve in a for-profit capacity.
2. It is prohibited for any person serving as a school trustee to be related to any other trustee or employee of the AAL.
4. It is prohibited for any employee or appointing authority of the AAL to hire or cause to be hired to the AAL or for subcontracted services, any relative of an employee, except with the prior approval of the full Board of Directors.
4. It is prohibited for employees or trustees to supervise any relative of the employee or trustee.
5. Any employee who violates this policy, whether by knowingly permitting or knowingly accepting employment in violation of these regulations, is subject to disciplinary action up to and including dismissal from employment.
6. If a relationship is established after employment which is in violation of this policy, the individuals concerned shall have the option of deciding who is to resign their position. Should the individuals not come to a resolution, the Principal shall have the authority to terminate employment of either or both parties. In a matter of two established employees marrying, becoming related or cohabiting, the Principal shall have the authority to allow both employees to continue in their employment. However, such employees may not be in a position where either affected employee is a supervisor or subordinate of each other, nor may the affected employees be assigned to work in the same classroom.

*Revised and Approved by the Board on January 21, 2010*

## **Notification of Injuries** **Policy**

Staff are certified by a nationally recognized organization in Community First Aid and Safety as well as Adult, Infant and Child CPR.

An incident/injury report will be completed on any and all injuries and kept on file at the school. A copy will be given to the parents. Parents will be notified when their child is injured at school in accordance to the following guidelines:

Level 1: Emergency situation involving a medical emergency that needs immediate attention.

Examples include: Unconsciousness, severe lacerations, broken bones, seizures, severe allergic reactions, asthma attacks, profuse bleeding, and bites that break the skin.

Parents will be notified of Level One emergency situations immediately and an ambulance will be called when necessary. An incident/injury report will be completed and kept on file at the school. A copy will be given to the parents of the injured child as well as to the parents of the child who inflicted the injury. The purpose of providing this information to the parents of the child who inflicted the injury is to alert them that the student may be behaving in a way that may be out of the ordinary and cause for concern. Parents should not interpret such notification as any intention of blame toward the child or the parents. For purposes of confidentiality, only the name of the child whose parents are receiving the notification will appear on it. The other child's name shall not be disclosed to the other child's parents.

Level 2: Typical Accidents/Injuries that do not require emergency medical attention. Examples include: Bites that do not break the skin, minor head injury, vomiting, diarrhea, headache and minor nosebleeds.

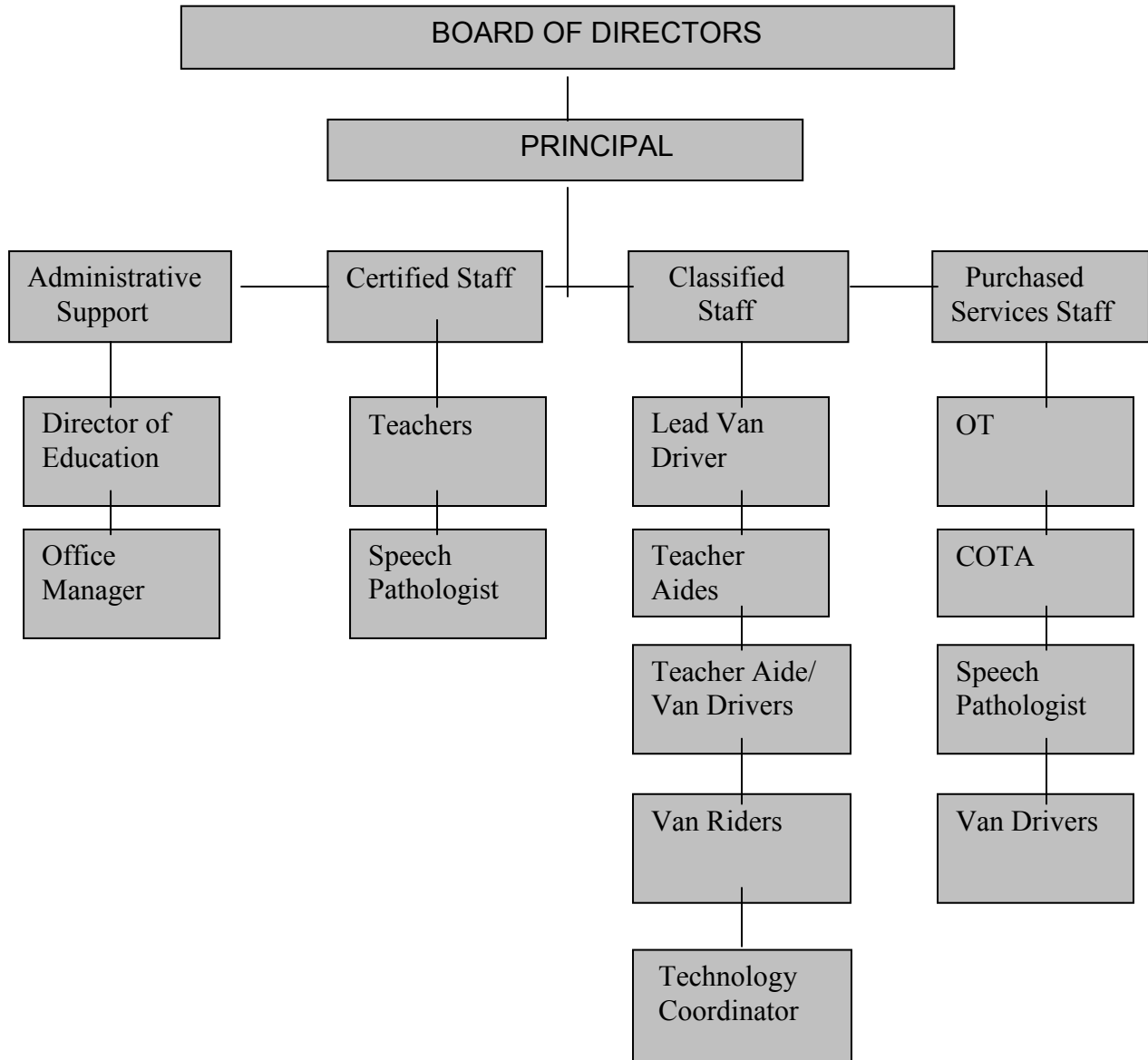
Parents will be notified of Level Two situations by phone, at the discretion of administration, as soon as is reasonably possible. The Administrative Team shall determine if the student needs to be sent home.

A member of the classroom staff will stay with the injured/sick child while the teacher contacts the parents. An incident/injury report will be completed and a copy given to the parents and kept on file at school.

School staff will complete an injury report for students who arrive to school with noticeable injuries that were not previously documented. A member of the administrative team will sign off on the report. A copy will be given to the parents and kept on file at school.

*Revised and Approved by the Board on November 21, 2002*

**Autism Academy of Learning**  
**Organizational Chart**



*Revised March 2009*

## Procedures for Conducting The Lottery Policy

To determine the order of admittance to The Autism Academy of Learning, a lottery drawing will be conducted to determine the initial waiting lists when the existing waiting list drops below 4 students.

The assigned waiting lists shall be drawn from three different pools according to age.

Three assigned waiting lists will consist of the following age ranges of applicants:

Primary List--comprised of applicants ages 5-9

Intermediate List--comprised of applicants ages 10-14

Secondary List--comprised of applicants ages 15-18

The Primary List will consist of up to 8 names.

The Intermediate List will consist of up to 12 names.

The Secondary List will consist of up to 8 names.

1. A letter of intent will be sent to all applicants' parents/guardians that have not been assigned a numeric placement to determine whether or not they want their child's application to remain active and to be part of the lottery drawing.

A response within 10 calendar days of postmark will be required (applications on file that do not receive a response will not be included in current lottery).

Parents/guardians shall be responsible for notifying the school with alternative contact information should they plan to be out of town or not available at their listed address for more than one week.

The Principal shall contact parents/guardians of applicants quarterly for informational updates.

2. All applications received to date will be randomly assigned a letter of the alphabet for reasons of confidentiality.

The applications will be placed in order of initial receipt as indicated by the date stamp.

A letter from the alphabet will be assigned by the Principal drawing a letter from a box and matching it to the first received application, the second letter drawn to the second, and so on until all applications have been assigned a letter of the alphabet.

The results will be recorded.

3. A correspondence letter will be sent to all applicants' parents/guardians informing them the letter of the alphabet the applicant has been assigned for the lottery drawing. The date, time and place of the lottery drawing will also be included in the letter.
4. The lottery drawing will then take place to determine the order of admittance. A representative from The Lucas County Educational Service Center will draw the previously assigned letters of the alphabet out of a box, one at a time.

The results will be recorded.

The order in which the letters are pulled determines order of admittance. The first letter drawn will be assigned the first spot; the second letter drawn will be assigned the second spot, and so on, until all vacant waiting list spots have been assigned in numeric order.

When the age of the child causes them to move to the next age category, the application date will be used. That name will be moved over to the corresponding spot on the older waiting list, and the application date will determine whether that child is placed above or below the corresponding spot on the next age list.

Example: If a child is #3 on the Primary List (ages 5-9) and turns 10 years old, the child moves over to the Intermediate List (ages 10-14) to either #3 a or # 3b.

If the existing child on the Intermediate List has been waiting longer, the child transferring goes below that child into a B spot. If the child transferring from the Primary List has been waiting longer than the child on the Intermediate List, the child transferring moves ahead to the A spot.

5. A second correspondence letter will be sent to all applicants' parents/guardians informing them that the lottery drawing has taken place, and the order of admittance for each applicant by their assigned letter of the alphabet and the order of admittance for each applicant by their assigned waiting list (primary, intermediate, or secondary).

All applications received after October 5, 2004 will be processed with the revised procedures for conducting the lottery (approved on November 18, 2004).

*Revised and Approved by the Board on November 18, 2004*

### **Public Comments at Board Meetings** **Policy**

All regular and special Board meetings are open to the public.

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 20 minutes of public comment will be permitted at each monthly meeting. Agendas are available to all those who attend Board meetings. The section of the agenda for public comment shall be indicated, and a brochure outlining the Board's policy on public comment at Board meetings shall be available to all those in attendance.

The only restriction placed on speaking, by the Board of Education, is that no speaker may discuss personnel issues or any specific personality in a public meeting of the Board of Education. No member of the Board will respond or make comment to the speaker.

Each person wishing to address the Board shall fill out a Public Comment Card and present the card to the Board Secretary prior to the start of the meeting. Public comment cards received after the start of the meeting will be held until the next meeting. If several people wish to speak, each person will be allotted two minutes until the time of 20 minutes is used. Individuals even time to

Speak may not give minutes to a speaker whose time is past the two minute allotment. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so.

Persons desiring more time for comment should follow the procedure of the Board to be placed on the regular meeting agenda.

*Approved by the Board on December 16, 2004*

*\*Note: This policy replaces the "Board Response to Public Comment" and the "Public Participation at Board Meeting" policies of the past.*

### **Public Records** **Policy**

The Board of Directors recognizes its responsibility to maintain the public records of the Autism Academy and to make such records available to residents of Ohio for review and reproduction in accordance to R.C.149.43. The Principal shall be the party responsible for maintaining the school's public records and complying with the school's public records policies and procedures.

Public records are defined as documents kept by the school and which serve to document the organization, policies, functions, decisions and operations, or other activities of the school. Records shall be maintained so that they are readily available for inspection and duplication.

Electronic records are defined as records created, generated, sent, communicated, received or stored by electronic means. Documents in electronic mail format are records as defined by Ohio Revised Code when their content relates to the business of the school (i.e. they serve to document the organization, functions, policies, decisions, procedures, operations or other activities of the school). E-mail shall be treated in the same fashion as records in other formats and shall follow the same retention schedule.

Records in private e-mail accounts are subject to disclosure if their content relates to public business. Private e-mails that do not serve to document the organization, functions, policies, decisions, procedures, operations or other activities of the school are not public records.

#### **Employee Records:**

Always open to the public is a record showing for each employee his or her name; age; date of original employment or appointment; current position; title; current salary; date and amount of most recent increase or decrease in salary; date of most recent promotion, demotion, transfer, suspension, separation, or other change in position classification; and the office or station to which the employee is currently assigned.

An employee has the right to inspect his/her file, provided that 3 days' notice is given to the Principal. All personnel information that is classified as public records may be disclosed in accordance with applicable laws.

Public records do not include medical records, trial preparation records, confidential law enforcement investigatory records, records of release of which are prohibited by State or Federal law, or any other exceptions set forth in R.C. 149.43.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of their duties. Nothing in this policy shall be construed as preventing a Board member from inspecting any records of the school, in performing their official duties, except for student records and certain confidential portions of personnel records.

Any person may review the public records of the Autism Academy of Learning during the hours of 8:30 a.m. and 3:30 p.m., provided it is a day of regular school operations. Upon request, persons may receive copies of public records, at cost, within a period of five business days of the request. All requests for review or duplication of public records

and files must be made in writing, using the school's "Public Record Review/Duplication" request form. Fees are as follows for the duplication of public records:

Copies: \$.20 / page  
Fax: \$.20 / page  
Mail: Copies + Postage

Response time may be extended beyond five business days in the following circumstances:

- The request requires review and redaction of non-public/confidential information contained in a public record.
- A legal review is necessary to determine if the record is a public record.
- The requestor refuses to pay the applicable fees.
- In order to fulfill extensive/voluminous requests for copies.
- The school is not in session over break periods and the request was not reviewed immediately.
- Proximity of the location of record storage.
- The request is ambiguous or overly broad and the Principal cannot identify what public records are being requested. In such cases, the Principal may deny the request but shall provide the requester an opportunity to revise their request.

The Principal shall notify those whose requests cannot be honored by using the "Denial of Request to Review/Duplicate Public Records" form. The Principal shall notify the Board of Directors of all approved and denied requests for public records.

*Revised and Approved by the Board on September 16, 2010*

**Public Records Requests Forms**

**PUBLIC RECORD REVIEW/DUPLICATION REQUEST**

**The Autism Academy of Learning**  
219 Page Street, Toledo, Ohio 43620  
Phone: 419.865.7487 Fax: 419.865.8360

Date of Request: \_\_\_\_\_

Name of Requestor: \_\_\_\_\_

Phone Number of Requestor: \_\_\_\_\_

I, \_\_\_\_\_, request to [ ] review [ ] duplicate (check applicable boxes) the following public records.

Description of Record(s) Requested:

\_\_\_\_\_

**I hereby acknowledge that copying may incur additional costs. I understand that I am responsible for any additional costs that may be associated with requests for their duplication.**

**Instructions: Pick up Fax Mail E-Mail Review (circle appropriate)**

\_\_\_\_\_  
**Signature**

=====  
**FOR SCHOOL USE ONLY:**

Approved - Date: \_\_\_\_\_

Copies: \_\_\_\_\_ Postage: \_\_\_\_\_ Fax: \_\_\_\_\_

Date Information Sent to/Reviewed by Requestor: \_\_\_\_\_

*PRICES: Copies: \$.20 / page  
Fax: \$.20 / page  
Mail: Copies + Postage*

Total Cost: \$ \_\_\_\_\_

Denied - Date Notice Mailed: \_\_\_\_\_

Staff Member's Initials: \_\_\_\_\_

*Form Approved by the Board on February 16, 2006*

**DENIAL OF REQUEST TO REVIEW/DUPLICATE PUBLIC RECORDS**

**Date of Denial:** \_\_\_\_\_

**Requestor's Name:** \_\_\_\_\_

**Requestor's  
Address:** \_\_\_\_\_

**RE: Denial of Request to Review/Duplicate Records**

**Date of Request:** \_\_\_\_\_

**Dear \_\_\_\_\_:**

**Please be advised that your request to review/duplicate the following records:**

\_\_\_\_\_  
\_\_\_\_\_

**Has been denied for the following reasons:**

\_\_\_\_\_  
\_\_\_\_\_

**This denial is based upon the following legal authority:**

\_\_\_\_\_

\_\_\_\_\_  
**Printed Name & Title of  
Denying Official**

\_\_\_\_\_  
**Signature of Denying Official**

*Form Approved by the Board on February 16, 2006*

## Quality Council

**Purpose:** The Quality Council shall provide a means for ongoing review and evaluation in the areas of: Educational service delivery; student and staff safety; building, grounds and van safety; student and staff incident reports; use of restraints; cleanliness and supply issues; customer service; and recommendations for improvements.

**Council Size, Composition and Compensation:** The Council shall be comprised of no less than five (5) elected members and no more than eight (8) elected members. All elected members of the Council must be directly employed by the Autism Academy of Learning and must have successfully passed their 90-day probationary period. The Principal shall serve on the Council automatically and shall not be part of any elections. Non-salaried employees shall be compensated at their regularly hourly rate of pay for meetings scheduled outside of the employee's regular working days or hours.

**Elections:** The members of the Council shall be elected by their peers. The principal shall send a letter to all staff members eligible to serve, directing anyone interested in serving on the Council to submit their name to him/her. The Principal shall create a ballot of nominees consisting of the names of all eligible members who have submitted their names for their candidacy. Ballots shall be distributed to all eligible voting staff (those staff directly employed by the AAL who have successfully passed their 90-day probationary period). The Principal and Administrative Assistant shall count the ballots. The Principal shall post the results of the election.

**Member Terms:** Members shall serve one-year terms. There will be no term limits and members may be re-elected indefinitely. Should any member quit the Council before his/her term expires, the Principal shall have the authority to appoint an eligible employee to serve out the unexpired term.

**Officers and Duties:** The Principal shall serve as the Chair of the Council. The committee will elect a member to serve as Recording Secretary to take minutes of the meetings. The Recording Secretary shall provide the Principal the notes of the meeting and the Principal shall be responsible for compiling a report of the minutes of the meeting to the Board President each quarter.

**Action, Powers, and Confidentiality:** The Council shall not have any decision making powers nor the power to create or change any policies. All Council members must maintain the confidentiality of any student or employee issues discussed during the meetings.

**Meetings:** The Council shall meet quarterly during the months of December, March, June and September. Meetings shall be scheduled by the Principal, who shall provide ample notice of the meeting date and time to all members in writing.

*Approved by the Board on November 15, 2007*

## Radon Protocol

### A. **Commitment To Testing**

Radon is a naturally occurring radioactive gas than can cause lung cancer. Radon is colorless, odorless and tasteless. The U.S. EPA ranks indoor radon among the most serious environmental health problems facing the world today. The only way to determine if a radon problem exists is to test. The Autism Academy of Learning has the option of choosing to either hire an ODH-licensed radon professional or use its own personnel to test. According to Ohio Administrative Code 3701-54-09 (M)(2) “Each school building administrator shall have available upon inspection, administrative rules or protocols regarding...radon testing. The school shall have a radon rule or protocol and evidence that the school has been built radon resistant or has been tested for radon within the past five years”.

### B. **Radon Mitigation**

If any initial measurement equals or exceeds 4 pCi/l (0.02 WL), follow-up measurements must be conducted. ODH recommends that the school building administrator hire an ODH-licensed radon mitigation contractor to design and install a radon mitigation system. If the school administrator and board of directors chooses to utilize its own personnel to design and install a radon mitigation system, it is recommended these personnel attend radon mitigation training.

Additional information on radon testing and mitigation in schools, and radon-resistant new construction techniques can be found in the following publications available through the U.S. EPAs **National Center for Environmental Publications (NSCEP)**. NSCEP operates a toll-free phone service for EPA Publication assistance with live customer service representative assistance 9:00am-5:30pm eastern time Monday through Friday. Voice mail is available after operating hours. Call **1-800-490-9198**. You can fax your publication requests to **(301) 604-3408**. E-mail publication requests are also available: [nscep@bps-lmit.com](mailto:nscep@bps-lmit.com). Some documents can also be downloaded from the web site: <http://www.epa.gov/ncepihom>

### C. **Reporting and Record Retention**

Testing will be recorded on the “Radon Testing Data Log”. After completion of radon testing, the school administrator will complete the “School Radon Testing Report Form” retain a copy of the results for school records and forward the original document to the Ohio Department of Health.

*Approved by the Board on August 20, 2009*

## Right to Privacy Policy

Parents and guardians of students have the right to privacy regarding student records. School staff may not release any information without a signed release by the parents or legal guardians of students.

The school will handle routine requests from schools or other establishments requesting student records. All record requests will require parental approval in writing. In the event of questioning of students by police or court representatives on school grounds, a member of the Administrative Team shall be present to ensure that the student has been informed of his/her rights to refuse to answer questions. Due process will be followed at all times.

Parents may review any and all materials in the student's cumulative record folder. All identifiable records of personal information of students shall be kept confidential. Such information will not be given to anyone without a written release from the parents, or in compliance with a court order or lawful subpoena.

Personal information will not be supplied to unaffiliated third parties. Information regarding current students and their families, as well as those on the waiting list, shall remain confidential.

*Revised and Approved by the Board on August 15, 2002*

## Seclusion and Restraint Policy

**Purpose:** To provide a safe and productive educational environment for students and a safe workplace environment for staff and to ensure that every student at The Autism Academy of Learning is protected from unreasonable use of physical restraints.

### **1. Statement on the Use of Seclusion and Restraints**

- 1.1 The AAL shall support a positive behavioral support approach to addressing behavioral issues at school that seeks to uncover the causes of problematic behaviors and to create environments and practices that promote positive behavior rather than focusing on retroactively reacting to problem behavior. The goal shall be to systematically search for causes of problem behavior and preemptively assist students in finding better ways to meet their needs.
- 1.2 Staff shall always approach problem behavior in the least restrictive way possible and should view seclusion/restraint as procedures for emergency use only, when the safety of the student or staff is in real jeopardy and after less restrictive procedures have failed.
- 1.3 Only staff who have received crisis intervention training and who have knowledge of the accepted practices of the AAL shall perform seclusions and restraints.

- 1.4 Staff shall inform the Principal or his/her designee immediately if a student is engaging in behavior that may lead to the need for physical intervention and the Principal or his/her designee shall report to the student's location as soon as possible and whenever possible.

## 2. Definition of Terms

- 2.1 **"Time Out I"** is defined as removal of the student from participation in present activity (e.g. the teacher halts student participation in an activity with other students for a designated period of time. The student stays within the group setting but sits out their turn to participate).
- 2.2 **"Time Out II"** is defined as removal of the student from participation in present activity and removed from the group setting (e.g. the teacher halts student participation in activity with other students for a designated period of time and prompts the student to return to their seat or other area outside the group setting, but still in the same room).
- 2.3 **"Time Out III"** is defined as removal of the student from participation in present activity, the group setting and the current room (e.g. the teacher halts student participation in activity with other students for a designated period of time, such as 5 minutes, and prompts the student to calm down in the hallway. The student is not restricted by staff from returning to the classroom, however, the student will be prompted to return to the hallway and the timer will be reset for a new period of 5 minutes).
- 2.4 **"Time Out IV"** (Seclusion) is defined as removal of the student from present activity, the group setting, the current room, and restriction from leaving the safe room (e.g. the teacher halts student participation in a game with other students for a designated time, such as 5 minutes, and prompts the student to go to the safe room and calm down for a specified period of time. The student is restricted from leaving the safe room by staff for the specified period of time).
- 2.5 **"Restraint"** is defined as "any manual method that reduces the ability of the student to move his/her arms, legs, body or head freely."
- 2.6 **"Mechanical Restraint"** is defined as "use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body." A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint (e.g. arm splints to prevent self-injury). The use of mechanical restraints is prohibited unless directed through the implementation of a behavior treatment plan signed off by a licensed physician or psychologist.
- 2.7 **"Chemical Restraint"** is defined as "administration of medication for the purpose of restraint." Chemical restraint is prohibited unless explicitly endorsed and implemented by a licensed physician and approved in writing by the student's parent/guardian.

### 3. Statement on Least Restrictive Measures

3.1 Measures such as providing noncontingent reinforcement and providing an enriched environment should be utilized routinely to reduce the potential need for restraint, protective equipment, and exclusion time out (to a specific location). To further reduce the need for these procedures, staff should become familiar with precursors to dangerous behavior and implement less restrictive procedures when they occur. When an individual exhibits a precursory behavior (e.g., verbal threat, screaming, tantrum) or a dangerous behavior (e.g., self-injury, aggression, or property destruction), initial attempts at management should consist of implementing the approved behavior support procedures. In the absence of an approved behavior support plan response interruption (i.e., blocking or holding an individual's limbs or body for less than 60 seconds) and redirection (e.g., escorting the individual to a safe area under visual monitoring until (s)he remains calm for a period of five minutes) should be attempted prior to applying restraint or protective equipment. If these strategies are unsuccessful, manual restraint may be used as described below.

#### 3.2 Approved Least to Moderately Restrictive Measures

- 3.2.1. **Verbal prompting to stop:** Verbal intervention is utilized to stop an inappropriate behavior in progress and involves telling the student "no" or "stop", identifying the behavior, and redirecting to an appropriate activity. The command is given in a firm but normal tone of voice that is non-threatening and non-condescending. *Threats, screaming, yelling or issuing repetitive or multiple sets of commands are not considered verbal correction and are inappropriate.*
- 3.2.2. **Blocking Procedures:** If behaviors present a potential for injury to either the student themselves or to peers and/or staff, staff will implement blocking procedures involving the blocking of a student's limbs or body with one's own limbs or body without force (response blocking).
- 3.2.3. **Correction Procedures:** requires the student to restore the environment to the state it was prior to engagement in the behavior.
- 3.2.4. **Overcorrection Procedures:** requires the student to restore the environment to a state that is better than it was before the occurrence of the inappropriate behavior.
- 3.2.5. **Time-Out & Seclusion Procedures**
- 3.2.5a Nonexclusionary Time Out (Time Out I & II) is a brief removal of the student from participating in an activity for a specified period of time, not to exceed 15 minutes.
- 3.2.5b Exclusionary Time Out (Time Out III & IV) is a brief removal of the student from participating in an activity as well as removal from the current room. The student is escorted into the hallway (Time Out III) or the safe room (Time Out IV) in these situations and they are excluded from being in the classroom or with the other students of the classroom. Movement is not restricted in Time Out III settings; however, movement is restricted in Time Out IV settings.

#### **4. Statement on Use of Physical Restraints**

4.1 Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or have been deemed inappropriate, and with extreme caution, using the minimum necessary force to prevent injury.

School personnel shall use physical restraint with two goals in mind:

4.1.1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from imminent, serious physical harm

4.1.2. To prevent or minimize any harm to the student as a result of physical restraint.

#### **5. Circumstances for the Use of Physical Restraints**

5.1 When non-physical interventions would not be effective.

5.2 When the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

#### **6. Limitations on Use of Physical Restraints**

6.1 Physical restraint in the school shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious physical harm.

#### **7. Prohibitions on Use of Physical Restraints**

7.1 Physical restraint is prohibited as a means of punishment.

7.2 Physical restraint is prohibited as use for the convenience of staff.

7.3 Physical restraint is prohibited as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm.

#### **8. Unacceptable Forms of Physical Restraints**

8.1 **Prone restraints (facedown) are prohibited.**

8.2 Mechanical restraints are prohibited (unless directed through the implementation of a behavior treatment plan signed off by a licensed physician or licensed psychologist).

8.3 Restrictive measures utilized as punishment procedures are prohibited.

8.4 Chemical restraints are prohibited (unless explicitly endorsed and implemented by a licensed physician and approved in writing by the student's parent/guardian).

#### **9. Acceptable Forms of Physical Restraints**

9.1 Hands down time out (restricting a student's hand movements for a period of no more than 10 seconds)

9.2 Physical escort: Touching, guiding and/or holding a student utilizing minimal force for the expressed purpose of directing the student to a secure and/or appropriate environment.

- 9.3 Other appropriate forms of behavior management with the goal of preventing injury and maintaining the safety of the student, peers and staff through the limiting of a student's personal movement.

## **10. Monitoring Statement**

### **10.1 Monitoring for Time Out IV (Seclusion)**

- 10.1.1 Staff must continuously monitor the student by camera or window with a physical check done every 5 minutes. Staff shall not stop direct monitoring by camera or window at any time when the student is in the safe room. Staff should remove any items from the student that may pose a safety threat, such as belts, shoes, pencils and toys. If at any time during seclusion a student demonstrates significant behavioral changes or physical distress, such as extreme anxiety, changes to breathing or skin color, or increased self-injurious behavior, the student shall be released immediately from seclusion. Any problems that exist in the safe room should be reported by staff to the Principal.

### **10.2 Monitoring for Restraint**

- 10.2.1 School staff must continuously monitor the student's breathing and skin color during restraints. If at any time during a physical restraint a student demonstrates any significant physical distress, the student shall be released immediately from the physical restraint. School staff shall immediately take steps for medical assistance if needed, and shall contact the Principal.

## **11. Reporting Requirements of Restraints**

- 11.1 All physical restraints of students must be reported
- 11.1.2. The staff member who administered the restraint shall verbally inform the Principal or his/her designee of the restraint as soon as possible and shall fill out an incident report by the end of the school day.
- 11.1.3. The Principal shall maintain an ongoing record of all reported instances of physical restraint, which may be reviewed upon request by the AAL Board of Directors, the school's sponsor and the Department of Education.
- 11.1.4. The Principal shall report all restraints and seclusions in his/her monthly Principal's Report to the Board.
- 11.1.5. The Principal shall notify the Board President immediately in the case of any student injured during a physical restraint.

## **12. Parental Notification of Restraints**

- 12.1 The Principal or his/her designee shall verbally inform the student's parent/guardian of the use of physical restraint by the school.
- 12.2 The Principal or his/her designee shall verbally inform the student's parent/guardian or any injury resulting to the student as a result of the restraint immediately.

- 12.3 The Principal or his/her designee shall provide a written report to the student's parent/guardian to be sent home no later than the day after the restraint occurred.

### **13. Debriefing Procedures Following Restraints**

- 13.1 The Principal shall conduct debriefing following student restraints that will answer questions related to event, such as: triggers for the conflict; timeliness and appropriateness of staff response; safety of application of restraint; safety of student monitoring; appropriateness of documentation.
- 13.2 The Principal shall address inappropriateness or ineffective areas related to the restraint and work with staff when needed.

### **14. Complaint Process for Restraints**

#### **14.1 Informal Resolution**

- 14.1.2. The student's parent/guardian who has concerns regarding specific use of a restraint or seclusion may seek to resolve concerns by raising the issue with the Principal.
- 14.1.3. The Principal shall attempt to work, within his/her authority, with the parent/guardian to resolve the complaint fairly and expeditiously.
- 14.1.4. If the parent/guardian is not satisfied with the resolution, he/she may proceed with a formal complaint to the AAL Board of Directors.

#### **14.2 Formal Resolution**

- 14.2.1. A parent/guardian who has concerns regarding the specific use of a physical restraint may seek resolution by submitting a written complaint to the AAL Board of Directors. The complaint shall include: name of the student, name of individuals involved in the restraint, the basis of the complaint or concern, and the corrective action being sought.

*Revised and Approved by the Board on March 18, 2010*

**SHIFT COVERAGE FORM**  
**For Van Riders**

I am requesting to change shifts with \_\_\_\_\_,  
Name of staff member agreeing to switch

who is scheduled to work as a van route rider on \_\_\_\_\_ during the  
Date

following shift (s) indicated below. Circle all applicable times below:

Early start a.m. shift

Late start a.m. shift

Early state p.m. shift

Late start p.m. shift

**OVERTIME** (Circle one):

The employee picking up shift(s) **will** / **will not** be eligible for overtime in doing so.

\_\_\_\_\_  
Signature of Staff Requesting Change or Absence

\_\_\_\_\_  
Date & Time of Request

\_\_\_\_\_  
Signature of Staff Agreeing to Cover Shift

\_\_\_\_\_  
Date & Time of Agreement

\_\_\_\_\_  
Signature of Principal or designee

\_\_\_\_\_  
Date & Time of Approval

**Notes:**

This form must be used to request any changes to regularly scheduled van route rider shifts.

Once changes have been made to the regular schedule, staff members involved are expected to work as the change designates, and infractions shall be considered violation of attendance policies.

*Form Approved by the Board on August 16, 2007*

**Smoke - Free Environment**  
**Policy**

The Autism Academy of Learning is a smoke-free environment.

Smoking is prohibited anywhere on school grounds. Violations are subject to disciplinary action.

*Approved by the Board on December 20, 2001*

**Special Education**  
**Policy**

**From the Ohio Department of the Office for Exceptional Children**  
**Governing Authority**  
**Community School**

The Autism Academy of Learning's Board of Directors, as an expression of its commitment to provide a free appropriate public education for children with disabilities in accordance with state and federal laws, rules and regulations, does hereby resolve to implement the following policies:

I. CHILD IDENTIFICATION

It shall be the policy of this community school that ongoing efforts will be made to identify, locate, and evaluate children below 22 years of age, who enroll in the community school and have a confirmed or suspected disability in accordance with all federal regulations and state standards.

II. PROCEDURAL SAFEGUARDS

It shall be the policy of this community school that the child with a disability and his/her parent shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and the provision of a free appropriate public education to the child.

III. MULTIFACTORED EVALUATION

It shall be the policy of this community school to provide a multifactor evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication; tests are used for their validated purposes; children are evaluated in all areas related to their suspected disability; testing is conducted by a multidisciplinary team; testing materials and procedures are not racially or culturally biased; tests are administered by trained personnel qualified in accordance with all federal regulations and state standards; tests are administered in conformance with the instructions provided by the producer; and, that medical evaluation, when required as part of the multifactor evaluation, shall be provided at no cost to the parent by a licensed physician designated by the chief executive officer of his/her designee, when other no-cost resources are not available.

IV. INDIVIDUALIZED EDUCATION PROGRAM

It shall be the policy of this community school district that an individualized education program (IEP) will be developed for each child with a disability who needs special education. The IEP shall be designed to meet the unique needs of the child and shall be developed in an IEP conference with the parent(s). The IEP shall be reviewed and revised as often as necessary, but at least annually.

V. LEAST RESTRICTIVE ENVIRONMENT

It shall be the policy of this community school that the education of children with disabilities shall occur in the least restrictive environment; special education programs and services shall be appropriate and designed to meet the unique needs of each child with a disability; to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, shall be educated with children who do not have disabilities; special classes, separate facilities, or other removal of children with disabilities from the regular educational environment, shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

It shall be the policy of this governing authority (The Board of Directors of The Autism Academy of Learning), that a free appropriate public education is available to any individual child with a disability who needs special education and related services even though the child is advancing from grade to grade.

VI. CONFIDENTIALITY OF DATA

It shall be the policy of this community school that the confidentiality of personally identifiable data relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure and destruction, and that one official of this community school shall be assigned the responsibility for protecting the confidentiality of personally identifiable data. This community school follows all federal regulations and state standards related to the confidentiality of data.

VII. DUE PROCESS

It shall be the policy of this community school to cooperate with the school district of residence in the utilization of procedures that allow differences of opinion between parent(s) and this community school or between agencies and this community school, to be aired and resolved; and that the procedures shall provide for utilization of case conferences, administrative reviews, mediation, impartial due process hearing, and state level appeals and appeals to courts that involve the community school's proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child.

VIII. SURROGATE PARENT

It shall be the policy of this community school that whenever the parent(s) or guardian(s) of a child with a disability is (are) not known or cannot be located, or when the child is a ward of the state, the child's rights shall be protected through the appointment of an individual who will serve as the child's surrogate parent.

IX. TESTING PROGRAMS

It shall be the policy of this community school that students with disabilities shall participate in local and statewide testing programs or be provided an alternate assessment. The determination shall be made at the IEP conference.

Be it further resolved that the chief executive officer shall ensure fulfillment of the community procedures, in accordance with state and federal laws, rules and regulations, which will ensure fulfillment of the policies contained herein.

*Adopted by the Board on February 21, 2002*

### **Suspected Child Abuse / Neglect Reporting Policy**

Section 2151.421 of the **Ohio Revised Code** requires immediate reporting of suspected child abuse and neglect.

The AAL mandates all staff attend training on recognizing and reporting suspected child abuse and neglect. Reporting laws are to be followed by all AAL staff. Refer to Child Abuse and Neglect training manual for further information.

#### **Reporting Procedure for Suspected Child Abuse/Neglect**

Any employee who has reason to believe that a child is being, or has been, abused/neglected shall immediately report the concerns to their immediate supervisor. A report will be made to the legally mandated agency to report suspected child abuse and neglect. In Lucas County, contact the Children's Services Bureau, (419) 213-3400.

*Approved by the Board on April 18, 2002*

### **Time-Off Notification Process for Administration Policy**

When members of the administrative team expect to be out of the school for one day, they shall send an e-mail to the Board denoting the day of absence.

Absences of more than one day require the member to contact the Board Chair by phone for notification of dates of absence.

Members of the administrative team requesting more than three consecutive days off must receive prior approval from the Board. Such requests must be requested at least 15 days in advance of the expected absence.

*Approved by the Board on August 15, 2002*

## Transportation Policy

### Eligibility

While the school is not obligated to provide transportation, we are committed to doing so wherever appropriate for residents of Lucas County.

Although the Autism Academy of Learning is open to students within the entire state of Ohio, transportation provided by the school is limited to students residing in Lucas County.

### Method of Transportation

Our transportation is provided by vans with routes determined according to where children live. Every effort is made to work with the child's school district of residence to provide transportation and to reduce the time a child spends in transit.

### Guidelines and Rules

In order to provide maximum transportation services, parents and guardians shall observe the following:

1. Students shall be ready for the van's arrival at least 15 minutes prior to estimated pickup and drop-off times. Parents/guardians shall allow for variability due to weather conditions and student absences, which may affect arrival times.
2. Parents/guardians shall call the school as early in the morning as possible if the student will be absent or not riding the van for any other reason.
3. Parents/guardians shall place the bright "NO" sign given to each family on a door or window clearly visible to the van driver if the student will not be riding the van. Parents/guardians shall also call the school to report that the student will be absent or will be brought to school by other means.
4. NO EATING or DRINKING by students or staff is permitted on vans.
5. Backpacks and book bags must be kept in the van's trunk section for safety purposes.
6. Van drivers will never leave the van while children are on board.
7. Van drivers may stop the van if they believe a child is not secured. Drivers will not be required to stop to address children taking off shoes, socks or clothing.
8. Changes in designated adults meeting the child must be made ahead of time with the administrative team. The van driver will require the new designated adult to picture identification before releasing the child to any new adult.
9. Requests for route changes must be submitted in writing to the administration and will be made at the determination of the administration.

10. The school will only provide transportation to or from a location other than the student's home if the alternate location is five miles or less from the Autism Academy of Learning or the student's residence. If the student's district of residence provides transportation, the Autism Academy of Learning will not provide transportation to alternate locations not covered by the district of residence. Changes in designated pick-up and drop-off locations should be made only when there is an emergency, or when the alternate location will be applicable for a continuous period of at least one week.
11. Parents/guardians shall accompany the student to the van and shall come out to the van upon the van's arrival. School staff and van drivers shall not accompany students to or from the van unless there is an emergency situation deeming it necessary to do so that has been approved by the Principal.

#### Parental Non-Compliance with School Transportation Services

If parents/guardians or designated adults cannot meet the student upon the van's arrival to the home, the following procedures will take place:

The van driver will wait for 3 minutes before calling the home number. If there is no response, the driver will call the school to report that no one was present to receive the student.

The school will call the parent/guardian or a person designated on the emergency notification form.

If someone is contacted, the school will call the driver to give him/her pick-up information.

If no one can be reached, the school will tell the driver to continue driving the route while the school continues attempting to reach someone.

If no contact is made at the end of the van's route, the child will be taken to Lucas County Children's Services (CSB). The van driver shall give CSB information about the child, including his/her name, parent/guardian name, phone number, school number and details of the child's disability.

The van driver will contact the school after leaving CSB to report that the child has been placed into the custody of CSB.

The Principal shall document infractions of parental non-compliance with school transportation and provide a copy to the parent/guardian as well as place a copy of the documentation in the student's file.

The Principal shall have the authority to suspend transportation for students whose parents/guardians are not home or who do not come out to the van to receive the student within three minutes of the van's arrival to the student's home or other designated drop-off sight if this occurs more than twice in a 6-month period. The Principal shall also have such authority in cases where parents/guardians are consistently not ready for the van's

arrival. In cases of infractions of the rules of school transportation, or in any circumstances that would present a danger to the van driver and students aboard the van upon arrival, the Principal may suspend transportation. Appropriate prior notice of such suspension of transportation shall be provided to parents/guardians.

When the Principal suspends school transportation, he/she shall immediately inform the Board President and the student's van driver(s) of such action.

The Principal may reinstate school transportation at any point that he/she feels confident that the parents/guardians will comply with all transportation rules. In such cases, the Principal will inform the student's van driver(s) to resume transportation.

When the behavior of a student compromises the safety of the occupants of the van, alternative strategies will be attempted and put in place with the approval of the Director of Education.

If the behavior of a student continues to be a concern, the method of student transportation, at the discretion of the Director of Education, may be adapted to ensure the safety of all involved individuals.

When transportation rules are violated, parents will be given a van incident write-up citing the rules violated, and will be asked to speak with the Principal. A copy of all transportation discipline documentation will be placed in the student's permanent record. The Principal shall make the final decision regarding all transportation safety and violation issues.

Although The Autism Academy of Learning will make every effort to always provide van assigned students transportation, on occasion, parents may be asked to transport their child to and/or from school. If it is not possible for parents to provide transportation to the school, the absence will be excused.

### **Transportation of Students in Personal Vehicles**

The Autism Academy of Learning does not assume responsibility for any student not transported in school transportation vehicles.

School employees are not permitted to transport students in personal vehicles on school time, under any circumstances.

*Revised and Approved by the Board on February 21, 2008*

### **Transportation Resolution for 2008-2009 School Year**

Pursuant to the recently enacted state budget (Am. Sub. HB 119) and the amendments made to Ohio Revised Code 3314.091(A) regarding the changes made which allow community schools to provide their own transportation; the Autism Academy of Learning is accepting responsibility for providing or arranging for the transportation of the district's native students to and from the community school for the coming school year 2008-009. This resolution will remain in effect for

subsequent years until that time that the AAL Board of Directors elects to relinquish its transportation responsibility.

*Approved by the Board on January 17, 2008*

### **VAN RIDER AGREEMENT**

The following information pertains to any and all employees of The Autism Academy of Learning who currently ride on a van route or plan to ride on a van route in the future.

Employees riding on a van route must sign this document as acknowledgment that she/he intends on riding on a consistent basis.

Employees who are unable to ride on their scheduled van route on a given day shall bear the responsibility of seeking another employee as their replacement.

Employees who are unable to secure coverage as their replacement shall notify the Principal as such as soon as possible to resolve the issue.

Employees who must opt out of riding a van route and employees who serve as replacement riders must both sign a van shift coverage form, which must be approved by the Principal before any personnel changes are implemented.

The school's attendance policies will apply to employees for all time to which they have committed to serve as van riders.

Van riders will be compensated at their current rate of pay as stated in their employment contract.

The Principal has the discretion to deny employees for van shift coverage that he/she deems inappropriate or unsuitable to serve in this capacity.

I understand that I am responsible for arriving on time for my scheduled van route and if I am unable to serve as a rider, it is my responsibility to find a suitable replacement as soon as possible. I understand that I must inform the Principal immediately of any inability to ride and of any changes in riders for which I have arranged.

\_\_\_\_\_  
Van Rider Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

*Approved by the Board on August 16, 2007*

## **Verbal Abuse & Physical Abuse and Neglect Policy**

All staff and volunteers of The Autism Academy of Learning shall abide by the definitions of verbal and physical abuse/neglect as outlined on the following page. Commission of any act(s) in violation of such definitions shall be grounds for dismissal of employment at the school. All reports of verbal and physical abuse/neglect will be fully investigated by the administration of The Autism Academy of Learning.

All employees and volunteers of the Autism Academy of Learning must sign and date this form below before they may begin working with students of the school. The definitions should be read carefully, as your signature indicates your understanding of all definitions of abuse and is your promise to abide by such definitions.

### **Definition of Verbal Abuse**

1. Using profanity toward any student, staff or volunteer of the school.
2. Making derogatory or negative comments toward any student, staff or volunteer of the school.
3. Using any angry or sarcastic tone toward any student, staff or volunteer of the school.
4. Speaking in a sarcastic or angry tone when talking about a student, staff or volunteer
5. of the school.
6. Failure to acknowledge or respond to a student's efforts at communication or engagement.
7. Any negative or derogatory comments regarding a student's behavior, level of affection or appearance.
8. Any demonstration of blame toward a student or about a student for any reason, including in times of severe behavior.
9. Any negative or derogatory comments about a student's family to anyone.
10. Discussing a student or student's family with any person outside of information necessary for programmatic purposes.
11. Discussion of one's personal life and problems in the presence of students.
12. Mocking a student or student's family in any way to anyone.
13. Complaining or talking about a student in the presence of the student.

### Definition of Physical Abuse and Neglect

1. Hitting or striking a student with your hand or any object.
2. Shoving or pushing a student (outside of swinging or other therapeutic or play situations).
3. Pulling the hair of a student.
4. Pulling or yanking a student or a student's clothing unless done in situation to prevent an immediate threat to personal safety of student.
5. Restraining or holding down a student outside of a situation requiring such restraint for the personal safety of the student.
6. Any physical contact with a student that is known to be physically uncomfortable to him or her, such as tickling.
7. Any inappropriate touching of a student.
8. Tying a student to a chair or other object.
9. Failure to remove soiled or wet clothing or underwear from a child as soon as possible.
10. Failure to supervise a student in situations where safety is at stake, such as in or around traffic.

### Procedure for Alleged Verbal Abuse and Physical Abuse and Neglect Claims:

Claims of verbal abuse or physical abuse or neglect are subject to a separate process of documentation/discipline. This process includes, but is not limited to, the following:

1. Documentation of alleged incident.
2. An investigation will be completed within 24 hours of notification.
3. The Principal and/or Director of Education will notify the executive committee members of the Board of Directors within 48 hours of the incident.
4. At Administration's discretion, the accused party may be off with pay or be assigned duties not involving direct contact with students during the investigation, provided they fully cooperate with the investigative process.
5. All documentation of results from the investigation will be placed in the permanent files of the alleged employee.
6. The AAL administrative team will make a determination of the proper action to be taken on the incident and present their findings and inform the Board of the resulting action.

7. The AAL administrative team will determine disciplinary actions taken, which could include, but is not limited to:
  - A) written violation with counseling
  - B) suspension without pay
  - C) immediate termination
8. The individual may appeal the Administration's decision directly to the Board of Directors at the next regularly scheduled board meeting.

*Revised and Approved by the Board on January 15, 2004*

### **Violence in the Workplace** **Policy**

#### **Zero Tolerance:**

The Autism Academy of Learning has a policy of zero tolerance for violence. Any employee, volunteer or board member who engages in any violence at the school or at any function of the school, shall be subject to immediate termination. No talk of violence, including joking about committing violence, will be tolerated. It should be understood that this policy is not applicable to behaviors exhibited by students of the school.

Violence includes harming another person physically, pushing, shoving, harassing, coercing, intimidating, brandishing weapons and threatening or talking or writing about engaging in any such activities. This policy is intended to ensure that workers, students, families and members of the community associated with The Autism Academy of Learning never feel threatened by the actions of others.

#### **Security Measures:**

To aid in our commitment to a safe working environment, access to the school is limited to those with a legitimate interest or reason for being at the school. The school prohibits any employee, volunteer, board member or visitor from possessing weapons while on school property. This ban includes transporting or keeping a weapon in parking areas, both public and private. Employees and board members are also prohibited from carrying weapons while performing services off of school premises.

Weapons include guns, knives, explosives or other items with the potential to cause harm. Any employee, volunteer, or board member who violates this policy is subject to immediate termination.

#### **Inspections:**

Computers, desks and telephones are the property of the school. The school reserves the right to enter or inspect employee work areas, including but not limited to desks, computer disks and computer files, filing cabinets and storage lockers with or without notice.

The copier, mail system, fax, and e-mail are intended for school use. Personal business shall not be conducted through such systems.

Any private conversations overheard on the telephone, including on private messages retrieved, that constitute threats against others may be used as the basis for immediate termination.

*Approved by the Board on August 15, 2002*

## **Volunteer and Work Study Students** **Policy**

The Autism Academy of Learning recognizes the contributions made to schools through volunteers and work study students. It also recognizes that volunteers and work study students must be under the direction and supervision of staff in order to ensure the safety and education of its students, staff and volunteers.

### **Definitions:**

A volunteer is defined as:

1. A parent or guardian who has a child enrolled at the AAL or who continues to volunteer after their child has left the school.
2. A member of the community, who does not have a child enrolled at the school, is not employed at or by the school and undertakes designated tasks supporting the school or classroom, without receiving any compensation or economic benefits.
3. A work study student affiliated with a university working without compensation from the AAL.

### **Administrative Responsibilities**

#### **Recruitment:**

The Principal and the Director of Education are authorized to recruit and approve volunteers to work at the school. It is the responsibility of the Principal and Director of Education to be reasonably sure that the volunteers or work study students they recruit/accept are of good character and will make a positive contribution to the school.

Volunteers may be subject to a Bureau of Criminal Investigation (BCI) check. Volunteers not providing the school with a current satisfactory BCI will not be allowed to have direct, unsupervised interaction with students but may still participate in volunteer activities.

#### **Placement:**

Placement of volunteers and work study students shall be made by the Director of Education for situations pertaining to educational programming, and by the Principal for all other situations.

#### **Supervision:**

Volunteers and work study students working directly with students shall be under the constant supervision of an AAL employee and will not have unsupervised contact with students.

Policies and Procedures:

All volunteers of the AAL must sign and date the signature pages of the Verbal Abuse and Physical Abuse and Neglect Policy.

*Approved by the Board on March 20, 2003*

## *Fiscal Policies*

## **Audit Committee** **Policy**

The Autism Academy of Learning shall establish an Audit Committee to review the annual State audit.

The Audit Committee shall be comprised of the Executive Committee of the Board and the Principal.

The committee will recommend annual external audit plans to the Board should they feel it necessary to have external audits in addition to the standard audit.

Should the committee find any significant concerns during their review, the Board President may call a special meeting to address the concerns.

*Revised and Approved by the Board on February 18, 2010*

## **Credit Card** **Policy**

The Board of Directors has determined that the Autism Academy of Learning not authorize the establishment or use of any credit card accounts with the exception of gas cards for the purchase of fuel for the school's vans.

Should the Board decide to change this position in the future, a policy shall be implemented detailing authorized persons to use credit cards other than gas cards for the vans, maximum amounts extended for credit, provisional requirements for documentation, and controlling procedures to covert credit card use, approval and timely payments of bills to avoid/reduce interest payments.

### Gas Cards

Gas credit cards shall be used exclusively for the purchase of fuel for the school vans. Gas cards shall be distributed according to van number and kept on the driver's person, although the cards shall remain the property of the AAL.

Receipts for gas must be returned to the school the same day the vehicle has been refueled.

Gas cards shall be returned to the school upon the driver's resignation, termination or leave of absence.

The loss or theft of gas cards must be reported to the principal immediately. Failure to advise of such lose shall be grounds for immediate termination of the employee. The Principal shall ensure that all stolen or lost gas cards are revoked immediately upon discovery of such loss or theft.

Gas cards shall never be used for personal purchases, including for gas or any other items.

The misuse of gas cards shall be grounds for immediate termination.

All staff issued a gas card shall sign a statement of understanding regarding the rules of gas card usage and procedures to follow should a gas card be lost or stolen.

*Revised and Approved by the Board on November 15, 2007*

**CREDIT CARD POLICY FORM**

Statement of Understanding for Van Drivers

I have read the Credit Card Policy of The Autism Academy of Learning. My signature below indicates that I understand the policy and agree to abide by all of the terms of the policy. My signature also indicates that I understand that my employment may be terminated immediately upon any infractions of this policy or any misuse of the gas card issued to me.

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Employee's Signature & Date

\_\_\_\_\_  
Witness to employee signature

\_\_\_\_\_  
Principal's Signature

**FIXED ASSETS ACTIVITY FORM**

Date: \_\_\_\_\_

ID# \_\_\_\_\_

Serial Number \_\_\_\_\_

Generic Name \_\_\_\_\_

Other information \_\_\_\_\_

Location \_\_\_\_\_

Category \_\_\_\_\_

**PLEASE CHECK TRANSACTION:**

Acquisition of Item

    Date of Acquisition \_\_\_\_\_

Disposal of Item

    Date of Disposal \_\_\_\_\_

Stolen Item

    Date of Theft \_\_\_\_\_

    Note: Attach copy of any police report to this form

Warranty Replacement

    Date of Replacement \_\_\_\_\_

**Remarks:**

Approved by: \_\_\_\_\_

    Signature of Principal

\_\_\_\_\_

    Date

Transaction entered into records by: \_\_\_\_\_

    Name

\_\_\_\_\_

    Date

*Form Approved by the Board on November 17, 2005*



In the event that the Fundraising Chair is not able to make a deposit, the board member representative of the Fundraising Committee shall make the deposit. The Fundraising Chair (or board member representative) shall provide a bank-stamped copy of the deposit slip to the Principal within two working days of the deposit, along with an itemized breakdown of all currency, coins, and checks collected name of the fundraiser and dates of the fundraiser. The Principal shall turn in the stamped deposit slip and itemized breakdown to the Lucas County Educational Service Center finance office within two working days of receiving this information from the Fundraising Chair (or board member representative).

The school shall maintain a separate account for fundraising. The Fundraising Chair shall provide written documentation of deposits made and expenses incurred to the Board of Directors via a fundraising committee report.

*Revised and Approved by the Board on January 18, 2007*

### **Inventory** **Policy**

All fixed assets of the school be inventoried with a perpetual inventory record kept at the school. An inventory audit shall be made annually to assure that all fixed assets are accounted for properly.

All major items of property or equipment owned or operated by the school shall be identified in the inventory list, including the date of purchase, cash value and replacement cost of items, whenever possible. A fixed asset is an individual item valued at \$200 or more, and inventory items are items valued from \$50 - \$199.

*Approved by the Board on April 18, 2002*

### **Investments** **Policy**

The Governing Board of The Autism Academy of Learning authorizes the Treasurer to make investments of available monies from the funds of the District in securities authorized by State law. These shall include:

- A. bonds, notes, or other obligations of or guaranteed by the United States, or those for which the faith of the United States is pledged for payment of principal and interest thereon;
- B. bonds, notes debentures, or any other obligations or securities issued by a Federal Government agency or instrumentality;
- C. interim deposits in Board-approved depositories;
- D. bonds and other obligations of the State;
- E. no-load money market mutual funds consisting exclusively of obligations described in A. and B. above or repurchase agreements secured by such obligations, provided such investments are made only through banks and savings and loan institutions authorized by R.C. 135.03;

F. the Ohio Subdivision Fund (STAR Ohio).

Under no circumstances may the Treasurer invest in a derivative as defined by the Revised Code, reverse repurchase agreements, or other funds prohibited by law. The Treasurer shall also not make investments which s / he does not reasonably believe can be held until the maturity date or leverage any investment.

Provided the Treasurer has completed additional training that has been approved under the supervision of the Auditor of State, the Treasurer is authorized to invest to a maximum of twenty-five percent (25%) of the District's interim funds in either of a combined total of:

commercial paper notes issued by a for-profit cooperation, business trust or association, real estate investment trust, common-law trust, unincorporated business, or general or limited partnership which has assets exceeding \$500,000,000. Such notes must:

be rated at the time of purchase in the highest classification established by at least two (2) rating services;

have an aggregated value that does not exceed ten percent (10%) of the outstanding commercial paper of the issuing entity;

mature within 180 days after purchase.

bankers acceptances of banks that are members of the FDIC and whose obligations:

Are eligible for purchase by the Federal Reserve System;

Mature no later than 180 days after purchase.

Investments made by the Treasurer must mature within five (5) years, unless they are matched to a specific obligation or debt of the District.

The Treasurer is also authorized to enter into written repurchase agreements in accordance with 135.14(E) of the Revised Code. Such agreements may be either overnight or within a time not to exceed thirty (30) days and may only involve securities listed in A-E above.

The purpose of the investments is to maximize the returns on the District's excess cash balances consistent with safety to those monies and with the desired liquidity of the investments.

In making investments authorized by Section 135.14 of the Revised Code, the Treasurer may retain the services of an investment advisor, provided the advisor is licensed by the Division of Securities under Section 1707.141 of the Revised Code, or is registered with the Securities and Exchange Commission, or is an eligible institution.

The Treasurer must file a copy of this policy with the Auditor of State. This policy must be sent to all brokers, dealers and others who provide investment securities and advice to the District.

They will read, sign and return the policy indicating their agreement to abide by its requirements and a copy of that agreement will be retained by the Treasurer.

I have read, understand, and agree to abide by this policy when suggesting securities to the District.

By: \_\_\_\_\_ of \_\_\_\_\_  
Financial Institution

As of: \_\_\_\_\_

The Treasurer, acting in accord with the law, may withdraw funds from approved public depositories or sell negotiable instruments prior to maturity.

One copy to be on file all brokers, dealers and others who provide investment securities and advice to the District and one copy to be returned to the Treasurer of The Autism Academy of Learning.

*Approved by the Board on May 21, 2009*

## **Mileage Reimbursement Rate Resolution**

Beginning January 1, 2010, the Board-approved, standard mileage rate of reimbursement will be .50 cents per mile for business miles driven.

*Revised and Approved by the Board on November 9, 2009*

## **Petty Cash Fund Policy**

1. The Board authorizes the establishment of a petty cash fund in the amount of \$100.00 designated for immediate and urgent cash needs.
2. The Administrator shall authorize all expenditures from the petty cash fund.
3. The petty cash fund shall be kept on the school premises in a secure, locked location.
4. The petty cash fund shall be reconciled and replaced as necessary. A ledger shall be kept for the petty cash fund and will show the balance of the account, amount of reimbursement and the running balance of the fund available and USAS codes.
5. The Administrator shall establish protocol for handling the petty cash fund. No petty cash reimbursements will be made without a receipt. Receipts for petty cash reimbursements must be turned in within 3 working days of the purchase, or reimbursement will not be made.
6. All petty cash purchases must be processed in the current fiscal year.
7. Items purchases with petty cash will become the property of the school.

*Approved by the Board on December 20, 2001*

## **Purchasing Policy**

The school policy is to purchase competitively and to seek the maximum educational value for every dollar spent. The Principal shall serve as the purchasing agent for the school.

Purchase orders shall require two signatures and may be signed by the Principal and Administrative Assistant. The Board Chair or designee may sign purchase orders when the Principal or Administrative Assistant is not available to provide an authorized signature. The Principal and Board shall be made aware of any purchase orders signed by the Board Chair. The Administrative Assistant shall be responsible for maintaining all records of purchase orders.

Types of purchases shall be classified into the following categories:

### Routine Purchases:

Routine purchases shall include expenditures for consultation fees, consumable supplies (\$250 or less), equipment (\$251 or more), utilities and other routine expenditures necessary for school

operations. These expenditures shall be expected and provided for in the budget and shall be authorized by the Board at the beginning of each fiscal year. The Principal shall be responsible for accomplishing all routine purchases and shall promptly inform the Board should any substantial variation from budgeted estimates become necessary.

Special Purchases:

Special purchases are those that do not fit into the aforementioned description of routine purchases.

Special purchases shall require Board approval for any single item or multiple items exceeding \$2,000. The Board shall maintain the right to place constraints on the Principal, requiring Board evaluation and/or approval at various steps in the procurement process.

All special purchases of materials, supplies, equipment and contractual services in excess of \$2,000 must have a minimum of three competitive bids. The Principal shall be responsible for securing quotations and advertising for bids and shall serve as the purchasing agent.

Purchases coming from grants not considered special purchases or outlay shall be at the discretion of the Principal.

Contracts for legal services, educational contracts and similar services by professionals shall not be based upon competitive bids, but shall be awarded on the basis of recognized integrity and competence.

Emergency Purchases:

Emergency purchases are those that are required to avert hazards that threaten health or safety, avoid major disruption of educational activities or protect property from damage.

The Board Chair shall be advised promptly of all emergency purchases with notification to the full Board at the next scheduled board meeting.

*Revised and Approved by the Board on September 16, 2004*

**Reimbursement Guidelines for Employment Requirements**

Background Checks

All employees must have a completed BCI (Bureau of Criminal Investigation) check and FBI check within one week of hiring.

The cost of the background checks shall be paid for by the employee directly or be deducted from the employee's first paycheck. Upon the successful completion of the 90-day probationary period, the school shall reimburse the employee for the costs of the background checks.

If the criminal record check is not satisfactory, state law prohibits the school from employing the applicant.

### TB Testing

All employees must have tuberculosis testing completed. Results must be submitted to the school and will be maintained in the employee file. Newly hired employees must obtain proof of TB testing within the previous year or schedule an appointment for the test within the first week of employment at their expense.

If the TB testing is not satisfactory, state law prohibits the school from employing the applicant.

### Hepatitis Inoculations

A series of hepatitis vaccine inoculations is available and all staff members are encouraged to receive it, although it is not required. The series consists of three shots spaced over a six-month time period.

The AAL will reimburse AAL employees up to \$50 for the Hepatitis B vaccine after fulfilling one year of employment at the AAL. Reimbursement is limited to those directly employed by the AAL.

### Paraprofessional Licensure

Teacher aides will be responsible for all costs related to their initial parapro praxis test and licensure. The school will pay for any required renewals thereafter throughout employment by the AAL.

*Approved by the Board on November 20, 2008*

## Travel Reimbursement Policy

The AAL shall reimburse employees for approved, reasonable, proper and necessary travel expenses incurred in conjunction with attending approved professional development opportunities that will benefit the students of The Autism Academy of Learning. All travel on AAL business should incur the lowest practical and reasonable expenses and complete the travel process in a timely, efficient manner. AAL employees shall avoid impropriety or the appearance of impropriety in all travel expenses.

### AUTOMOBILE TRAVEL:

a. **Mileage Reimbursement.** The AAL will reimburse actual and necessary expenses. This includes mileage in a privately owned vehicle and related tolls and parking.

Mileage costs will be reimbursed at the current AAL Board approved reimbursement rate.

Mileage shall be measured from the school to the destination site.

b. **Parking and tolls.** The AAL will reimburse for parking and tolls associated with a local or long distance trip. Parking and tolls must have a receipt in order to be eligible for reimbursement.

### AIR TRAVEL:

The AAL will pay for airfares as approved by the Board prior to travel.

Travelers must use the lowest available airfare.

First class, international, and spouse travel is not reimbursable.

In cases where cancellation fees/penalties are incurred as a result of a change of plans, the fees will be reimbursed if there is a valid business reason for the change of plans. Acceptable business reasons include the organization canceling or altering the trip or delays in flight connections. This explanation should be attached as documentation with the travel reimbursement request. In instances where these fees/penalties are incurred without adequate explanation, the cost of the fees/penalties will not be reimbursed by the AAL.

LODGING COSTS:

a. **Lodging Fees.** Accommodations that meet business and personal needs, and offer good value should be selected whenever possible. Travelers should use standard single room accommodations at medium range hotels. The additional cost of room upgrades (e.g.; suite, executive floor, room with a view, etc) is not reimbursable. Receipts for all lodging must be itemized by expense category (meals, telephone, etc.). The AAL will reimburse for actual lodging costs.

No reimbursement will be made for personal entertainment or recreation. The AAL will reimburse for conference lodging as long as the conference site is at least 50 miles from the employee's home.

Maximum daily lodging reimbursement is \$80 plus tax per calendar day.

b. **Hotel Phone Surcharges.** Personal phone calls to the Traveler's home are not reimbursable.

MEALS:

A maximum of \$30 per day will be reimbursed for meals.  
No reimbursement will be made for alcoholic beverages

EXPENSE REPORTING:

Receipt Requirements.

All expenses incurred for mileage, conference fees, meals, lodging, parking, tolls and airfare must be substantiated by original receipts.

All receipts should be submitted to the Principal on the AAL Travel Reimbursement Request Form within 5 working days after the end of the event for which reimbursement is requested.

*Approved by the Board on October 20, 2005*

**TRAVEL REIMBURSEMENT REQUEST FORM**

**Form approved by the Board on October 20, 2005**

Name \_\_\_\_\_

Today's Date \_\_\_\_\_

**Type of Travel**

- AAL Business
- Professional Development (authorized by Admin.)
- Other (Specify) \_\_\_\_\_

**Work Dates Affected:**

From: \_\_\_\_\_ To: \_\_\_\_\_

**Purpose of Travel:** \_\_\_\_\_

**Travel Destination:** \_\_\_\_\_

**Contact Information:** Hotel Name: \_\_\_\_\_

Hotel Phone # \_\_\_\_\_

**Additional Information (Complete as applicable)**

**Expenses**

Transportation                      \$ \_\_\_\_\_

Lodging                                \$ \_\_\_\_\_

Meals                                  \$ \_\_\_\_\_

Other (specify)                      \$ \_\_\_\_\_

Total Number of Miles for  
Reimbursement \_\_\_\_\_

**TOTAL**                      \$ \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Disposition of Request**

- Approved
- Not Approved
- Other (Specify) \_\_\_\_\_

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## *Employee Specific Policies*

## **Absence Policy**

*The following policy applies to full-time employees of the Autism Academy of Learning who have successfully completed 90 days of employment at the school.*

### **SICK TIME:**

All employees accrue time at a rate of four hours per month. A new employee who begins after the 15th of any month will not accrue their first four hours until the end of the next calendar month.

Earned time off is carried over year to year until a maximum of 180 hours is accrued in the sick bank.

Accumulated sick time is paid in 15- minute increments.

Sick time may be used only for the following: illness of the employee, medical, dental and optometrist appointments and funerals.

Employees may not take more than four incidences of sick time in a year. Consecutive absences caused by the same illness will count as only one incident. Absences over three consecutive days will require a written doctor's excuse.

Employees absent due to illness must notify the Principal no less than one hour before the beginning of their shift. Failure to promptly and properly notify the Principal may result in disciplinary action.

A "Time Off Request" form must be submitted by an employee to receive time paid, even if time was already taken (called in sick).

All employees, upon their separation from employment, forfeit any accumulated sick hours. The AAL does not recognize accrued sick time from any previous employers. Accrued sick time earned at the AAL is applicable only to the AAL and is not transferable to any other agency or school.

After one year of employment, any full time employee who has not taken any sick time will receive a stipend at the end of the contractual year in an amount to be determined by the Board of Directors.

### **PERSONAL DAYS:**

*Full time employees are eligible for personal days only after successfully completing 90 days of employment at the school.*

Each full time employee shall receive a total of four paid personal days per contractual year to be used for personal matters, including personal illness or illness in the family. One personal day will be awarded on July 1st, October 1st, January 1st and April 1st.

Personal time should be requested as far in advance as possible. Employees absent due to illness must notify the Principal no less than one hour before the beginning of their shift. Failure to promptly and properly notify the Principal may result in disciplinary action.

Personal time may not be taken in units of less than ½ a day.

Personal time not used will not carry over into the next contractual year.

Employees who are terminated or resign will not be paid for any unused personal time.

After one year of employment, any full time employee who has not taken any personal days will receive a stipend at the end of the contractual year in an amount to be determined by the Board of Directors.

### **HOLIDAYS:**

*Full time employees are eligible for holiday pay only after successfully completing 90 days of employment at the school.*

The Autism Academy of Learning recognizes the following as paid holidays:

Christmas Eve  
Christmas Day  
Fourth of July  
Good Friday  
Labor Day  
Martin Luther King Day  
Memorial Day  
New Year's Eve  
New Year's Day  
President's Day  
Thanksgiving

Employees will not be paid for holidays if they call in sick prior to or immediately following the scheduled day.

### **VACATION TIME:**

The Autism Academy of Learning's school calendar includes school vacation time during winter and spring breaks and periods in the summer as approved by the Board of Directors each year.

Full time hourly employees who have successfully completed one year of employment will be eligible for all school vacation days to be paid.

Salaried full time employees who have successfully completed 90 days of employment will be eligible for all school vacation days to be paid.

Employees will not be paid for vacation time if they call off prior to or immediately following the scheduled day.

*\* Note: The Absence Policy replaces all previous time off policies, including the Attendance and Personal Days Policy.*

*Approved by the Board on June 8, 2006*

### **Cell Phone Policy**

All cell phones belonging to the Autism Academy of Learning must be used only for the express purpose of school matters. Employees may not operate a personal business from school-issued cell phones. Personal use of school cell phones is subject to disciplinary action of the offender, and the Principal shall have the authority to investigate any suspicion of inappropriate or illegal use of school cell phones by school staff or contracted staff.

Any overage, long distance, roaming or other charges realized by the employee for personal calls shall be the responsibility of the employee. Employees incurring such charges may be subject to disciplinary action.

#### **Van Cell Phones:**

All school vans will be issued a cell phone for the safety of all passengers and the driver. The driver will be responsible for keeping the van cell phone charged and turned on at all times while driving the school van.

Van drivers must dial phones only while stopped and must pull off the road before making or answering a call or checking messages.

#### **Cell Phones in the Educational Setting:**

From an educational perspective, cell phones present a disruption to the educational environment. From a safety perspective, cell phones present a distraction to providing appropriate supervision of students with autism.

Staff may receive urgent phone calls or messages through the school office phone and shall keep cell phones turned off while on duty. However, staff may use personal cell phones in employee break areas when on an approved break or lunch and when they are not responsible for any students.

Staff may not make calls or engage in conversations or text messaging while they are responsible for supervising or educating students. Staff may not use cell phones to take pictures of students, staff or visitors of the school.

Staff may call 911 at any time when there is a life threatening emergency.

*Approved by the Board on January 18, 2007*

## **Dereliction of Duties** **Policy**

### **Purpose of Policy:**

This policy is meant to protect the safety and well-being of the students and staff of The Autism Academy of Learning. The policy is meant to protect students with autism, who usually require a high level of supervision and assistance in order to ensure their safety and engage them in a manner that helps them reach their full educational potential.

### **Definition:**

Dereliction is defined as willful neglect of responsibilities; misconduct; refusal to do that which is your duty to do; and the failure to act with the prudence that a reasonable person would exercise under the same circumstances.

### **Examples of Dereliction of Duties:**

Dereliction of duties include but are not limited to the following:

- (a) Failure to properly supervise students for which one is responsible;
- (b) Allowing a student for which one is responsible to become missing or lost;
- (c) Failure to document physical or emotional abuse of a student;
- (d) Engaging in personal conversation (any conversing that is not relevant to the immediate needs of the students) with other employees or persons while responsible for students;
- (e) Failure of the employee to notify their supervisor of any inability to carry out their duties as directed;
- (f) Sleeping while on the job;
- (g) Talking on any phone, text messaging or e-mailing while responsible for students;
- (h) Failure to report suspected child abuse or neglect

### **Consequences for Dereliction of Duties:**

Many policies of the Autism Academy of Learning include issues related to dereliction of duties, including the Staff Code of Ethics, Physical and Verbal Abuse Policy, Cell Phone Policy, etc. This policy shall not be considered all-inclusive or the only policy enforced as related to dereliction of duties. Employees who violate any policy of the AAL may be disciplined for associated infractions.

The Principal shall have the authority to terminate the employee immediately depending upon the nature of the employee's dereliction of duties.

*Revised and Approved by the Board on August 16, 2007*

### **Dress Code** **Policy**

Clothing shall be modest and in good taste, not disruptive to the learning environment, and must portray the professional standards of the Autism Academy of Learning.

Clothing shall not portray words, images or symbols that are offensive, sexually explicit, obscene, profane, or promote the use of alcohol, drugs or tobacco. Clothing shall not be provocative. No midriffs or bikinis may be worn. Staff are prohibited from wearing bikinis for school swimming functions. A shirt must be worn over any two-piece or low-cut bathing suit. Shorts may be worn in warm weather, but they must measure no more than three (3) inches above the knee.

Footwear must be worn at all times (outside of the pool), and must be appropriate for the employee to be able to follow the physical ability and engagement policy. No open-toed footwear is to be worn. The use of perfumes/colognes or other scented personal products shall not be so strong as to cause students or other staff discomfort or distraction. Nail grooming and jewelry should be conservative to ensure the safety of the students and employees.

#### **Administrative Staff:**

The above rules apply to administrative staff. Additionally, administrative staff are responsible for ensuring that their dress and grooming project a professional image to the public, staff and families.

Casual business attire shall be worn, which includes but is not limited to: slacks, khakis, sweaters, turtlenecks, sports shirts, loafers, skirts, dresses, blazers and sandals with hosiery. Unacceptable clothing includes, but is not limited to: sweatpants, sweatshirts, workout attire, shorts, blue jeans, tennis shoes, sheer clothing or clothing that is otherwise revealing or provocative.

Infractions of the Dress Code Policy are subject to disciplinary action.

*Revised and Approved by the Board on April 21, 2005*

**Educational Aide Certificates**  
**Policy**

Upon successful completion of ninety (90) days of employment, paraprofessionals of the Autism Academy of Learning shall obtain and maintain Educational Aide certificates through the Ohio Department of Education’s Office of Certification/Licensure.

The cost of the initial certificate shall be borne by the employee. The cost of all subsequent renewals shall be paid for by the Autism Academy of Learning.

Paraprofessionals shall be responsible for providing the necessary information for the renewal process.

*Approved by the Board on January 23, 2003*

**Employee Insurance Benefits**

Employee insurance benefits are applicable ONLY to full-time staff employed directly by the Autism Academy of Learning.

The school shall contribute the following amounts toward the monthly premiums of faculty and staff health insurance benefits for Medical, Dental and Vision:

Principal	Up to \$800 per month
Director of Education	Up to \$800 per month
Certified Teacher	Up to \$450 per month
Finance Manager	Up to \$250 per month
Speech Language Pathologist	Up to \$250 per month
Office Manager	Up to \$250 per month
Teacher Aide	Up to \$200 per month
Teacher Aide/Van Driver	Up to \$200 per month
Lead Van Driver	Up to \$200 per month

*Approved by the Board on June 19, 2008*

**Funeral Leave**  
**Policy**

All employees will receive funeral leave in the event of a death in their immediate family as outlined below:

1. Funeral leave will be paid only when the employee has sick time accrued to cover intended absence from work. Employees will not be documented for funeral time if they do not have accrued time off.
2. Immediate family is defined as spouse, child, parent, brother, sister, mother-in-law, father-in-law, stepparent or stepchild, and grandparent.
3. Funeral leave shall be granted for up to three days.

4. No funeral leave will be paid if the employee does not attend the funeral. The Principal may request documentation of funeral attendance at her/his discretion.

*Revised and Approved by the Board on January 23, 2003*

### **Jury Duty / Court Appearance Policy**

All employees called to jury duty shall be excused from their duties for the time requested by the municipal agency.

The school does not compensate employees for scheduled work hours that fall during jury duty service. Subpoenaed court appearances on behalf of students or staff of The Autism Academy of Learning will be considered time worked at the employee's usual rate of pay. The employee shall have the option to use any earned time off to cover wages lost during jury duty service or court appearances.

A copy of the jury duty or court summons must be presented to the Principal as soon as possible. If an employee is not selected to serve on a jury or provide testimony, he/she must report to work. If the employee is not required to report, he/she must contact the school through the general voice mail number, and will be expected to report for the regularly scheduled shift.

Employees scheduled to appear in court are not required to report to work day(s) of jury duty or court appearance, unless they serve less than two hours.

Employees must bring a court document to the Principal to verify time spent in court.

*Approved by the Board on August 15, 2002*

### **Leave of Absence Policy**

The Family and Medical Leave Act is not applicable to the employees of the Autism Academy of Learning since there are fewer than 50 persons employed at the School. The following policy shall be applied to all employees who take a leave of absence for any reason beyond a two week period:

1. The Autism Academy of Learning provides an unpaid leave up to six weeks for employees working at the school. Extensions will be considered on a case-by-case basis if such a request is made no more than 10 days before the expiration of the six week period. Employees must submit in writing any requests for extension beyond the six week period. There is no job guarantee when the leave is extended beyond the six week period. The Autism Academy of Learning offers no light duty.

2. Leave of absence (maternity/health/personal reasons) will be treated as sick leave subject to all sick leave policies and procedures. Employees must use accumulated personal time off, and/or be granted leave without pay for the duration of the leave. Employees will not be paid for any Holiday or Vacation time that falls during the leave. Personal/Vacation time does not accrue during the leave.
3. Beginning and ending leave dates shall be determined by the employee and the employee's physician. The employee shall be responsible for notifying the Principal in writing regarding these dates. Employee requests for maternity leave shall be submitted to the Principal no later than two months prior to the time of the expected leave.
4. Employees who have exhausted personal/sick time with more than two weeks of time remaining on leave will be offered COBRA for insurance at the employees' expense, with the employee paying 100% of the premiums.
5. On completion of the leave, employees shall be reinstated. Position assignment upon reinstatement will be determined by the Administrative Team based on the needs of the school and the students.
6. An emergency leave may be used for the following situations:
  - (a) Sudden illness of self or family member with a doctor's note to cover all time taken (non-acute medical appointments are not covered)
  - (b) Death in the immediate family
  - (c) If a leave of absence is requested more than twice in a fiscal year by any one employee, the administrative team will review the request and appropriate action will be taken based on performance indicators and any other documentation that may be in the employee's permanent record. Exceptions shall be made on a case by case basis.

*Approved by the Board on October 18, 2001*

### **Legal Action by Employees** **Policy**

Employees of The Autism Academy of Learning are prohibited from initiating legal action on behalf of the school against students, parents, teachers or other citizens. Employees should not assume that services of the School Board attorney are available to them.

*Approved by the Board on April 18, 2002*

**Outside Employment with Students**  
**Policy**

Employees of the Autism Academy of Learning may work with students outside of their employment at the school.

Once the employee is no longer on the clock for the school, all interactions with the students are not to be considered part of the school. Any private arrangements are totally independent of the school, and the school will not be held financially or legally accountable for any private employment matters.

Employees working for students outside of the school shall inform those for whom they work that the school is not involved in any way for their private agreements and arrangements.

*Approved by the Board on March 15, 2007*

**Personal Effects**  
**Policy**

The Autism Academy of Learning follows the Lucas County Educational Service Center's policy regarding personal effects, which states that all employees of the school are responsible for their own personal effects. All employees shall hold the school harmless for damages to or loss of personal effects during the time they are employees of the school. All employees are required to sign a waiver upon employment.

*Revised and Approved by the Board on April 18, 2002*

**Physical Ability / Engagement of Staff**  
**Policy**

All instructional staff must have the physical ability to fully engage all children in programming and to maintain their safety. This may include, but is not limited to:

Picking students up off the floor;

Lifting students;

Physically supporting students;

Running with or after students;

Pulling/pushing students in recreational equipment;

Demonstrating and participating in recreational sports and games;

Preventing students from causing harm to themselves or others;

Sitting in small chairs;

Kneeling or sitting on the floor for periods of time;

Participating in adaptive swimming program

*Revised and Approved by the Board on April 18, 2002*

## **Probationary Employment** **Policy**

All employees of The Autism Academy shall begin an introductory or probationary period upon hire to last 90 calendar days. This probationary period shall be a time for learning the duties of the job as well as demonstrating an acceptable work ethic. It shall also be a time to determine whether there is an appropriate match between the employee, the job and the work environment.

The Principal shall ensure that all new employees are provided the Probationary Employment policy upon hire as well as a signature page to acknowledge their receipt and understanding of such. The Principal shall be responsible for taking the appropriate measures to assess whether or not a probationary employee has proven to be an acceptable employee before allowing the individual to complete the 90-day probationary period.

The probationary period is completed after 90 calendar days of continuous service without any break in service. School holidays and vacation days will not be counted toward service of the probationary period. Any time on leave with or without pay is not qualifying service for the completion of the probationary period. Any employee rehired following a break in service shall be required to serve a new probationary period, regardless of whether or not they completed a probationary period at any previous time.

Employees demonstrating unacceptable work performance shall not be considered for employment beyond the 90 day probationary period. Examples of unacceptable work performance include but are not limited to: Absence; tardiness; not completing shifts; negative attitude toward students, families and staff; carelessness in ensuring the safety of the students; failure to follow the directions of superiors; failure to display teamwork; failure to follow the policies and procedures of the school, etc.

A probationary employee may be terminated without cause or progressive discipline as outlined in the Disciplinary Procedures policy or any other policies related to termination. Employees terminated during the probationary period are not allowed to utilize any grievance procedures.

Upon completion of the probationary period, employees shall be afforded the privileges of non-probationary employees. After completing 90 calendar days, employees shall acquire seniority based upon their first date of employment.

By completing the probationary period, an employee is not guaranteed continuation of employment for any term, as employment remains “at-will” and is subject to various conditions and the policies and procedures outlined in the employee handbook.

*Approved by the Board on November 20, 2008*

## **Probationary Employment Policy Statement of Understanding**

I have read the **Probationary Employment Policy** of The Autism Academy of Learning. My signature below indicates that I understand the policy and agree to abide by all of the terms of the policy.

My signature also indicates that I understand that while on a probation period of 90 calendar days, I may be terminated without going through a progressive disciplinary process.

I understand that I must report to work each day I am scheduled and be on time. I understand that my work performance, attendance and being on time to work in the probationary period will be used to assess whether or not I will be allowed to continue past the 90-day probationary period and be awarded the full benefits and privileges of non-probationary employees of the school.

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Employee's Signature & Date

\_\_\_\_\_  
Principal's Signature & Date

*Form Approved by the Board on November 20, 2008*

### **Professional Days** **Policy**

Certified staff may request up to 5 professional days per year for the purpose of fulfilling professional obligations and continuing education requirements. Requests for professional days shall be made at least 15 days in advance of the day requested.

At the Principal's request, staff members may be required to present an overview of inservice information.

A certificate of attendance must be presented to the Principal and will be placed in the employee's file.

Professional days do not carry over past the fiscal year end of June 30.

The Principal shall have the authority to approve requests for reimbursement to certified staff toward the cost of workshops or trainings based upon his/her discretion as the school's budget allows. Reimbursement may be made only to certified staff directly employed by the AAL.

*Revised and Approved by the Board on September 16, 2010*

## Salary Ranges

Effective July 1, 2008

<b>PRINCIPAL</b>	\$ 45,000 - 60,000 ANNUALLY
<b>DIRECTOR OF EDUCATION</b>	40,000 - 48,000 ANNUALLY
<b>CERTIFIED TEACHER</b>	28,000 - 38,000 ANNUALLY
<b>FINANCE MANAGER</b>	27,000 – 33,000 ANNUALLY
<b>SPEECH PATHOLOGIST</b>	35,100 - 48,750 ANNUALLY
<b>TEACHER AIDE</b>	8.00 - 10.75 HOURLY
<b>SUBSTITUTE TEACHER</b>	12.00 - 16.00 HOURLY
<b>TECHNOLOGY COORDINATOR</b>	12.00 - 16.00 HOURLY
<b>LEAD VAN DRIVER</b>	20,000 - 26,000 ANNUALLY
<b>TEACHER AIDE/VAN DRIVER</b>	9.00 – 12.00 HOURLY
<b>OFFICE MANAGER</b>	24,000 – 32,000 ANNUALLY

Note: Upon one year of employment by the AAL, non-salaried employees may become salaried.

*Revised and Approved by the Board on June 19, 2008*

## Staff Code of Ethics Policy

To provide all students a quality education reflecting excellence and equity, all staff of The Autism Academy of Learning shall demonstrate the following:

### I. COMMITMENT TO STUDENTS

1. Shall make utmost effort to protect students from conditions harmful to personal safety or health.
2. Shall not intentionally expose students to embarrassment.
3. Shall treat each student fairly and show no favoritism among students.
4. Shall not demonstrate discrimination against any student for any reason, including race, color, creed, gender, religion, family or cultural background.
5. Shall not use professional relationships with students or families of students for private advantage or monetary gain.
6. Shall maintain confidentiality of information about students obtained during employment at the school, unless disclosure is required by law or the personal safety of students is at risk.

7. Shall provide a supportive and safe physical environment for students.
8. Shall recognize and develop students' strengths, talents, unique potential and educational needs to the highest level possible.
9. Shall enhance students' self-esteem and self-confidence.
10. Shall demonstrate justice and consideration in relation to students.
11. Shall consider the best interest of students over personal interests or benefits.
12. Shall help students foster a respect for fellow classmates and staff.
13. Shall participate in professional development.
14. Shall uphold the dignity and integrity of the students.
15. Shall follow the school's rules concerning verbal and physical abuse.
16. Shall not steal from or be an accomplice to stealing from any student.

## II. TO PARENTS/GUARDIANS AND FAMILIES OF STUDENTS

1. Shall engage parents/guardians in decision making through developing partnerships.
2. Shall consider parents' perspectives in making decisions regarding the education of their children.
3. Shall ensure parents understand rules, regulations and procedures affecting their children's education.
4. Shall maintain confidentiality of information unless disclosure is required by law, serves compelling professional purpose, or unless personal safety of students is in jeopardy.
5. Shall share general knowledge of parents of child's development.
6. Shall respect cultural diversity of families.
7. Shall respect values, opinions and knowledge of families.
8. Shall make utmost effort to regularly communicate with parents/guardians about their children's educational experiences.
9. Shall not show any disrespect or animosity toward parents/guardians or family members in any personal interaction with such persons or in speaking/writing to or about such persons.
10. Shall not steal from or be an accomplice to stealing from any parent/guardian or family member of a student or anyone associated with a student.

### III. TO THE PROFESSION

1. Shall not misrepresent professional qualifications.
2. Shall not disclose information about co-workers obtained while in employment at The Autism Academy of Learning unless disclosure is required by law or serves a compelling professional purpose.
3. Shall not make malicious or false statements about co-workers.
4. Shall not accept any gift, gratuity or favor that may impair or influence professional decisions or actions.
5. Shall encourage openness and tolerance among colleagues.
6. Shall use constructive methods of resolving conflicts.
7. Shall participate in professional development.
8. Shall show a willingness to assist and support new employees.
9. Shall not show any disrespect or animosity toward any employee, volunteer or trustee of the AAL in any personal interaction with such persons or in speaking/writing to or about such persons.
10. Shall not steal from or be an accomplice to stealing from any employee, volunteer, the school or trustee of the AAL.

### IV. TO THE COMMUNITY

1. Shall foster links between school and community.
2. Shall recognize the community as a partner in educating students.
3. Shall help students develop values of a democratic society-- respect for others, equality and integrity.
4. Shall encourage community participation in the school.
5. Shall respect laws and policies protecting and promoting the well-being of students, families and the community.
6. Shall respect and abide by all federal, state and local laws.

*Revised and Approved by the Board on January 17, 2002*

## Supervision of Students Policy

All students of The Autism Academy of Learning shall be directly supervised by staff of the school at all times.

### Locations Requiring Student Supervision:

Staff supervision will be provided during regular classroom periods, while students are going to and from the restroom, cafeteria, gymnasium, therapy rooms, sensory room, water fountain, playground, parking lot, or any other areas of the school building, as well when students are moving to and from school transportation vehicles. Students will be directly supervised at all times while off the premises of the school during school functions, such as vocational sites and field trips.

### Supervision of Students in School and Public Restrooms:

Students who do not require assistance in the restroom may go into the school's restrooms alone but staff must escort them directly to and from the restroom door. The assigned staff member must wait for the student to exit the restroom and not leave the area until the student has finished their restroom visit. However, while not on school grounds, no students may be in public restrooms without staff supervision due to risks posed by the general public.

### Delegation of Student Supervision:

The classroom teacher shall be responsible for assigning staff members to supervise specific students. The duties specifically must include the classroom, restrooms, playground, vocational sites both inhouse and offsite, field trips, the gymnasium, therapy rooms, sensory rooms, computer lab, and any other area in the school. The classroom teacher shall also ensure that every student be accompanied into and out of the school building when the student goes outside to enter or exit school transportation, to or from the playground or to and from performing any other duties, such as taking out trash. The classroom teacher shall make delegating decisions for each student based on the student's individual needs and safety issues.

The Board of Directors of The Autism Academy of Learning expects all students to be under assigned adult staff supervision at all times when they are in school, on school grounds, traveling under school auspices, or involved in any activities sponsored by the school. No teacher or other staff member shall leave his or her assigned student(s) except when other arrangements have been made to take care of an emergency. It will be the responsibility of the classroom teacher to notify the Principal if she/he does not feel there is sufficient staff coverage to provide the sufficient supervision of each student. The Principal shall notify the Board President if he/she feels that the school's staffing level is not sufficient to meet the supervisory and safety needs of the students.

*Approved by the Board on September 18, 2008*

**Work- Incurred Injuries**  
**Policy**

1. Employees must report injuries sustained while on the job to the Principal immediately.
2. Employees who must leave work to seek medical attention for injuries sustained at work will be compensated for their entire shift on the date of the initial medical visit only. Subsequent medical visits or treatments will be considered time off without pay.
3. Beginning with the day after the on-the-job injury, the time that an employee spends in medical treatment or therapy for said injury is not work time. If the employee is directed by a doctor to go home to rest or to be hospitalized for treatment, all such off-duty hours are not work time.
4. Employees may use earned time off for subsequent doctor appointments, medical treatments or rest time, but receive no compensation for such time. Employees will not receive written documentation for lack of time off remaining while obtaining necessary follow-up medical attention necessary for injuries sustained on the job.
5. Employees seeking Workman's Compensation must follow all procedures required by the School.

*Approved by the Board on October 18, 2001*

## ***Job Descriptions***

## **Certified Teacher**

**JOB DESCRIPTION:** Certified Teacher

**REPORTS TO:** Principal

**QUALIFICATIONS:** A minimum of a current Regular Education Certificate/Licensure; however a degree in Special Education and experience working with individuals with Autism Spectrum Disorder preferred. No felony convictions. Must be fingerprinted and have negative TB test.

**OVERVIEW:** Under general direction and using the Director of Education as a resource, the Certified Teacher is responsible for the delivery of education to the children placed in his or her charge, the supervision of additional staff members within the classroom and the safety of the children throughout the school day.

**DUTIES AND RESPONSIBILITIES:** The Certified Teacher will:

1. Report attendance of students to the office daily.
2. Develop and submit to the Director of Education lesson plans and follow lesson plans based on individual student IEPs.
3. Observe, monitor and document student academic performance and behavior to maintain a safe learning environment.
4. Maintain classroom organization to ensure safety and facilitate effective instruction.
5. Appropriately use instructional materials (PECS, TEACCH, Edmark, HWOT, Touch Math).
6. Provide consistent classroom rules, discipline, activities and pacing to the classroom.
7. Promote opportunities for functional play.
8. Implement each student's Behavior Plan as approved by the IEP team.
9. Provide direct and delegated supervision to all students and classroom staff.
10. Supervise classroom staff by initiating and delegating tasks.
11. Interact positively with the students throughout the day.
12. Model an enthusiasm for knowledge and learning.
13. Demonstrate an enthusiasm for non-traditional educational methods and a desire to work with children of diverse backgrounds.
14. Administer state mandated tests.

15. Conduct weekly team meeting with Teacher Aides.
16. Prepare and complete the student IEPs and progress reports for all students assigned to his or her classroom in a timely manner.
17. Enter data and display professionalism in the completion of IEPs.
18. Assist and direct staff in helping all students in toileting and self help skills.
19. Prioritize goals and objectives to provide activities that are functional, appropriate and can be generalized into natural environments.
20. Provide communication effectively both verbally and nonverbally.
21. Maintain the confidentiality of student records, information and family.
22. Administer the distribution of student medications.
23. Attend staff meetings and scheduled teacher meetings.
24. Adhere to and support administration, the Board of Directors and its policies
25. Demonstrate a positive interaction with all students, staff and parents.
26. Participate in the Adaptive Swimming Program as needed.
27. Display professionalism through demeanor, appearance, character and judgment.
28. Must be able to meet the AAL standard “Physical Ability/Engagement Policy.”
29. Possess basic computer knowledge and skills.
30. Comply with all federal, state and local health and safety standards.
31. Demonstrate appropriate organizational skills.
32. Respond appropriately and professionally to constructive feedback.
33. Accept and perform other duties as assigned.

Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.

Revised: January 2006

**Director of Education**

**JOB DESCRIPTION:** Director of Education

**REPORTS TO:** Principal

**QUALIFICATIONS:** Masters of Special Education preferred with a valid Special Education licensure and/or certificate. A minimum of two years experience working with individuals with autism. Supervisory experience is preferred. No felony convictions. Must be fingerprinted and have negative TB test.

**OVERVIEW:** Under general supervision, the Director of Education is to be a resource to the teaching staff and to develop and implement direct educational services for the students who attend the Autism Academy of Learning. This position is also responsible for the training and design of vocational and educational services to students, including academics, behavior, independence and life skills.

**DUTIES AND RESPONSIBILITIES:**

The Director of Education will:

1. Research innovative educational program strategies for future use.
2. Develop and maintain effective curriculum and teaching methods.
3. Develop, implement and expand vocational programs as needed within the vision of the Board.
4. Review student evaluations, formulate classroom rosters and determine student placements.
5. Determine, implement and conduct student developmental assessments.
6. Develop and implement a plan for transitioning to traditional school and/or graduation.
7. Conduct functional behavioral assessment and develop written intervention plans.
8. Observe and critique student, teacher and classroom staff performance.
9. Oversee the development and maintenance of written student Individual Education Plans (IEPs)
10. Facilitate and chair student Multi-Factored Evaluations (MFEs) completion when appropriate.
11. Facilitate with the IEP team student behavioral plans.
12. Approve field trips and ensure each are in line with educational component.

13. Organize and participate as needed in parent-teacher conferences.
14. Conduct home consultation during the intake process of new students, upon request.
15. Attend cluster treatment team meetings for students (or other meetings when applicable).
16. Training for families as needed (i.e., PECS presentations to the PTO).
17. Be responsible for complying with the policies and procedures of the AAL.
18. Organize and maintain confidential student file record keeping system in accordance with the LCESC and Ohio Department of Education Guidelines.
19. Collect and review student academic and behavior data.
20. Facilitate the administration of the state mandated tests.
21. Complete a daily walk-around to classrooms to observe the educational effectiveness of the programs as they apply to student and staff performance.
22. Maintain confidentiality of student information and records as required in Family Rights and Privacy Act consistent with Board adopted student records procedures.
23. Collect, review and respond to classroom incident reports.
24. Review and sign incident reports in the absence of the principal.
25. Provide educational direction to the teaching staff.
26. Facilitate classroom meetings as needed.
27. Provide feedback to Principal in teacher evaluations as it applies to the educational programs.
28. Address educational issues at monthly staff meetings and monthly specialist meetings.
29. Provide intervention and problem solve all student related transportation issues.
30. Serve as a leader of the crisis team during any potentially volatile situation.
31. Provide input to Principal of prospective teachers.
32. Generate and direct a teacher-mentoring program.
33. Provide ongoing workshops and in-service training to staff skill enhancement.
34. Communicate effectively when answering questions from staff, parents or media.
35. Must be able to meet the AAL standard "Physical Ability / Engagement Policy".

36. Display professionalism through demeanor, appearance, character and judgment.
37. Possess basic computer knowledge and skills.
38. Comply with all federal, state and local health and safety standards.
39. Demonstrate appropriate organizational skills.
40. Respond appropriately and professionally to constructive feedback.
41. Accept and perform other duties as assigned.

*Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.*

Revised: January 2006

## **Lead Van Driver**

**Job Title:** Lead Van Driver

**Reports To:** Principal

### **Qualifications:**

1. Must possess a valid Ohio driver's license.
2. Must have high school diploma or equivalency.
3. Must have at least five years of driving experience.
4. Must have proof of driver's liability insurance
5. Must have annual van driver's physical (initial physical must include negative TB test).
6. Pre-employment drug test
7. Meet physical qualifications established by the Ohio Administrative Code.
8. Satisfactory BCI background check.
9. No felony convictions.
10. No DUI or OVI convictions.
11. Safe driving record
12. Satisfactory completion of pre-service training program.
13. Completion of:  
Standard First Aid/CPR  
Education on Autism Spectrum Disorders, including behavior management
14. Ability to read and write to maintain required records.
15. Ability to remain professional in stressful situations.
16. Ability to deal with members of the public in a courteous and respectful manner.
17. Ability to control temper and maintain poise in stressful situations.
18. Must remain free of any alcohol or no prescribed controlled substances in the workplace throughout his/her employment at the AAL.
19. Must be competent in computer use, including use of the Internet

### **Physical Demands & Work Environment:**

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit for long periods of time. The position requires intense concentration, particularly in poor driving conditions. The employee must work in all weather conditions including extreme cold and extreme heat. The noise level on the van may escalate at times. The position may involve exposure to individuals with medical and behavioral risks. The risk of exposure to bodily fluids is present.

This position requires following a schedule with time constraints. This position may involve stress as a result of those time sensitive obligations, the responsibility to ensure that laws and regulations are followed and the responsibility of ensuring the safety is maintained for students with challenging behaviors.

**Overview:** Under the supervision of the Principal, the Lead Van Driver, is responsible for fulfilling the duties of a Van Driver as well as additional duties involving record keeping, training and evaluating. The driver is responsible for safely operating the school van according to

an assigned schedule. The driver must ensure the school van is in good operation condition at all times, pick up and drop off students as per the schedule, maintain security on the van and obey all laws, regulations and rules of conduct. The driver is also responsible for dealing with members of the public in a courteous and respectful manner as well as maintaining the confidentiality of the students, families and staff of the school. Accidents caused by the van driver may result in employee discipline as determined appropriate or necessary by the Principal. Any accidents that result in bodily harm to any occupants of the van will be grounds for suspension with or without pay while an investigation is performed into the cause. Termination may result after such an investigation.

### **Duties and Responsibilities:**

The Lead Van Driver will:

1. Adhere to and support the Administration, Board of Directors, rules, regulations and building procedures.
2. Operate the school van in a safe and effective manner.
3. Obey all traffic laws and regulations governing the operation of school vans.
4. Ensure the safety of children and adult riders traveling on the van.
5. Conduct daily safety inspection of the van and report any damage or repair needs to the Principal.
6. Notify the principal in case of mechanical failure or lateness (more than 5 minutes after usual time of arrival).
7. Report all accidents and complete required reports.
8. Clean interior of the van daily.
9. Report behavior problems and student damage to the van to the Principal.
10. Report any pedestrian or vehicular concerns to the Principal.
11. Report any complaints to the Principal.
12. Complete all required paperwork in a timely fashion.
13. Perform pre-service training programs to all new drivers and to existing drivers whenever necessary.
14. Perform evaluations of all van drivers.
15. Prepare routing information for transportation of students to and from their homes or other pick-up/drop-off locations, vocational trips, field trips, swimming trips and any other school-sponsored locations.
16. Review all expenses, invoices and receipts related to student transportation, including gas and cell phone charges.
17. Review all van driver logs.
18. Perform required vehicle safety checks on all school transportation vehicles.
19. Ensure that all van maintenance checks and repairs are carried out as required.
20. Maintain a transportation budget and submit monthly budgets to the Principal for board meetings.
21. Ensure that all vans have the proper emergency equipment, signage and materials boxes.
22. Ensure that all drivers maintain the required certifications and maintain driver files.
23. Secure substitute van drivers as needed in the absence of the Personnel Coordinator.
24. Perform other duties as may be required by determination of the Principal.

*Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual performance reviews are conducted by the end of the fiscal year.*

## **Office Manager**

**Title Job:** Office Manager

**Reports To:** Principal

**Qualifications:** Associate Degree in Secretarial Science and office work experience preferred. Proficient with Microsoft Word, Excel and Office. No felony convictions. Must be fingerprinted, have clean BCI and FBI and negative TB test.

**Overview:** Under general supervision of the Principal, the Office Manger will provide services in the office to maintain staff and student records, process payroll, assist in providing data for administrative reports and general office tasks.

**Duties and Responsibilities:** The Office Manager will:

1. Adhere to and support the Administration, Board of Directors, rules, regulations and building procedures.
2. Record accounts receivable of all school funds, cash and checks.
3. Process and maintain accounts payable and purchase orders.
4. Maintain inventory of materials, returns, equipment and service.
5. Maintain records of all daily student and staff attendance.
6. Monitor proper certification of all AAL staff.
7. Inform the Principal of staff policy violations.
8. Oversee the attendance of staff and monitor accuracy of personal and sick leave forms and timesheets of all employees.
9. Secure appropriate coverage for teachers, teacher aides and drivers.
10. Perform preliminary interviews and potential employee screenings.
11. Coordinate classroom supply orders
12. Support in the preparation, documentation and maintenance of student and staff records.
13. Monitor visitor entry.
14. Manage phone communication and referrals to school.
15. Maintain listing and location of fixed assets.
16. Receive, sort and circulate mail.
17. Process payroll and records in accordance with the LCESC.
18. Produce quarterly newsletter with content from staff and PTO.
19. Record staff meeting minutes as needed.
20. Send thank you letters and tax receipts for donations.
21. Display professionalism through demeanor, appearance, character and judgment.
22. Possess basic computer knowledge and skills.
23. Comply with all federal, state and local health and safety standards.
24. Maintain confidentiality of student records, information and families.

25. Demonstrate appropriate organizational skills.
26. Respond appropriately and professionally to constructive feedback.
27. Accept and perform other duties as assigned.

Approved by the Board on June 19, 2008

## **Personnel and Vocational Service Coordinator**

**Title Job:** Personnel and Vocational Service Coordinator

**Reports To:** Principal

**Qualifications:** Bachelor in Management, experience in administration preferred. No felony convictions. Must be finger printed and negative TB test.

**Overview:** Under general supervision of the Principal of the school, Personnel and Vocational Service Coordinator will provide services in the office maintain staff records, develop vocational programs, and assist the Principal.

**Duties and Responsibilities:**

The Personnel and Vocational Service Coordinator will:

- 1- Adhere to support the Administration, Board of Directors, rules, regulations and building procedures.
- 2- Develop vocational programs for students to include outside work programs and internal vocational duties.
- 3- Secures and oversees job coaches for student vocational programming.
- 4- Process payroll records in accordance with LCESC requirements and administrative procedures.
- 5- Maintain records of all staff daily attendance.
- 6- Support in the preparation and documentation of staff records.
- 7- Performs preliminary interviews and potential employee screenings.
- 8- Monitor proper certification of all AAL staff.
- 9- Inform Principal of staff policy violations.
- 10- Oversee the attendance of staff and monitor accuracy of personal and sick leave forms and timesheets of all employees.
- 11- Secure appropriate coverage for teachers, and teacher aides.
- 12- Maintain confidentiality of staff and student information and records.
- 13- Demonstrate appropriate organizational skills.
- 14- Display professionalism through demeanor, appearance, character and judgment.
- 15- Respond appropriately and professionally to constructive feedback.
- 16- Accept and perform other duties as assigned.

Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.

## **Principal**

**Title Job:** Principal  
**Reports To:** Board of Directors

**Qualifications:** Master's Degree from an accredited university preferred. Valid Director/Administrator's Certificate for Special Education or related experience. Valid State of Ohio Principal's Certificate preferred or related experience. No felony convictions. Must be fingerprinted and negative TB test.

**Overview:** Under general supervision, the principal will be responsible for conducting enrollment of students into the school, where the Director of Education will conduct the placement into the appropriate classroom. The principal will ensure the courses or study are implemented and that the curriculum is adapted to the student's needs. The principal is responsible for scheduling staff development and in-service training sessions, staff observation/evaluations, grant writing, and acquisition of supplies and equipment. The principal will serve as the fiscal agent of the school, will facilitate parent/community/business partnerships, and will monitor the maintenance of the building and grounds.

### **Duties and Responsibilities:**

The Principal will:

- 1- Demonstrate regular and predictable attendance by maintaining the established working hours during the school day, with a weekly schedule posted.
- 2- Be responsible to the Board of Directors for adhering to administrative procedures of the Autism Academy of Learning.
- 3- Be aware of and abide by all written policies and procedures of the Autism Academy of Learning.
- 4- Attend, report to and communicate with the Board of Directors via regular and monthly Board meetings regarding operational and educational information of the school.
- 5- Oversee the monthly and annual reports to sponsor, public and Board.
- 6- Oversee and responsible for Financial Manager.
- 7- Monitor the finances of the school a by receiving weekly reports from the Financial Manager.
- 8- Approve all purchase orders before the Financial Manager signs off.
- 9- Oversee the school's lottery program and ensure maximum enrollment.
- 10- Create and submit an annual budget to the board.
- 11- Participate in the development of projects and grants.
- 12- Create a 5-year plan as designed by the sponsor.
- 13- Oversee the acquisition and utilization of technologies appropriate to the program.

- 14- Participate in state evaluations, reviews, and/or audits.
- 15- Facilitate implementation of due process, in accordance with state rules and regulations, and adhere to guidelines at the district, county, and regional levels..
- 16- Supervise personnel assigned to the school.
- 17- Oversee the Director of Education's implementation of an effective curriculum and keep courses of study updated according to the State of Ohio guidelines.
- 18- Work with the Director of Education and other appropriate staff involved in the enrollment and placement of students in the Autism Academy of Learning.
- 19- Provide technical assistance to Director of Education and teachers by identifying resources and services that will aid the teachers in instructional and behavioral programming.
- 20- Observe school environment by walking around daily and complete teacher observations in a timely fashion.
- 21- Develop action plans for staff members whose evaluations indicate a need for improved performance and facilitate the implementation of these plans.
- 22- Ensure the staff completes the student state mandated tests within his or her classroom.
- 23- Oversee the attendance of staff and monitor accuracy of personal and sick leave and timesheets of all employees.
- 24- Oversee substitute teachers and other staff from the temporary agency as needed.
- 25- Oversee proper certification of all AAL staff.
- 26- Oversee the transportation of students.
- 27- Monitor the upkeep of the school grounds.
- 28- Handle emergency/crisis situations effectively.
- 29- In the absence of the Director of Education, serve as a member of the crisis team during any potentially volatile situation.
- 30- Maintain confidentiality of student information and records as required in Family Rights and Privacy Act consistent with Board adopted student records procedures.
- 31- Oversee student attendance records.
- 32- File truancy reports when necessary.
- 33- Oversee that IEPs and MFES are conducted in a timely manner.
- 34- Oversee distribution of medications when the school nurse is absent.
- 35- Monitor quarterly progress reports, student documentation, and parent conferences.
- 36- Monitor, review, and sign incident reports.
- 37- Prepare a monthly report to the board compiling incident reports to include the room and nature of the incident.
- 38- Convene quarterly PTO meetings to improve communication between parents and staff.
- 39- Maintain communication with parents on a regular basis.

- 40- Maintain professional growth through readings, coursework, professional meetings, in-services and serving on committees.
- 41- Have knowledge of state and federal special education regulations.
- 42- Oversee a quarterly AAL newsletter.
- 43- Oversee the review and updating of AAL handbooks/forms/billing as needed.
- 44- Oversee all fieldtrips as described in Board policy.
- 45- Communicate with AAL staff, radio and television stations when inclement weather causes cancellations/delays.
- 46- Communicate effectively when answering questions from staff, parents or media.
- 47- Possess basic computer knowledge and skills.
- 48- Comply with all federal, state and local health and safety standards.
- 49- Demonstrate appropriate organizational skills.
- 50- Must be able to meet the AAL standard "Physical Ability/Engagement Policy".
- 51- Display professionalism through demeanor, appearance, character and judgment.
- 52- Respond appropriately and professionally to constructive feedback.
- 53- Accept and perform other duties as assigned.

ADDITIONAL KNOWLEDGE, ABILITIES AND SKILLS: \*Knowledge of: the broad range of handicapping conditions, with a specific focus on the areas of developmentally handicapped and severely behavioral handicapped students, due process and Ohio Federal special education law; board policies and procedures; curriculum and courses of study for handicapping areas of local school districts, behavioral management and computers.

\*Ability to: interpret and follow local, state and federal regulations, communicates effectively, maintain records, develop rapport with students, parents, directors, co-workers, and the community; plan special activities for the students and staff progress, provide understanding of individual learning styles and behavior management techniques, writing grants, employ public speaking skills, provide program leadership, conduct staff meetings, remain self-motivated, creative and flexible.

\*Skill in: Identifying and monitoring instructions of students with handicaps, working with others, utilizing problem-solving skills, using computers, organizing, effective public speaking, following through on completing tasks.

*Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.*

*Approved by the Board on April 17, 2008*

## **Specialized Teacher Aide**

**JOB TITLE:** Specialized Teacher Aide

**REPORTS TO:** Principal

**QUALIFICATIONS:** Must have a minimum of 48 college credit hours or pass the Para Pro assessment and a high school diploma or equivalent. Able to speak clear English. A self-starter, dependable and able to carry out directions. No felony convictions. Must be fingerprinted and have negative TB test.

**OVERVIEW:** Under the guidance of the particular student's Certified Teacher, the Specialized Teacher Aide will provide enhanced supervision of individuals who engage in specific behaviors which have been deemed significantly aggressive, destructive or potentially dangerous to the overall welfare of their peers and staff. A Specialized Teacher Aide will engage in appropriate interaction with the particular student they are assigned to. Specialized Teacher Aides will act as a direct link to the educational and recreational piece of the student's day.

### **DUTIES AND**

**RESPONSIBILITIES:** The Specialized Teacher Aide will:

1. Assist in delivering educational components to each student based on the IEP developed by the IEP Team (Certified Teacher, Director of Education and parents).
2. Collect and maintain data as directed by the Certified Teacher.
3. Assist with state mandated tests.
4. Assist with implementing behavior plans.
5. Assist all students in toileting and self help skills.
6. Maintain the confidentiality of all students' information and families.
7. Assist with the entering of data and display professionalism in the completion of Individual Education Plans (IEPs).
8. Motivate all students in programming while maintaining safety.
9. Be an effective team member.
10. Know student IEP goals and implement teacher directed interventions effectively.
11. Maintain confidentiality of student records, information and families.
12. Interact appropriately with students at all times.
13. Participate in an Adaptive Swimming Program as needed.
14. Display professionalism through demeanor, appearance, character and judgment.
15. Must be able to meet the AAL standard "Physical Ability/Engagement Policy."
16. Possess basic computer knowledge and skills.

17. Comply with all federal, state and local health and safety standards.
18. Demonstrate appropriate organizational skills.
19. Respond appropriately and professionally to constructive feedback.
20. Additional duties may include, but are not limited to: van duty (assisting students to ensure safe arrival and departure) and assisting students with personal hygiene.
21. Engage in de-escalation and behavior management techniques when faced with crisis situations
22. Ensure the immediate safety of the student, peers and staff in the immediate vicinity
23. Accept and perform other duties as assigned.

Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.

*Revised: September 2009*

## **Teacher Aide**

**JOB TITLE:** Teacher Aide

**REPORTS TO:** Principal

**QUALIFICATIONS:** Must have a minimum of 48 college credit hours or pass the Para Pro assessment and a high school diploma or equivalent. Able to speak clear English. A self-starter, dependable and able to carry out directions. No felony convictions. Must be fingerprinted and have negative TB test.

**OVERVIEW:** Under the guidance of the Certified Teacher, the Teacher Aide will provide appropriate interaction with the students assigned to his or her classroom and charge. Teacher Aides will act as a direct link to the educational and recreational piece of the student's day.

### **DUTIES AND**

**RESPONSIBILITIES:** The Teacher Aide will:

1. Assist in delivering educational components to each student based on the IEP developed by the IEP Team (Certified Teacher, Director of Education and parents).
2. Collect and maintain data as directed by the Certified Teacher.
3. Assist with state mandated tests.
4. Assist with implementing behavior plans.
5. Assist all students in toileting and self help skills.
6. Maintain the confidentiality of all students' information and families.
7. Assist with the entering of data and display professionalism in the completion of Individual Education Plans (IEPs).
8. Motivate all students in programming while maintaining safety.
9. Be an effective team member.
10. Know student IEP goals and implement teacher directed interventions effectively.
11. Maintain confidentiality of student records, information and families.
12. Interact appropriately with students at all times.
13. Participate in an Adaptive Swimming Program as needed.
14. Display professionalism through demeanor, appearance, character and judgment.
15. Must be able to meet the AAL standard "Physical Ability/Engagement Policy."
16. Possess basic computer knowledge and skills.
17. Comply with all federal, state and local health and safety standards.
18. Demonstrate appropriate organizational skills.
19. Respond appropriately and professionally to constructive feedback.

20. Additional duties may include, but are not limited to: van duty (assisting students to ensure safe arrival and departure) and assisting students with personal hygiene.

21. Accept and perform other duties as assigned.

Medical and fringe benefits based on Board policy. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.

*Revised: September 2006*

## **Van Rider**

**Job Title:** Van Rider

**Reports To:** Principal

**Qualifications:**

1. Education on Autism Spectrum Disorders, including behavior management
2. Ability to remain professional in stressful situations.
3. Ability to control temper and maintain poise in stressful situations.
4. Ability to deal with members of the public in a courteous and respectful manner.
5. Satisfactory BCI and FBI background check.
6. No felony convictions.
7. Must have high school diploma or equivalency.

**Physical Demands & Work Environment:**

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit for long periods of time. The noise level on the van may escalate at times. The position may involve exposure of to individuals with medical and behavioral risks. The risk of exposure to bodily fluids is present.

This position may involve stress as a result of ensuring that safety is maintained for students with challenging behaviors.

**Overview:** Under the guidance of the Principal, the Van Rider is responsible for helping students to maintain behavioral control and ensure that the driver and students on the van remain safe. The Van Rider must deal with students, students' families and other members of the public in a courteous and respectful manner as well as maintain the confidentiality of the students, families and staff of the school.

**Duties and Responsibilities:**

The Van Rider will:

1. Adhere to and support the Administration, Board of Directors, rules, regulations and building procedures.
2. Ensure the safety of students and the van driver while riding on the van.
3. Report any infractions of traffic laws, school policies or inappropriate behavior by the van driver.
4. Report behavior problems and student damage to the van to the Principal.
5. Report any injuries sustained to any student or staff member while on the van to the Principal.
6. Complete incident reports required for any injuries or any situations requiring such reporting.

7. Assist the van driver in making necessary cell phone calls to the school or to parents when the van driver is operating the vehicle and cannot make such calls.
8. Informing the Principal of any safety concerns regarding students or staff on the van.
9. Carry out behavioral interventions as instructed by certified staff as needed.
10. Perform other duties as may be required by determination of the Principal.

*Performance reviews are conducted at 90 days and 6 months of the first year of employment.  
Annual wage reviews are conducted after the first year of employment.*

*Approved by the Board on July 17, 2008*

## **Van Driver**

**JOB TITLE:** Van Driver

**REPORTS TO:** Principal

**QUALIFICATIONS:** High School Diploma or its equivalent. Valid Ohio Driver's License in force for three consecutive years. Must pass the van driver's physical annually and van driver's certification. Safe driving record for last three years with no more than two points accumulated against operator's license in last twenty months. Able to speak clear English. Experience with children having special needs preferred. No felony convictions. Must be fingerprinted and have negative TB test.

**OVERVIEW:** Under the supervision of the Principal, the School Van Driver will transport the students of the AAL in a safe and orderly fashion to the school, on approved field trips and to their homes. School Van Drivers will not engage in student behavior plans, potentially volatile situations or discipline.

### **DUTIES AND**

**RESPONSIBILITIES:** The School Van Driver will:

1. Adhere to and support the Administration, Board of Directors, rules, regulations and building procedures.
2. Operate school vans in a safe manner on public roadways and private property in conformance with all applicable laws, rules and regulations.
3. Operate school van transporting students to and from school and special events in a lawful and safe manner.
4. Check van daily for proper safety equipment and operation.
5. Fill van with necessary fluids including gas and oil, check tires for proper inflation, check radiator and power steering fluids.
6. Report maintenance and repair needs to school Principal promptly.
7. Check seats and general condition of vehicle at the end of each trip.
8. Clean van as necessary and keep glass clean.
9. Maintain required records.
10. Request vehicle maintenance every 3,000 miles of use.
11. Ensure safe ingress and egress of all students using the vehicle.
12. Maintain punctual route schedule.
13. Maintain a current seating chart, photo ID and route maps for each child.
14. Maintain order on board the van and require students to remain seated.
15. Contact the Principal when a parent/guardian is not available to receive a child.

16. Report discipline problems to the Principal.
17. Report all accidents to the Principal and appropriate law enforcement agencies.
18. Demonstrate regular and predictable attendance.
19. Display professionalism through demeanor, appearance, character and judgment.
20. Be an effective team member.
21. Maintain confidentiality of students records, information and families.
22. Respond appropriately and professionally to constructive feedback.
23. Accept and perform other duties as assigned.

*This position is hired by a personnel agency. Performance reviews are conducted at 90 days and 6 months of the first year of employment. Annual wage reviews are conducted after the first year of employment.*

*Revised: January 2006*

## *Student Specific Policies*

**ANECDOTAL RECORD OF SEIZURE ACTIVITY**

NAME \_\_\_\_\_

Date of Seizure \_\_\_\_\_ Time of Seizure \_\_\_\_\_

How long did the seizure last? \_\_\_\_\_

What was the person's behavior during the seizure (side and parts of the body involved during the seizure; ie, incontinence, sequential order)?

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What was the person's behavior after the seizure (level of orientation)?

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Were there any injuries sustained as a result of the seizure? \_\_\_\_\_

Description of injuries \_\_\_\_\_

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Parents notified YES NO

Method and time of notification \_\_\_\_\_

Comments \_\_\_\_\_

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Person filling out report \_\_\_\_\_ Date \_\_\_\_\_

*Form approved by the Board on April 17, 2008*

## **Communication with Families** **Policy**

School communications with families of students of The Autism Academy of Learning shall be positive in nature. When informing parents of difficulties their children may be experiencing at school, staff shall take extra care in wording such information in a way as to not convey blame or a negative attitude toward the students or parents.

A daily communication log shall be kept for every student of the school. Such logs shall provide parents basic information about their children's day at school. Communication logs will provide parents the opportunity to share information about the children as well as asking specific questions.

Classroom teachers shall be responsible for providing daily written communication in the log books. In the absence of the classroom teacher, all communication to parents is to go through the Director of Education or the Principal. The Director of Education will automatically check with the classroom staff at the end of any day that there is a teacher absence. The Director of Education or Principal will review all communication written by paraprofessionals prior to it being sent home, and will initial any communication written by paraprofessionals on the bottom, right-hand corner.

*Approved by the Board on November 21, 2002*

## **Credit Flexibility** **Policy**

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from "seat time" to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology, and demographics and to meet the demand for 21<sup>st</sup> Century Skills. In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. Completing coursework;
2. Testing out or showing mastery of course content;
3. Pursuing an educational option and/or an individually approved option and/or;
4. Any combination of the above.

The Superintendent/designee develops the District's credit flexibility plan consistent with the provisions of the following regulation.

LEGAL REFERENCES: Carnegie Design Team Report to the State board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90; 3321.04

Chapter 3324

Chapter 3365

OAC Chapter 3301-34

3301-35-06

Chapter 3301-46

Chapter 3301-51

Chapter 3301-61

NOTE: In 2007, the Ohio General Assembly enacted Senate Bill (SB) 311, also known as the Ohio Core, which directed the State Board of Education to adopt a plan that enables students to earn units of high school credit based on demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

SB 311 requires all local school boards to comply with the provisions of the State Board's credit flexibility plan by adopting local board policy (ORC 3313.603(J)). Full implementation of the local board policy must be reached by the beginning of the 2010-11 school year.

*Approved by the Board on August 19, 2010*

### **Delegation of the Administration of Medication at School**

Name of School: The Autism Academy of Learning

Date: \_\_\_\_\_

Person Trained: \_\_\_\_\_

Trainer and Title: \_\_\_\_\_

Medication at school is discouraged. In the absence of a full-time nurse, the classroom teacher is designated to administer medications. A form including a doctor's order and a signed parent permission must be presented before administration of medication begins. All medications must be sent to the school in a pharmacy labeled bottle with clear instructions for administration. This includes the name of student, name of drug, the dosage, the time that the administration needs to occur and any special instructions. Any adverse reactions must be reported to the prescribing physician. All psychotropic and controlled substances must be taken immediately to the main office and be counted upon arrival to the school and documented on the medication log. Please sign on the appropriate line of the form. All medications are to be stored in a locked

cabinet in the main office. The school will not normally keep on hand more than one month's supply of medication.

#### Rules for Administration of Medication

The student should report to the medication area with the teacher.

#### Accuracy Steps

1. Correct dose (measure liquids at eye level).
2. Correct medicine.
3. Correct student.
4. Correct time.
5. Correct method (by mouth, aerosol, etc).
6. Check the label three times.
7. Avoid handling medication with fingers.
8. Administer the medication.
9. Chart the medication with the complete date, dosage and full signature on the medication log.

Any mistake or missed dosage must be immediately reported to the principal and parent. Unused medication may be picked up by the parent or other responsible adult. If discarded at school, it must be flushed in the toilet and witnessed by another person.

Trainee Signature: \_\_\_\_\_

Trainer Signature: \_\_\_\_\_

*Approved by the Board on October 26, 2006*

### **Entrance Agreement**

As the parents/guardians of \_\_\_\_\_, we agree to The Autism Academy of Learning's vision, philosophy and policies as they pertain to the students and the school. We agree and acknowledge that The Autism Academy of Learning is a school of choice, and by enrolling we accept the design, content and application of the educational components and programs used by The Autism Academy of Learning.

The Autism Academy of Learning does not specifically assign one-on-one staff to children. Fluctuating degrees of support will be provided ranging from a higher degree to a lesser degree, dependent upon the activity and needs of the student.

Educational programming may include the following elements, but is not limited to:

Picture Exchange Communication System (PECS) / Functional Communication

Applied Behavioral Analysis

Structured Teaching Activities

Sensory Processing Techniques

Social Skills Training

Life Skills / Self-Help Training

Vocational Opportunities  
Occupational Therapy  
Speech Therapy  
Edmark Reading  
Adaptive Aquatics

The Autism Academy of Learning provides a continuum of services, including direct service, consultation and assessment monitoring.  
Each classroom will be staffed by one certified teacher and a minimum of two paraprofessionals.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

*Form Approved by the Board on February 19, 2004*

### **Field Trip** **Policy**

**Definition:**

A field trip is a planned journey for students away from The Autism Academy of Learning to incorporate educational and social learning opportunities.

**Planning Responsibilities:**

Teachers shall be responsible for submitting field trip plans to a school administrator for approval.

When planning field trips, consideration shall be given to the individual needs of each student so that no student will be excluded from participating.

In an effort to avoid economic hardship to families, field trip costs shall not exceed \$10 per student per month.

Teachers shall submit a sign-off sheet to a school administrator for each field trip indicating which staff member is responsible for which student(s).

**Safety:**

Safety must be a primary consideration in planning and executing all field trips. The teacher shall ensure that there are enough responsible staff available for the field trip and if there are not, the field trip shall be cancelled.

Prior to participating in the field trip, the classroom teacher shall review any specific safety concerns, as well as assigning the supervision of each student to a specific staff member.

Parents participating in field trips shall be responsible for their child only and will not be responsible for supervision of any other students of The Autism Academy of Learning.

Emergency medical authorization forms for all students attending the field trip and a cell phone must be taken on field trips.

In the event of an emergency, the teacher is responsible for a school administrator by telephone as soon as possible.

**Transportation:**

Staff are not allowed to transport students in their own vehicles.

Parents and other non-staff members are not allowed to ride in school vans or to transport children other than their own.

Should conflicts arise with transportation, field trips may be cancelled. In cases of transportation shortages, student vocational and work experiences will take priority over field trip transportation.

Parental Permission:

Although a blanket field trip permission form covers all field trips, notification of all field trips shall be given in advance to parents/guardians and will include the date, destination, approximate time of departure and return and the cost of the field trip.

Field trips that are outside of ordinary school hours will require an individual permission form to be returned in order for the student to attend.

*Approved by the Board on June 17, 2004*

## **GUIDELINES FOR KEEPING YOUR CHILD HOME FROM SCHOOL/BEING SENT HOME FROM SCHOOL**

Fever of 100 degrees or higher

May not return until 24 hours after fever has passed without use of Tylenol or Aspirin

**Vomiting** (when abnormal or excessive for student)

**Diarrhea** (when abnormal or excessive for student)

Lice Infestation

All nits (eggs) must be removed before returning to school

Parent must transport student first day back and report to Administration for examination of child for nits

Rapid or Labored Breathing

Severe Cough

Green/yellow Nasal Secretions

Excluding those diagnosed as allergy-related

Physician documentation required for return

**Common Cold** (Upper respiratory infection)

When symptoms are severe enough to interfere with functioning during school day

**Flu-like symptoms** (sudden onset of fever, chills, headache, dry cough, sore throat, body aches)

Skin Rashes

Excluding those that are allergy/stress related

Chicken Pox

Must be kept home at least 5 days from the appearance of blisters.

All pox must be crusted over and dry before returning to school.

COMMUNICABLE DISEASES:

The following conditions require a **written doctor's permit** for the child to return to school.

Parents may have the physician fax the permit to the school at (419) 865-8360.

**Strep Throat symptoms** (sudden onset of fever, difficulty swallowing, headache, abdominal pain, vomiting, earache)

Ringworm

Conjunctivitis ("Pinkeye")

May return after being on antibiotic eye drops for 24 hours with doctor's permit  
Measles & German Measles (Rubella)  
May return 5 days after the rash appears with doctor's permit  
Mumps  
Impetigo  
Scabies  
Strep-type Skin Infections  
Mononucleosis  
Infectious Hepatitis  
Must stay home for 14 days following onset of illness with doctor's permit  
Any other communicable disease not listed above  
Child not feeling well enough to engage in school activities for any reason other than those listed above  
The decision to send a child home requires the approval of a member of the Administrative Team. Parents will be asked to fill out a form indicating any symptoms of illness that are normal for their particular child, such as vomiting or loose stools, and such information will be taken into account by the Administrative Team.

*Revised and Approved by the Board on October 16, 2003*

### **Mandatory Graduation** **Policy**

The Individuals with Disabilities Education Act (IDEA) requires states to provide special education and related services through age 21. The Autism Academy of Learning shall allow students to stay enrolled at the school throughout the end of the school year of the year in which they turn 22 years of age. The end of the school year shall be defined as set forth in the Board adopted school calendar.

*Approved by the Board on October 16, 2008*

### **Medication Guidelines** **Policy**

The diagnosis and treatment of illness and the prescription of drugs, medications, preparations or remedies are not the responsibility of the Autism Academy of Learning or any of its employees, including the school nurse.

The school discourages the administration of medication during the school day. There are some unique circumstances which require the cooperation of physicians, parents and school personnel in overseeing the administration of prescribed medication to students. Over-the-counter drugs will be administered only when ordered by a physician.

In those special cases where a student must take prescribed medication during the regular school day, the following rules apply:

1. Parents should first determine with their physician if the medication schedule can be adjusted so that the medication can be taken at times other than during school hours.
2. The doctor must complete the Authorization for Medication order and the parent must sign for permission before the administration of medications begins at school. The order is placed in the medication book next to the daily log. At the end of the school year it will be placed in the student's Green Health folder by the school nurse.
3. Medication must be sent to school in the labeled pharmacy bottle. The parent or teacher must bring the medication immediately to the main office. All psychotropic and controlled substances need to be counted upon arrival and documented on the medication log.
4. For each prescribed medication, the container must be labeled with the following information: student's name; name of physician; date, name and telephone number of pharmacy; name of medication, dosage and time to be administered; and any special instructions regarding storage and handling.
5. Medications are stored in a locked cabinet in the main office, which is inaccessible to students.
6. In the absence of the school nurse, the authority to oversee the administration of medication is given to (in this order) the teacher, director of education and principal. All persons administering medication must have prior training by the school nurse.
7. The medication must be received by the person authorized to administer it in the container in which it was dispensed by the prescribing physician or a licensed pharmacist.
8. The parent or legal guardian is responsible for seeing that the school has an adequate supply of medication. The school will not keep on hand more than a month's supply of medication.
9. If a medication is discontinued, or an expiration date has been reached, the parent will be informed. The remaining medication may be picked up by the parent or other responsible adult or flushed in the toilet.
10. A medication log shall be kept for each prescribed medication and the teacher will document each dosage of medication that a student receives. This log is kept in the medication book along with the order and is stored in the medication drawer. Annually, the log will be placed in the student's Green Health Folder.
11. New request forms must be submitted annually and whenever the medication or dosage is changed. It is the responsibility of the parents to submit these forms.
12. Written documentation shall be maintained of the appropriate training provided for each person authorized to administer any prescribed medication for a student showing:
  - a. what training was given
  - b. who gave the training and the trainer's professional status
  - c. the date of the training
13. The director of education shall be responsible for ensuring that each classroom teacher has documentation for a substitute teacher regarding each student's medication needs.
14. Strict adherence to the above rules is necessary to protect the school, person (s) designated to administer medication and the student.

*Approved by the Board on October 26, 2007  
This policy replaces the Administering Medication policy*

## **School / Classroom Visitation** **Policy**

To protect the safety of students and staff, and to avoid disruption of educational programming, all visits to the school must be approved by a member of the Administrative Team. All unauthorized visitors in the school or on school property are prohibited, and violators will be reported to local law enforcement officials.

1. Visitors to the school must make prior arrangements for visitation with the Administrative Team. Tours of the school may be made available to interested persons. Visitors must be at least 18 years of age and accompanied by school staff or persons designated by the Administrative Team to conduct a tour. Visitors under age 18 must be accompanied by their parent(s) and receive prior approval by the Administrative Team.
2. Visitors will be asked to refrain from engaging in conversation or initiating interaction with students and staff.
3. Visitors are not permitted to take photographs while in the school.
4. At the discretion of the Administrative Team, certain classrooms or areas may be unavailable for tours at given times.

*Revised and Approved by the Board on April 18, 2002*

## **Seizure Response** **Policy**

Approximately one in every one hundred children and adolescents have epilepsy. The condition is more common in individuals who have autism and other developmental disabilities.

There are different seizure response protocols established by different agencies.

Because the students of the Autism Academy of Learning do not have normal communication abilities and because there are a large number of individuals working in the building whose medical histories are not well known, the school will err on the side of caution in its seizure response protocol.

Parents/guardians will be informed of all seizures experienced by their children while at school or on school transportation.

Grand Mal (Generalized) Seizures:

911 will be called immediately for all grand mal seizures experienced by students, staff, volunteers or visitors.

Staff witnessing the grand mal seizure will call 911 immediately and then call the Principal.

The Principal will call the parent or have another staff member call the parent immediately after 911 has been called.

Staff witnessing the grand mal seizure will do the following until medical responders arrive:

Protect the individual from injury while the seizure runs its course

Ease the individual gently to the floor and clear the surrounding area of anything that could hurt them.

Put something flat and soft (folded jacket, pillow, etc.) under the individual's head so it will not hit against the floor.

Turn the individual gently onto their side to keep the airway clear and allow any fluid in the mouth to drain away and prevent choking.

Loosen ties or anything around the neck that may make breathing difficult.  
Do not force the mouth open.  
Do not hold on to the tongue.  
Do not put anything in the individual's mouth.  
Do not hold down or try to stop the individual's movements.  
Time the seizure with a watch or clock.  
Do not start artificial respiration unless the individual does not start breathing again after the seizure has stopped.

After the grand mal seizure staff will:

Share any pertinent information with medical personnel and the Principal, including individual's behavior before and after the seizure, if the individual hit their head or sustained any other bodily injury, the duration of the seizure and a description of the seizure activity.  
Fill out an anecdotal record of all seizure activity.

The emergency responders shall determine whether further medical treatment is necessary for the student.

Staff and adult volunteers or visitors shall have the right to make their own decisions about any further medical care once they have regained consciousness.

An anecdotal record of seizure activity will be sent home to the parent at the end of the school day on which it occurred.

Other (non-grand mal) Seizures:

The Principal shall be notified immediately of the seizure activity.

The Principal will call the parent or have another staff member call the parent.

Staff witnessing the non-grand mal seizure will:

Stay near the individual and help them avoid hazards while they might still be confused.

Stay physically with the individual until he/she is completely aware of their environment.

Fill out an anecdotal record of the seizure activity.

In the event that a student regularly experiences petit mal (absence) seizures, it may be at the parent/guardian's discretion as to whether they wish to be called every time this type of seizure occurs. However, the parent/guardian must continue to be called until the school receives written permission stating that this is not necessary. An anecdotal record of the seizure activity will still be sent home to the parent the day of the occurrence even if the parent does not require the school to call them.

*Approved by the Board on April 17, 2008*

### **Soiled Clothing Protocol** **Policy**

#### **Soiled Clothing Definition:**

Soiled clothing contains urine or feces and should be treated as potentially infectious.

#### **Risks:**

Possible infectious agents related to clothing contaminated with urine and/or feces include: Salmonella, shigella, rotavirus, hepatitis A, E-coli and cytomegalovirus (CMV).

**Prevention:**

Staff shall follow the requirements of the Soiled Clothing Protocol as outlined below in order to minimize contamination of clothing and the environment.

**Procedure for Handling Soiled Clothing:**

**1. Supplies and Equipment**

Staff shall assemble all supplies needed for the change and remove the supplies from their containers in order to avoid contamination of the containers during the change. Items may include the expected amount of wipes, fresh underwear or Pull-Ups, disposable gloves, covering for the floor and several plastic bags for soiled disposable items and for clothing.

**2. Changing Surface**

Since the AAL's student's are all of school age, they will be changed standing up. However, should a student have physical or other circumstances requiring them to be changed while lying down, the changing surface must be covered with sufficient disposable material to protect whatever is underneath, and big enough so that the staff member can fold over the contaminated surface of the disposable material. Only a clean surface should come in contact with the child's clothing once the soiled articles have been removed. At no time shall any student be changed on a changing table or on any area that is elevated and poses danger of a fall.

**3. Shoes, Soiled Clothing and Skin**

The student's shoes shall be removed before the change begins in order to prevent shoes from becoming contaminated and spreading germs wherever the student walks after the change.

If Pull-Ups or other disposable underwear were used, staff shall pull the sides apart rather than sliding them down the child's legs. If cloth underwear is being changed, soiled clothing shall be removed in a manner that minimizes the contact of soiled surfaces with the child's skin and other surfaces. Soiled clothing shall be placed in a plastic bag as the article is removed. If the shoes are soiled, staff must wash and sanitize them before putting them back on the student.

The student shall be wiped with disposable wipes from front to back, disposing of wipes directly into the garbage or into a plastic bag that will be tied shut and put into the garbage.

Soiled clothing should be handled as little as possible to prevent gross microbial contamination of the air and the staff. It is preferred that soiled underwear be disposed of upon removal. However, if the parent wishes to have the soiled underwear sent home, staff shall only be required to remove stool that is well formed and will easily separate from the cloth underwear. Staff shall not rinse out or wash soiled clothing. All soiled clothing shall be sent home for cleaning in a doubled plastic bag, sealed tightly and sent home with the student at the end of the school day. The bag containing soiled clothes shall be kept out of the reach of students while at school and on the van.

#### **4. Disposable Items**

All disposable items shall be placed into a plastic bag or a covered waste can. Soiled gloves shall be put in a plastic bag after bagging all other contaminated articles and before touching any clean clothing.

Staff shall wipe their hands with a disposable wipe and then wipe the student's hands with another disposable wipe before putting clean clothing on the student.

#### **5. Hand Washing**

After the change is completed, both the staff and the child must wash their hands at a sink, lathering with soap for at least ten seconds.

#### **6. Sanitizing Contaminated Surfaces**

After the student returns to the classroom, the staff who changed the student shall make sure that all surfaces touched during the change are visibly clean. Then staff shall sanitize all potentially contaminated surfaces with a sanitizing solution of bleach or other recommended sanitizer.

#### **7. Communication to Parents**

The teacher will communicate to the parent that soiled clothing is being sent home with the student's personal items through a phone call and written communication on the same day. If the parent does not wish to be called to inform them of soiled clothing being returned, the teacher may ask the parent to put their request in writing to the teacher. The teacher will then be responsible for keeping a copy of the letter as well as providing a copy to the Principal and Director of Education. A note will be sent home to inform the parent of soiled clothing being sent home even if the parent requests no phone call.

#### **Parental Responsibility for Replacement Clothing:**

When soiled clothes are sent home or disposed of, parents shall be responsible for supplying the school with a replacement set of clothing on the following school day.

If the child was sent home with a borrowed set of clothing from the school, the parent shall be responsible for laundering the clothing and returning it to the school within three days.

*Approved by the Board on April 15, 2010*

### **Student Attendance and Truancy Policy**

The Autism Academy of Learning sets high expectations for consistency in school attendance in order to allow for maximum student learning and maintenance of skills. Additionally, regular attendance is important for the development of positive work habits, positive behavior and minimal regression of a wide variety of skills. The AAL is committed to encouraging its

students and families to take full advantage of the educational opportunities it provides to every student. The school suffers financially when students are absent. The school's rating by the Department of Education is also negatively affected by an overall student attendance rate that does not meet the state standard. It is the legal responsibility of the AAL to enforce the Ohio State Compulsory Attendance laws.

Truant students are those who are absent from the school day or portions thereof, without valid cause. The AAL shall consider valid cause in accordance with the Ohio Administrative Code's definitions below.

Ohio Administrative Code defines "excused absences" as follows:

Personal illness

Illness in the family

Quarantine of the home

Death of a relative

Medical or dental appointment

Observance of religious holidays

Emergency or other set of circumstances (to be determined by Principal or designated school official)

College visitation

"Unexcused absences" are any absences not identified by the definitions listed above. "Tardiness" is defined as arriving to school more than ten minutes past the student's start time. A "partial day" is defined as a student not being present at school for over three hours of the student's normal school day hours.

The AAL recognizes that students may be absent from school for valid reasons, such as illness, family illness or death, recovery from an accident, quarantine in a child's home, religious observance, medical/dental appointments, or other circumstances that warrant concern to the parent for the health or safety of the student.

In accordance with the Student Attendance and Truancy Policy, parents are to notify the school office as early as possible of student absence or tardiness.

A written note must be sent with the student explaining the absence or tardiness when he/she is returning to school from an absence even if the school was contacted by phone.

If a written note is not sent to the school, the student's absence will be marked as unexcused. In accordance with Ohio Administrative Code 3301-69-02 Section (B)(2) students who are absent for 3 consecutive days must have a doctor's note. Parents will be required to submit a written statement from a physician/mental health professional in order for absences to be excused after 7 calendar days absent due to illness within one grading period. Any absences due to illness beyond 7 calendar days in a grading period without a written statement from a physician/mental health professional will be counted as unexcused and will be subject to applicable truancy proceedings.

The Principal shall be responsible for keeping accurate, up-to-date student attendance records of all students of the AAL, and for ensuring the school has appropriate family information that will allow for parents and guardians to be contacted.

In accordance with the student handbook, the Principal shall determine if a student is truant or chronically and habitually truant. The Principal shall take the following actions to address student absences:

After five (5) episodes of tardiness within one grading period, the Principal shall contact the parent/guardian to inform them of such.

After three (3) unexcused absences in a month, the Principal shall contact the parent/guardian to inform them of such.

After five (5) consecutive unexcused absences, the Principal shall contact the parent/guardian to inform them of such.

After seven (7) unexcused absences in a month, the Principal shall contact the parent/guardian to inform them of such.

After ten (10) unexcused absences in a year, the Principal shall contact the parent/guardian to inform them of such.

A referral to the Truant Officer may be made if the student has unexcused absences for seven (7) or more consecutive school days; ten (10) or more school days in one school month; or fifteen (15) or more school days in a school year.

*Revised and Approved by the Board on March 19, 2009*

**STUDENT CHARACTERISTICS RELATED TO PHYSICAL HEALTH ISSUES**

Persons with autism may display characteristics that manifest as symptoms commonly associated with physical illness. Such characteristics may make it difficult to determine whether or not a child is physically ill. In order to make staff of The Autism Academy of Learning aware of any particular characteristics your child may exhibit that could be mistaken for illness, we ask that our parents please fill out the information below.

Please check off any symptoms below that are **commonly displayed** by your child:

\_\_\_\_\_ Vomiting

Please describe pattern of vomiting that is commonly displayed by your child

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\_\_\_\_\_ Diarrhea/loose stools

Please describe any abnormal bowel movements commonly displayed by your child

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\_\_\_\_\_ Rashes/redness of skin

Please describe any symptoms of rash or redness of skin commonly displayed by your child.

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\_\_\_\_\_ Medication/Supplement Side Effects

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\_\_\_\_\_ Other symptoms

Please describe any symptoms or characteristics commonly displayed by your child that are not listed above.

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**Child's Name** \_\_\_\_\_ **Classroom Assigned** \_\_\_\_\_ **Date** \_\_\_\_\_

*Form Approved by the Board on October 16, 2003*

## Student Code of Conduct Policy

Children with autism usually exhibit at least some degree of various challenging behaviors. Our goal will be to minimize difficult behavior through the provision of a structured, supportive environment, sensory based intervention, appropriate services, and supports that are individualized to be effective for the individual child. As students better learn to cope, communicate and make personal decisions, their levels of frustration will be lowered, thus eliminating or reducing the occurrence of many negative behaviors.

Individualized education plans will include interventions, supports and services to be used to address behavior. When challenging behaviors occur frequently, a functional behavioral analysis will be conducted to learn more about why the behaviors are occurring. Our educational staff, along with the parents, will develop positive behavior plans to best address the situation.

No child shall be suspended from The Autism Academy of Learning for the usual, expected challenging behaviors that are a manifestation of their disability; however, we realize that certain serious violations may make suspension or expulsion necessary.

The school recognizes emergency removals as a favorable alternative to student suspensions and reserves the right to implement emergency disciplinary removal procedures on days when the severity of a student's behavior has resulted in or is likely to result in serious injury to the student, staff, or other students.

A disciplinary removal shall be used only in situations where there is an extremely high level of inappropriate behavior and the student is not able to be redirected or calmed down after every conceivable strategy has been attempted and the student has been given an appropriate amount of time to try to calm down.

Emergency removals must be approved by the Principal. The Principal will notify parents/guardians of proposed disciplinary actions and procedural safeguards the day the disciplinary decision is made. The Principal will also notify the Board President of any such student disciplinary action when it is made.

### VIOLATIONS SUBJECT TO SUSPENSION / EXPULSION:

- Carrying a dangerous weapon to school, on school grounds or on school transportation.
- Possessing, using, selling or soliciting the sale of, or being under the influence of illegal drugs, alcohol, or other controlled substances.
- Arson -- using fire to burn school facilities, property or equipment.
- Sexual harassment, assault or imposition of staff, students or visitors.
- Stealing.
- Possessing, concealing or detonating bombs or other explosives.
- Making bomb threats.

*Revised and Approved by the Board on January 18, 2007*

## **Student Lunch** **Policy**

The Autism Academy of Learning does not participate in any hot lunch program, nor does the school provide meals for the students. It shall be the responsibility of the students' parents/guardians to send in a lunch for their child daily, including a drink. Lunches should be of appropriate portion sizes for the students. Students should arrive at school with their lunches in their possession. An ice pack should be placed in the lunchbox if there are any food or beverage items that need to be kept cold. A microwave shall be available to warm up any food that needs to be warmed up. Parents/guardians shall include any specific instructions regarding the student's lunch.

Should a student arrive without a lunch, the teacher shall call the parent/guardian to inform them that the student will need a lunch brought to the school. The parent/guardian shall be expected to bring a lunch to the school for the student, and the lunch shall arrive before the student's lunch time.

The school encourages healthy eating habits for its students and discourages parents/guardians from sending lunches consisting of "fast food," (McDonald's Burger King, etc) as such food may cause other students to want it as well. Parents/guardians are also discouraged from sending in soda pop for the students.

Failure to provide daily lunches may result in a referral to social service agencies. If the parent/guardian has financial issues that do not allow for the purchase of food for school lunches, the parent/guardian shall notify the Principal, who will work with the family to assist them in linkage to community programs that may help them provide for the student.

*Approved by the Board on August 16, 2007*

## **Students of Divorced / Separated Parents/ Guardians** **Policy**

The Autism Academy of Learning shall maintain neutrality between parents/guardians who are involved in legal action affecting the family, unless directed otherwise by an order of the court. The parents(s) shall be solely responsible for notifying the school and provide a copy of such a court order.

For school purposes, the custodial parent's residence shall be considered the student's residence, unless otherwise specified by a court order. The parents shall have sole responsibility for informing the school of the names and addresses of custodial and non-custodial parents.

The non-custodial parent of any student enrolled at The Autism Academy of Learning may be provided all student progress reports, notices of school activities, incident reports, conference information or other student records that are provided to the custodial parent, unless otherwise restricted by a court order presented to the Principal. The non-custodial parent shall be

responsible for requesting such information. The Administrative Team shall inform classroom teachers of non-custodial parents who have restrictions on accessing student information. Students may be released from school to either the custodial or non-custodial parent, unless the custodial parent has a court order or other legally binding document prohibiting release to them.

*Revised and Approved by the Board on April 18, 2002*

***SPECIAL EDUCATION MODEL POLICIES  
AND PROCEDURES***



# SPECIAL EDUCATION MODEL POLICIES AND PROCEDURES

Adopted on:

August 20<sup>th</sup> 2009

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Date

By:

The Autism Academy of Learning

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District

July 1, 2009

## INTRODUCTION

By adopting these Model Policies and Procedures, the Autism Academy of Learning (the “District”) is adopting written policies and procedures regarding the manner in which the District fulfills its obligations under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the *Ohio Operating Standards for Ohio Educational Agencies Serving Children with Disabilities* (hereafter referred to as the “Operating Standards”). The Operating Standards require that the District adopt written policies and procedures in a number of different areas, and the District has chosen to adopt the model policies and procedures promulgated by the Ohio Department of Education’s Office for Exceptional Children (ODE-OEC) in order to satisfy these requirements of the Operating Standards.

This document, while comprehensive, does not include every requirement set forth in the IDEA, the regulations implementing IDEA, the Operating Standards, the Ohio Revised Code (ORC) and/or the Ohio Administrative Code (OAC). The District recognizes its obligation to follow these laws, regardless of whether their provisions are restated in the Model Policies and Procedures.

## I. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the Operating Standards.

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### A. RESIDENTIAL PLACEMENT

If the District places a child with a disability in a public or private residential program deemed necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is at no cost to the parents of the child.

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### B. ASSISTIVE TECHNOLOGY

The District makes assistive technology available if required as part of the child's special education, related services or supplementary aids and services.

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### C. EXTENDED SCHOOL YEAR (ESY) SERVICES

The District ensures that extended school year services are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child. If a child is transitioning from Part C services, the District considers extended school year (ESY) services as part of the IEP process.

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### D. NONACADEMIC SERVICES

The District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

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### E. PROGRAM OPTIONS AND PHYSICAL EDUCATION

The District takes steps to ensure that children with disabilities served by the District have available to them the variety of educational programs and services available to nondisabled

children served by the school district, including art, music, industrial arts, consumer and homemaking education and vocational education.

The District ensures that a child with a disability receives appropriate physical education services. The District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is enrolled full time in a separate facility or needs specially designed physical education, as prescribed in the child's IEP. The District provides a specially designed physical education program if prescribed by the IEP.

For preschool children, the District considers adapted physical education or related services, as appropriate, in conjunction with center-based or itinerant teacher services, and considers the factors set forth in 3301-51-11(F) of the Operating Standards.

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## F. TRANSPORTATION

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The District provides, as a related service, transportation service in accordance with IDEA and the Operating Standards.

## II. CONFIDENTIALITY

The District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the District, (name of responsible official) is responsible for maintaining the confidentiality of personally identifiable information. The District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the District's policies regarding that information. The District maintains for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. The District gives notice to all parents of students receiving special education and related services that is adequate to fully inform parents about confidentiality requirements, in accordance with 3301-51-04(C) of the Operating Standards. The District also ensures that its contractors adhere to applicable confidentiality requirements.

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### A. ACCESS RIGHTS

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The District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The District does not charge a fee to search for or retrieve information. The District may charge a fee for copies of records, but does not charge a fee for copies of records that will effectively prevent the parents from exercising their right to inspect and review records.

The District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to 3301-51-05 of the Operating Standards, and any resolution session pursuant to 3301-51-05 of the Operating Standards, and in no case more than 45 days after the request has been made.

The District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records and permits a representative of a parent to inspect and review records.

The District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

Upon request, the District provides parents a list of the types and locations of education records collected, maintained or used by the District.

The District keeps a record of parties obtaining access to education records collected, maintained or used under Part B of the IDEA (except access by parents and authorized employees of the

participating agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

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## B. AMENDMENT OF RECORDS/HEARING PROCESS

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If a parent requests the District to amend the information in the education records collected, maintained or used in the provision of special education or related services, the District decides whether to amend the information in accordance with the request within a reasonable period of time. If the District decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to a hearing as set forth below and in 3301-51-04 of the Operating Standards.

### (1) HEARING PROCEDURE

If the parent requests a hearing to challenge information in education records, the hearing is conducted in accordance with the procedures in 34 Code of Federal Regulations (C.F.R.) 99.22 (July 1, 2005) and within a reasonable period of time after the District receives the request. The hearing is conducted in accordance with the following procedures:

- (a) The parents shall be given notice of the date, time and place reasonably in advance of the hearing;
- (b) The records hearing shall be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing;
- (c) The parents shall be afforded a full and fair opportunity to present evidence relevant to the child's education records and the information the parent believes is inaccurate or misleading or violates the privacy or other rights of the child;
- (d) The parents may, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney;
- (e) The District makes its decision in writing within a reasonable period of time after the hearing; and
- (f) The decision is based solely upon the evidence presented at the hearing and includes a summary of the evidence and the reasons for the decision.

### (2) RESULTS OF HEARING

If the District, as a result of the hearing, decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and informs the parent in writing.

If the District, as a result of the hearing, decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the child's records a statement commenting on the information or setting forth any reasons the parents disagree with the decision of the District.

Any explanation placed in the records of a child are:

(a) Maintained by the District as part of the records of the child as long as the record or contested portion is maintained by the District; and

(b) Disclosed any time the records of the child or the contested portion is disclosed by the District to any party.

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## C. PARENTAL CONSENT PRIOR TO DISCLOSURE OF RECORDS

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The District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by 3301-51-04(B)(3) of the Operating Standards, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA).

The parent's consent must be in writing, signed and dated and must: (1) Specify the records to be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

The District obtains parental consent, or the consent of an eligible child who has reached the age of majority under Ohio law, before personally identifiable information is released:

(1) To officials of participating agencies providing or paying for transition services in accordance with 3301-51-07 of the Operating Standards;

(2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or

(3) For purposes of billing insurance and/or Medicaid.

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## D. TRANSFER OF RIGHTS AT AGE OF MAJORITY

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The District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in Ohio), the rights regarding education records also transfer to the child. See Chapter IV, Procedural Safeguards, Section G, regarding the transfer of rights under IDEA at the age of majority.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

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E. DISCIPLINARY INFORMATION AND REPORTS TO LAW  
ENFORCEMENT

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The District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the District, the transmission of any of the child's records includes both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:

(1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:

(a) Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;

(b) Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or

(c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and

(2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the District reports a crime to the appropriate law enforcement officials, the District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

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F. DESTRUCTION OF RECORDS

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The District informs parents when personally identifiable information is no longer needed to provide educational services to the child. If the parents request, the information is then destroyed. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed is maintained without time limitation.

### III. CHILD FIND

In accordance with federal law, the District assumes responsibility for the location, identification and evaluation of all children birth through age 21 who reside within the district and who require special education and related services.

This includes students who are:

- (1) Advancing from grade to grade;
- (2) Enrolled by their parents in private elementary or private secondary schools, including religious schools, located in our District (regardless of the severity of their disability);
- (3) Wards of the state and children who are highly mobile, such as migrant and homeless children; and
- (4) Home-schooled.

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#### A. RESPONSIBILITY FOR DETERMINING ELIGIBILITY

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In the District, the Evaluation Team ensures that the student meets the eligibility requirements of IDEA and state regulations.

In all cases, the Evaluation Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, the District will not identify the student as disabled if the limited English proficiency (LEP) is the cause of the suspected disability.

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#### B. CHILD IDENTIFICATION PROCESS

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##### (1) GENERAL

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. \_\_\_\_\_ (title of individual or department) coordinates the child identification process. The department and its staff use a variety of community resources and systematic activities in order to identify children requiring special services. District staff members consult with appropriate representatives of private school students attending private schools located in the District in carrying out this process. The District ensures that this process for students attending private or religious schools located in the District is comparable to activities undertaken for students with disabilities in the public schools.

##### (2) IDENTIFICATION OF CHILDREN BETWEEN THE AGES OF BIRTH TO AGE 3.

When the District becomes aware of a child between the ages of birth to 3 who has or may have a disability, it either:

- (a) Makes a child referral directly to the county family and children first council responsible for implementing the “Help Me Grow” (HMG) early intervention services under Part C of the IDEA; and/or

(b) Provides the parents with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred for Part C services. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from the District, even if the child is between the ages of birth to 3. The District is responsible for providing an evaluation but is not responsible for the provision of FAPE for an eligible child until the child is age 3.

### (3) TRANSITION TO SPECIAL EDUCATION FROM HELP ME GROW (HMG).

The District and the county family and children first council responsible for HMG have a current interagency agreement that includes processes for the referral of children from HMG to the District. The District has an assigned transition contact,           , who is the primary person responsible for contact with HMG regarding children transitioning from that program.

(a) If invited by a representative of HMG (and with parent permission), a District representative attends a transition conference to discuss transition from early intervention services to preschool for a child suspected of having a disability.

(b) If the parents request, the District invites the Part C service coordinator to the initial IEP meeting.

If there is a suspected disability and the child is eligible for special education and related services as a preschool child, the District works to ensure that an IEP is in place and implemented by the child's third birthday. In the case of children who are 45 days or less from their 3<sup>rd</sup> birthdays and who are suspected of having disabilities, an evaluation is completed within 60 days of parental consent, but an IEP is not required by their third birthdays.

As part of the IEP process, the IEP team determines if extended school year services are required for the preschool child.

### (4) COORDINATION WITH OTHER AGENCIES.

The District has interagency agreements with Head Start programs within the school district's service delivery that provide for:

(a) Service coordination for preschool children with disabilities, 3 through 5 years of age, in a manner consistent with the state interagency agreement for service coordination with Head Start; and

(b) Transition of children eligible for special education and related services as a preschool child at age 3.

The District also has interagency agreements with the relevant county board(s) of MR/DD for identification, service delivery and financial responsibilities to adequately serve preschool children with disabilities 3 through 5 years of age.

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## C. DATA COLLECTION

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The District maintains an education management information system and submits data to ODE pursuant to rule 3301-14-01 of the Administrative Code. The District's collection of data includes information needed to determine if significant disproportionality based on race and ethnicity is occurring in the District with respect to the identification of children as children with disabilities, the placement of children in educational settings and the incidence, duration and type of disciplinary actions.

#### IV. Procedural Safeguards\

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##### A. PRIOR WRITTEN NOTICE

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The District provides prior written notice as required by IDEA and Operating Standards. See Appendix A which summarizes the situations in which prior written notice is required. The District uses the form required by ODE-OEC Prior Written Notice PR-01.

###### (1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the Operating Standards, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

- (a) A description of the action proposed or refused by the District;
- (b) An explanation of why the District proposes or refuses to take this action;
- (c) A description of other options that the IEP team considered and the reasons why those options were rejected;
- (d) A description of each evaluation procedure, assessment, record or report that the District used as a basis for the proposed or refused action;
- (e) A description of other factors that are relevant to the District's proposal or refusal;
- (f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and
- (g) Sources for parents to contact to obtain assistance in understanding the provisions of Ohio's rule regarding procedural safeguards.

###### (2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the District takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication. The District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.

The District may provide the prior written notice, procedural safeguards notice and the notification of a due process complaint by e-mail if the parents choose to receive the notices electronically.

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##### B. PROCEDURAL SAFEGUARDS NOTICE

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Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and the Operating Standards.

*Whose IDEA Is This? A Parent's Guide to the Individuals with Disabilities Education Improvement Act of 2004*, developed by ODE-OEC, includes a full explanation of these procedural safeguards as required by IDEA and 3301-51-02, 3301-51-04 and 3301-51-05 of the Operating Standards.

The District provides parents with a copy of *Whose IDEA Is This?* at least once a year. This includes:

- (1) Providing a copy to the parents of a child who transfers into the District from out-of- state; and
- (2) Providing a copy to the parents of a child who transfers into the District from an in-state school if the sending District has not provided a copy to the parents during the current school year.

In addition, the District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

- (1) The initial referral or parental request for evaluation;
- (2) The receipt of the first due process complaint in a school year; (3) A change in placement for disciplinary action; and
- (4) When requested by the parents or the child who has reached the age of majority.

In providing *Whose IDEA is This?*, the District follows the procedures for communication that are described above under Prior Written Notice.

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## C. PARENTAL CONSENT

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Consent means that the parents:

- (a) Have been fully informed, in the parents' native language or other mode of communication, of all information relevant to the activity for which consent is sought;
- (b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- (c) Understand that the granting of consent is voluntary and may be revoked at any time.

### (1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The District obtains written consent from the parents before:

- (a) Conducting an initial evaluation to determine if a child is eligible for special education; (b) Initially providing special education and related services;
- (c) Conducting a reevaluation when assessments are needed;
- (d) Making a change in placement on the continuum of alternative placement options (i.e., regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions); and
- (e) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA. For example, parental consent is obtained prior to releasing records to a representative of

an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The District uses the ODE-OEC required Consent for Evaluation PR-05 form to obtain written parental consent for evaluation and reevaluation and the required IEP PR-07 form to obtain written parental consent for the initial provision of special education and related services and for making a change in placement.

The District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

## (2) CHANGE IN PLACEMENT

Once the District receives the initial parental consent for special education and related services, the District must obtain consent only for a change in placement. A “change of placement” means a change from one option on the continuum of alternative placements to another (instruction in regular classes, special schools, home instruction and instruction in hospitals and institutions).

If the District cannot obtain parental consent, it may file a due process complaint requesting a due process hearing or engage in conflict resolution to obtain agreement or a ruling that the placement may be changed.

## (3) PARENTS’ FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The District makes “reasonable efforts” to contact parents and obtain written parental consent that may include:

- (a) Written correspondence; (b) Phone calls;
- (c) Electronic mail communications, to include but not limited to e-mail and password-protected parent pages; and/or
- (d) Visits to the home or parents’ places of employment.

The District documents its attempts. If the parents fail to respond or refuse to provide consent, the District proceeds as follows:

## (4) INITIAL EVALUATION

If the parents fail to respond to the District’s efforts to obtain consent or refuse consent for the initial evaluation, the District may:

- (a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (b) Decide not to pursue the initial evaluation and provide the parents with prior written notice.

If the child is being home schooled or has been placed in a private school at the parents' expense, the District cannot file a due process complaint or request the parents to participate in a resolution meeting and/or mediation.

#### (5) REEVALUATION

If the parents fail to respond to the District's efforts to obtain consent for a reevaluation when assessments are needed, the District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when assessments are needed, the District may:

- (a) Agree with the parents that a reevaluation is unnecessary;
- (b) Conduct a reevaluation by utilizing data and/or documentation that the District already possesses;
- (c) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or
- (d) Decide not to pursue having the child reevaluated.

The District continues to provide FAPE to the child if the District agrees with the parents that a reevaluation is unnecessary.

#### (6) INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

If the parents do not attend the IEP meeting to develop the IEP for the initial provision of services, the District attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and or visiting the parents.

If the parents expressly refuse consent, as evidenced by their signatures on the IEP indicating that consent is not given, the District maintains a copy of the signed IEP showing that the District offered FAPE.

If the parents fail to respond or refuse consent, the District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child.

The District does not use the parents' refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the District, except in those instances in which IDEA authorizes that denial.

#### (7) REVOCATION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment.

The District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

If a parent has provided written revocation of consent, the District does not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

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## D. INDEPENDENT EDUCATIONAL EVALUATION

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Parents who disagree with an evaluation that was completed or obtained by the District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the District conducts an evaluation with which the parents disagree.

### (1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the District either:

- (a) Ensures that an independent evaluation is provided at public expense; or
- (b) Files a due process complaint requesting a hearing to show that the District's evaluation is appropriate.

If the District files a due process complaint and the final decision is that the District's evaluation is appropriate, the parent still has the right for an independent educational evaluation, but not at the public expense.

### (2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the District an evaluation obtained at private expense, the District considers that evaluation, if it meets District criteria, in any decision made with respect to the provision of FAPE to the child.

### (3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the above-mentioned criteria, the District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense

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## E. CONFLICT RESOLUTION

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### (1) ADMINISTRATIVE REVIEWS

Within 20 days of receipt of a complaint from a child's parents or another educational agency, the District's superintendent, or the superintendent's designee, conducts a review, may hold an administrative hearing and notifies all parties of the decision in writing.

- (a) All parties have the right to invite others, including legal counsel, to participate in the review.
- (b) The review is conducted at a time and place convenient to all parties.
- (c) Every effort is made to resolve any disagreements at the administrative review.

### (2) MEDIATION

At its discretion, the District participates in the resolution of disputes with other parties through the voluntary mediation processes available through ODE-OEC.

### (3) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the District proceed in the manner set forth in 3301-51-05(K) of the Operating Standards.

The District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

- (a) Occurs within 15 days of the receipt of notice of the parents' due process complaint;
- (b) Includes a representative of the District who has decision-making authority on behalf of the District;
- (c) Does not include the District's attorney unless the parents are accompanied by an attorney;
- (d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and
- (e) Provides the District an opportunity to resolve the dispute.

The District does not hold a resolution meeting if the parents and the District agree in writing to waive the meeting or agree to use the mediation process. Also, if the District files the due process complaint, it is not required to hold a resolution meeting.

The District, if it is the child's school district of residence, is responsible for conducting the impartial due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures required by 3301-51-05(K)(10)–(15) of the Operating Standards when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parents request to inspect and review any education records relating to their child, the District replies without unnecessary delay and makes the records available before the hearing.

The District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to ODE-OEC.

The District pays for the costs incurred for the hearing except for expert testimony, outside medical evaluations, witness fees, subpoena fees and cost of counsel requested by the other party to the hearing and compensates the hearing officer as provided in 3301-51-05(K)(16)(d) of the Operating Standards. If the hearing was requested by another agency, the District shares the costs of the hearing except for the costs identified in the preceding sentence.

Any further appeals or actions proceed in accordance with 3301-51-05 of the Operating Standards.

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## F. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS/CODE OF CONDUCT VIOLATIONS

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### (1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

The District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the state or the District and the parents of the child agree otherwise. If the state level review officer agrees with the child's parents that a change in placement is appropriate, that placement is treated as an agreement between the state and the parents.

If the complaint involves an application for initial admission to the District, the child, with the consent of the parents, is placed in the District until the completion of all proceedings.

If the complaint involves an application for services from a child who is transitioning from Part C to Part B, the District provides those special education and related services that are not in dispute, if the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services.

### (2) DISCIPLINARY PROCEEDINGS

The District may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of 3301-51-05 of the Operating Standards, is appropriate for a child with a disability who violates a code of student conduct.

#### (a) Changes in placement less than 10 consecutive school days

The District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more

than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

- (1) The removal is for more than 10 consecutive school days, **or**
- (2) The child has been subjected to a series of removals that constitute a pattern:
  - (a) Because the series of removals totals more than 10 school days in a school year; (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
  - (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

(b) Services during removal from current placement

The District provides services to a child removed from the child's current placement as follows: (1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;

(2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is **not** a change in placement), the District provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;

(3) If the removal is a change in placement, the child's IEP team determines appropriate services; and

(4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined **not** to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the District ensures that the child:

(a) Continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(b) Receives, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school district, the parent and relevant members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct

was a manifestation of the child's disability. The District determines that the conduct is a manifestation of the child's disability:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the District, parents and relevant members of the IEP team determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the District takes immediate steps to remedy those deficiencies.

- (1) If the conduct was a manifestation of the child's disability, the IEP team either: (a) Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and complete the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; **or** (b) If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; **and** (2) Returns the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special circumstances.

The District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of ODE or a school district;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ODE or a school district.

The District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with 3301-51-05(K)(20)(h)(i) of the Operating Standards.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section B above.

#### (e) Expedited Due Process Hearing

The District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

(1) The District may request a an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.

(2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The District is responsible for conducting the expedited due process hearing utilizing the hearing officer appointed by ODE-OEC. The District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The District follows the expedited timelines and the procedures set forth in 3301-51-05(K)(22)(c)-(d) of the Operating Standards.

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#### G. TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY/STUDENT NOTIFICATION

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Once a child reaches the age of majority, the District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child's 18<sup>th</sup> birthday, the District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18) and provides the child with a copy of *Whose IDEA Is This?* The District documents this notice on the child's IEP PR-07 form.

Once the child turns 18, the District obtains informed written consent, as required by the Operating Standards, from the student, unless the student has been determined incompetent under state law.

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#### H. SURROGATE PARENTS

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The District ensures that the rights of a child are protected when:

(1) No parent, as defined in 3301-51-01 of the Operating Standards, can be identified; (2) The District, after making reasonable efforts, cannot locate a parent;

(3) The child is a ward of the state; or

(4) The child is an unaccompanied homeless youth as defined by 3301-51-05(E)(1)(d) of the Operating Standards.

One way in which the District protects the rights of such children is through the assignment of surrogate parents where appropriate. The District has a method for determining when a child needs a surrogate parent and for assigning a surrogate parent to the child, and complies with the requirements of 3301-51-05(E) of the Operating Standards regarding surrogate parents.

## V. EVALUATION

The District ensures that initial evaluations are conducted and that reevaluations are completed for children residing within the District. The District uses a referral process to determine whether or not a child is a child with a disability. The District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

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### A. INITIAL EVALUATION

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#### 1. TIMING AND INITIATION

The district conducts an evaluation before the initial provision of special education and related services. Either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

Within 30 days of receipt of a request for an evaluation, the District either obtains parental consent for an initial evaluation or provides to the parents prior written notice stating that the school district does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

- (a) Is conducted within 60 days of receiving parental consent for the evaluation unless the exception set forth in 3301-51-06(B)(5) of the Operating Standards applies; and
- (b) Consists of procedures:
  - (i) To determine if the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
  - (ii) To determine the educational needs of the child.

The district obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the IEP team and other qualified professionals.

#### 2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation, if appropriate, and as part of any reevaluation, the evaluation team shall develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

- (a) Review of existing evaluation data on the child, including:
  - (i) Evaluations and information provided by the parents of the child;
  - (ii) Current classroom-based, local or state assessments and classroom-based observations;
  - (iii) Observations by teachers and related services providers;
  - (iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development;

- (v) Data from previous interventions, including:
  - (a) Interventions required by rule 3301-51-06 of the Operating Standards and
  - (b) For the preschool child, data from early intervention, community, or preschool program providers; and
- (vi) Any relevant trend data beyond the past twelve months, including the review of current and previous IEPs; and
  - (b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:
    - (i) Whether the child is a child with a disability, as defined in 3301-51-01 of the Operating Standards, and the educational needs of the child;
    - (ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
    - (iii) The present levels of academic achievement and related developmental needs of the child;
    - (iv) Whether the child needs special education and related services; or
    - (v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and
    - (vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The district provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

### 3. CONDUCT OF EVALUATION

In conducting the evaluation, the District:

- (a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:
  - (i) Whether the child is a child with a disability as defined in 3301-51-01(B)(10) of the Operating Standards; and
  - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);
- (b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and
- (c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The District ensures that:

- (a) Assessments and other evaluation materials used to assess a child:
  - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
  - (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;
  - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
  - (iv) Are administered by trained and knowledgeable personnel; and
  - (v) Are administered in accordance with any instructions provided by the producer of the assessments.
- (b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);
- (d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;
- (e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.
- (f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with 3301-51-06(B)(5)(b) and (B)(6) of the Operating Standards, to ensure prompt completion of the full evaluations.
- (g) In evaluating each child with a disability under 3301-51-06(E)-(G) of the Operating Standards, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.
- (i) Medical consultation shall be encouraged for a preschool or school-age child on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected; and
- (j) For preschool-age children, as appropriate, the evaluation shall include the following specialized assessments:

- (i) Physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability;
  - (ii) Vision examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment; and
  - (iii) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.
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## B. ELIGIBILITY DETERMINATION AND EVALUATION TEAM REPORT

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### 1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:

- (a) The IEP team and other qualified professionals and the parent of the child determines whether the child is a child with a disability, in accordance with the Operating Standards; and
- (b) The District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

- (a) A summary of the information obtained during the evaluation process; and
- (b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 14 days from the date of eligibility determination.

### 2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability: (a) If the determinant factor for that determination is:

- (i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);
  - (ii) Lack of appropriate instruction in math; or
  - (iii) LEP; and
- (b) If the child does not otherwise meet the eligibility criteria under 3301-51-01(B)(10) of the Operating Standards.

The district, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

- (a) Draws upon information from a variety of sources, including aptitude and achievement tests, state and district wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior; and
- (b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, the District develops an IEP for the child.

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## C. REEVALUATIONS

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The District conducts reevaluations of a child with a disability:

- (a) If the District determines that the child's educational or related services needs, including improved academic achievement and functional performance, warrant a reevaluation; or
- (b) If the child's parent or teacher requests a reevaluation; or
- (c) When a child transitions from pre-school to school-aged services; or
- (d) In order to make a change in disability category.

A reevaluation may not occur more than once a year, unless the parent and the District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the District agree that a reevaluation is unnecessary.

The District evaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the District provides the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

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## D. IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES (SLD)

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The District has written procedures for the implementation of the evaluation process the District uses to determine the existence of a specific learning disability (SLD). In addition, the District uses the form required by ODE-OEC, Evaluation Team Report PR-06 and completes Part 3: Documentation for Determining the Existence of a Specific Learning Disability of PR-06 when the District suspects the child has a SLD.

## (1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

The parents, the IEP team, and a group of qualified professionals from the District determine that a child has a SLD if:

- (a) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when the District provides learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:
  - (i) Oral expression;
  - (ii) Listening comprehension; (iii) Written expression;
  - (iv) Basic reading skill;
  - (v) Reading fluency skills; (vi) Reading comprehension; (vii) Mathematics calculation; or
  - (viii) Mathematics problem-solving;

AND

- (b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in number 1, above, when the District uses an evaluation process to determine the child's response to scientific, research-based intervention;

OR

- (c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, when the District uses appropriate assessments consistent with 3301-51-06(E) and (F) of the Operating Standards that the group has determined to be relevant to the identification of a SLD.

Alternatively, the District may choose a third method of evaluation, for determining if a child has a SLD. The District seeks prior approval from ODE-OEC if it chooses to use an alternative research-based assessment procedure to determine if a child has a SLD.

## (2) USE OF AN EVALUATION PROCESS BASED ON THE CHILD'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION FOR SLD DETERMINATION

If the District uses an evaluation process based on the child's response to scientific, research-based intervention to determine whether a child has a SLD. The District ensures that this process:

- (a) Begins when the District has gathered and analyzed sufficient data from scientifically-based instruction and targeted and intensive individualized interventions that provide evidence that the child's needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;
- (b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs;

- (c) Is based on results of scientifically-based, technically adequate assessment procedures that assess ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child's parents; and
- (d) Includes the analysis of data described in 3301-51-06(H)(3)(b)(i) and (H)(3)(b)(ii) of the Operating Standards to determine whether a discrepancy is present between the child's actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed in 3301-51-06(H)(3)(a)(i) of the Operating Standards

The District will not use this process to delay unnecessarily a child's referral for a comprehensive evaluation to determine eligibility for special education services.

### (3) ADDITIONAL REQUIREMENTS FOR SLD DETERMINATION

The District ensures that the following additional requirements are satisfied when determining if a child has a SLD:

#### Inclusion of additional required group members for SLD determination

The group that determines that a child suspected of having a SLD is a child with a disability includes the child's parents and a group of qualified professionals consisting of, but not limited to:

- (a) In the case of a school-age child, the child's regular teacher (or if the child does not have a regular teacher, the District includes a regular classroom teacher qualified to teach a child of the child's age);
- (b) In the case of children less than school-age, an individual qualified by ODE to teach a child of the child's age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

#### Observation requirements

The District ensures that the child is observed in the child's learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the District conducts the observation by:

- (a) Using information from an observation of the child's performance conducted during routine classroom instruction, including monitoring of the child's performance during instruction, that was done before the child was referred for an evaluation; or
- (b) Having at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the District ensures that a group member observes the child in an environment appropriate for a child of that age.

Ensuring the child's underachievement is not due to a lack of appropriate instruction in reading and math

In order to ensure that underachievement in a child suspected of having a SLD is not due to lack of appropriate instruction in reading or math, the District considers:

- (a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and
- (b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents.

Obtaining parental consent to evaluate

The District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

- (a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the District considers:
  - (i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and
  - (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents; and
- (b) Whenever a child is referred for an evaluation.

Consideration of exclusionary factors

When determining that a child has a SLD, the District ensures that the findings from the evaluation process are not primarily the result of:

- (a) A visual, hearing, or motor disability; (b) Mental retardation;
- (c) Emotional disturbance; (d) Cultural factors;
- (e) Environmental or economic disadvantage; or
- (f) LEP.

If the District determines that one of these factors is the primary reason for the child's suspected disability, the District does not identify the child as having a SLD.

## VI. INDIVIDUALIZED EDUCATION PROGRAMS (IEPs)

The District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who resides in the district. For all children with disabilities for whom our district is the district of residence, the District is responsible for ensuring that the requirements of 3301-51-07 of the Operating Standards are met regardless of which district, county board of MR/DD, or other educational agency implements the child's IEP.

The meeting to develop an IEP is conducted within 30 days of a decision that a child needs special education and related services.

The initial IEP is developed within whichever of the following time periods is the shortest:

- (a) Within 30 calendar days of the determination that the child needs special education and related services;
- (b) Within 90 days of receiving informed parental consent for an evaluation; or
- (c) Within 120 calendar days of receiving a request for an evaluation from a parent or school district (unless the evaluation team has determined it does not suspect a disability).

The District ensures that the parents receive a copy of the child's IEP at no cost to the parents. The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 30 calendar days of the date of the IEP meeting.

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### A. MEMBERS OF THE IEP TEAM

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The IEP team includes:

- (1) The child's parents;
- (2) Not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment;
- (3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
- (4) A representative of the school district who:
  - a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  - b) Knows the general education curriculum; and
  - c) Knows about the availability of resources of the school district.
- (5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously;
- (6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

A member of the IEP team, other than the parent and the child if appropriate, is not required to attend an IEP team meeting, in whole or in part, if the parent and the district agree, in writing, that the attendance of that member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting or portion of the meeting.

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## B. PARENTAL PARTICIPATION

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The District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

- (1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually-agreed upon time and place.

A Notice to a Parent Regarding an IEP meeting:

- (1) Indicates the purpose, time and location of the meeting and who will be in attendance; and
- (2) Informs the parents of the provisions of the Operating Standards regarding the participation of other individuals who have knowledge or special expertise about the child and the participation of the Part C service coordinator or other representatives of the part C system at the initial IEP team meeting for a child previously served under Part C. See 3301-51-07(J)(2)(a)(ii) of the Operating Standards.

Beginning no later than the first IEP to be in effect when the child turns 14, the Notice also: (1) Indicates that a purpose of the meeting will be the development of a statement of the transition needs of the child; and

- (2) Indicates that the District will invite the child.

Beginning no later than the first IEP to be in effect when the child turns 16, the Notice also: (1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;

- (2) Indicates that the school district will invite the child; and
- (3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the District makes multiple attempts to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

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## C. CONTENTS OF AN IEP

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The District uses ODE's required form, PR-O7, for its IEPs.

In developing each child's IEP, the IEP team considers: (1) The strengths of the child;

- (2) The concerns of the parents for enhancing the education of their child; (3) The results of the initial or most recent evaluation of the child;
- (4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
- (5) The academic, developmental and functional needs of the child.

Further, the IEP team considers the following special factors:

- (1) In the case of a child whose behavior impedes the child's learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (2) In the case of a child with LEP, the language needs of the child as those needs relate to the child's IEP;
- (3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the Operating Standards and section 3323.011 of the Revised Code;
- (4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and
- (5) Whether the child needs assistive technology devices and services.

#### (1) CONTENTS OF EVERY IEP

The District's IEPs are written, and are developed, reviewed and revised in IEP meetings. The District's IEPs include all of the following:

(a) A statement that discusses the child's future and documents planning information; (b) A statement of the child's present levels of academic and functional performance, including:

(1) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(2) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(c) A statement of measurable annual goals, including academic and functional goals and benchmarks or short-term objectives designed to:

(1) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(2) Meet each of the child's other educational needs that result from the child's disability; (d) A description of:

(1) How the child's progress toward meeting the annual goals described in the IEP will be measured; and

(2) When periodic reports on the progress the child is making toward meeting the annual goals will be provided;

(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

(1) To advance appropriately toward attaining the annual goals;

- (2) To be involved in and make progress in the general education curriculum in accordance with the Operating Standards, and to participate in extracurricular and other nonacademic activities; and
- (3) To be educated and participate with other children with disabilities and nondisabled children, as appropriate, in the activities described in 3301-51-07(H)(1)(e) of the Operating Standards;
- (f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;
- (g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the IDEA;
- (h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or districtwide assessment of student achievement, a statement of why:
  - (1) The child cannot participate in the regular assessment; and
  - (2) The particular alternate assessment selected is appropriate for the child; and
- (i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

## (2) TRANSITION SERVICES

The District's IEPs address transition services as follows:

- (a) For children age 14 or over (or younger, if determined appropriate by the IEP team), the IEP includes a statement, updated annually, of the transition service needs of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program.); and
- (b) Beginning not later than the first IEP to be in effect when the child turns 16 (or younger if determined appropriate by the IEP team), the IEP includes:
  - (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
  - (2) The transition services (including courses of study) needed to assist the child in reaching those goals.

## (3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

## (4) NONACADEMIC SERVICES, PHYSICAL EDUCATION, EXTENDED SCHOOL YEAR AND TRANSPORTATION

If appropriate, the IEP includes the services to be provided in each of these areas.

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## D. REVIEW AND AMENDMENT OF AN IEP

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The District ensures that the IEP team:

- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
- (2) Revises the IEP, as appropriate, to address:
  - (a) Any lack of expected progress toward the annual goals and in the general education curriculum;
  - (b) The results of any reevaluation;
  - (c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
  - (d) The child's anticipated needs; or
  - (e) Other matters; and
- (3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or by a written document amending or modifying the IEP, if the parent of the child and the District agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the District ensures that the IEP team is informed of the changes made. When an IEP is amended, the District sends a copy of the amended IEP to the parent within thirty days of the date the IEP was amended.

## VII. LEAST RESTRICTIVE ENVIRONMENT (LRE)

The District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or nonpublic institutions or other care facilities, are educated with children who are nondisabled. Placement of students with disabilities in special classes, separate schooling or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

The District ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE).

The District determines the placement of a child with a disability at least annually, and the placement is based on the child's IEP, and is as close as possible to the child's home.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that the child would attend if nondisabled.

In selecting the LRE for a child with a disability, the IEP team considers any potential harmful effect on the child or on the quality of the services that the child needs.

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

## VIII. PARENTALLY PLACED NONPUBLIC SCHOOL CHILDREN

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### A. CHILD FIND

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#### (1) GENERALLY

The District locates, identifies and evaluates all children with disabilities who are enrolled by their parents in chartered and nonchartered nonpublic schools, including religious elementary and secondary schools located within the District's geographical boundaries.

The District consults with the nonpublic school representatives and representatives of parents of parentally placed nonpublic school children with disabilities regarding the child find process, including:

- (a) How parentally placed nonpublic school children suspected of having a disability can participate equitably; and
- (b) How parent, teachers and nonpublic school officials will be informed of the child find process.

After timely and meaningful consultation with representatives of nonpublic schools, the District carries out child find activities for parentally placed nonpublic school children, including children whose parents live out-of-state. These activities are similar to the child find activities the District conducts for its public school children and ensures an accurate count of children with disabilities. The District completes these activities in a time period comparable to that for children attending its public schools, including completing any evaluations within 60 days of receiving parental consent. See Chapter V, Section A(1).

The District follows all IDEA and FERPA confidentiality requirements when serving children with disabilities attending nonpublic schools located within the District's boundaries and obtains parental consent before releasing any personally identifiable information about a child to officials of the child's district of residence or the nonpublic school in which the child is enrolled.

The District conducts, either directly or through contract, a full and individual initial evaluation of any parentally placed nonpublic school child suspected of having a disability who is enrolled in a nonpublic school within the District's boundaries. The District obtains written parental consent before conducting an initial evaluation.

- (a) If the parents of a parentally placed nonpublic school child do not provide consent or fail to respond to the District's request for consent to evaluate the child, the District may not use mediation or due process procedures to pursue the evaluation. The District does not have to consider this child as eligible for services.
- (b) If the parents do not make clear their intent to keep their child enrolled in the nonpublic school, the District provides the parents of a child who is determined to be eligible for special education services written documentation stating that the child's school district of residence is responsible for making FAPE available to the child.

(c) The District sends a copy of this documentation to the child’s district of residence, provided the District obtains written parental consent to release the information.

The District conducts reevaluations of parentally placed nonpublic school children with disabilities receiving special education and any related services to determine continued eligibility for services. The District conducts reevaluations no more than once a year, unless the parents and the District agree otherwise, and at least once every three years, unless the parents and the district agree that a reevaluation is unnecessary.

## (2) AUTISM SCHOLARSHIP PROGRAM PARTICIPANTS

The District assumes responsibility for the initial evaluations and re-evaluations of children who reside in the District and desire to participate in the Autism Scholarship Program. The district where the nonpublic school is located conducts all reevaluations for children with disabilities participating in the Autism Scholarship Program. (See 3301-51-08(R)(1) of the Operating Standards). The District creates the IEP that is required for eligible children who reside within the District to participate in the Autism Scholarship Program.

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## B. CONSULTATION

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The District consults with nonpublic school representatives and representatives of parents who have placed their children with disabilities in nonpublic schools in a timely and meaningful way during the design and development of special education and related services for the children regarding the following:

### (1) CHILD FIND

See above requirements.

### (2) PROPORTIONATE SHARE OF FUNDS

- (a) The determination of the proportionate share of federal IDEA Part B funds available to serve parentally-placed nonpublic school children with disabilities;
- (b) The determination of how the proportionate share of those funds was calculated; and
- (c) Consideration of the number of children and their needs and location.

“Proportionate share” refers to the amount of federal IDEA Part B funds the District must expend to provide the group of parentally-placed nonpublic school children with disabilities with equitable participation in services funded with federal IDEA Part B funds. The District follows the formula in 3301-51-05(E)(1)–(4) of the Operating Standards to calculate the proportionate amount.

### (3) CONSULTATION PROCESS

- (a) How the consultation process will bring together District representatives, nonpublic school officials and representatives of parentally placed nonpublic school children with disabilities;

(b) How the process will take place throughout the school year to ensure that parentally- placed nonpublic school children with disabilities identified through the child find can meaningfully participate in special education and related services.

(4) PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

(a) How, where and by whom special education and related services will be provided; (b) The types of services, including direct services and alternate service delivery mechanisms;

(c) How special education and related services will be apportioned if funds are insufficient to serve all parentally placed nonpublic school children; and

(d) How and when these decisions will be made.

(5) WRITTEN EXPLANATION BY THE SCHOOL DISTRICT

How the District will provide the nonpublic school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract if the District disagrees with the views of the nonpublic school officials on the provision of services or the types of services.

The District obtains a written affirmation signed by representatives of the participating nonpublic schools that timely and meaningful consultation has occurred. If representatives of the participating nonpublic schools do not provide the affirmation within a reasonable period of time or choose not to participate under the proportionate share provisions of IDEA and engage in consultation, the District documents its consultation attempts and forwards the documentation to the ODE-OEC. If a nonpublic school located within the boundaries of the District chooses not to participate, the parents may contact the District to request services for the child.

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C. RIGHTS TO SERVICES

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The District is not required to pay for the cost of education, including special education and related services, of a child with a disability, enrolled at a nonpublic school or facility if:

- (1) The child’s district of residence made FAPE available to the child; and
- (2) The parents elected to place the child in the nonpublic school.

The District includes these children and their needs in the population being considered when making decisions about services to be provided to parentally placed nonpublic school children with disabilities.

If the parents make clear their intention to keep their child with a disability enrolled in the nonpublic school, the child’s district of residence does not need to develop an IEP for the child. If the child with a disability re-enrolls in the District, the District makes FAPE available.

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D. EQUITABLE SERVICES DETERMINED

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The District makes the final decisions about the services to be provided through a services plan to eligible parentally placed nonpublic school children with disabilities who are attending

nonpublic schools within the District's geographic boundaries. The District makes these decisions after consultation with nonpublic school representatives and parents of parentally placed nonpublic school children and through meetings to develop, review and revise services plans. A child with a disability attending a nonpublic school does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

## E. EQUITABLE SERVICES PROVIDED

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### (1) THE SERVICES PLAN

- (a) The District, whether or not it is the child's school district of residence, convenes the services plan meeting, conference call, or video conference for each eligible child who will receive special education and any related services for children who attend nonpublic schools located within the District's geographical boundaries.
- (b) The District determines required participants at the services meeting.
- (c) The District ensures that a nonpublic school representative participates in the development or revision of the services plan.
- (d) The District conducts a meeting, conference call, or video conference at least annually to review and revise, if appropriate, each child's services plan.
- (e) The District uses the ODE required Services Plan PR-09 form for individually developing a services plan for each participating child that describes the specific special education and related services that the District will provide to the child. Parentally placed nonpublic school children with disabilities may receive a different amount of services than children with disabilities enrolled in the District.

### (2) PROVISION AND LOCATION OF SERVICES

- (a) District personnel provide services to parentally placed nonpublic school children who attend nonpublic schools located within the District's geographical boundaries or the District provides services through a contract with an individual, association, agency, organization or other entity.
- (b) The District ensures that special education and related services, including materials and equipment, provided to parentally placed nonpublic school children with disabilities are secular, neutral and non-ideological.
- (c) The District, in consultation with the nonpublic school, will determine where services will be provided. Services may be provided on or off the premises of the nonpublic school. The District may provide services at the nonpublic school with the permission of that school.

### (3) TRANSPORTATION

- (a) The District provides transportation to parentally placed nonpublic school children with disabilities who attend nonpublic schools located within the District's geographical boundaries if the services being provided under IDEA are being delivered at a location other than the nonpublic school the child is attending. The District provides transportation:
  - (1) From the child's nonpublic school or the child's home to the site other than the nonpublic school; and

(2) From the service site to the nonpublic school or to the child' home depending on the timing of the services;

(b) The District may include the cost of transportation to special education and related services that are being delivered at a location other than the nonpublic school in calculating whether it has met the requirements of spending a proportionate amount of federal funds that it receives to serve children with disabilities; and

(c) The District provides transportation to all children, with and without disabilities, who reside within the District and who are parentally placed in chartered nonpublic schools following the requirements in ORC 3327.01.

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## F. DUE PROCESS COMPLAINTS AND COMPLAINTS TO ODE

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Due process rights do not apply to the provision of special education and related services the District has agreed to provide through a services plan. However, the parents of a child with a suspected disability, or a child identified as having a disability, who is enrolled in a nonpublic school, have the right to file a due process complaint against the District where the nonpublic school is located regarding that District's failure to meet the child find requirements, including location, identification, evaluation and reevaluation of the child.

If the District receives a due process complaint requesting a due process hearing from the parents of parentally placed nonpublic school child, the District follows the procedures that apply to other due process complaints.

The parents of a child with a disability, who has been unilaterally placed in a nonpublic school, have the right to file a formal written complaint with ODE-OEC regarding a number of different issues, which are listed in 3301-51-08(L)(3) of the Operating Standards.

APPENDIX A

When to Provide

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

Steps in the Special Education Process	Action Required		
	Notification or	Prior Written Notice to Parents PR-01	Whose IDEA Is
1. Procedural safeguards must be provided to the parents once a year			X
2. Procedural safeguards must be provided upon request of the parents			X
3. Initial referral for a suspected		X	X
4. Initial evaluation	Informed consent (Parent Consent for	X	
5. Eligibility determination		X	
6. IEP meeting	Notification (Parent Invitation to	Provide after an IEP, if parents do not agree or	
7. Reevaluation with assessments	Informed consent (Parent Consent	Provide before, and after if parents do not agree or	
8. Reevaluation without further assessments conducted	Notification	May use this form to notify before, and provide after, if parents	
9. No reevaluation conducted		X	
10. Transfers from out of state and out of district	Informed consent (Parent Consent for Evaluation PR-04 form)	Provide only after an IEP, if parents do not	If moved from out
11. Change of placement	Informed consent (IEP PR-07 form)	Provide only after an IEP, if parents do not	
12. Change in the type and amount of services		Provide only after an IEP, if parents do not	
13. Exit from special education	Notification (Summary of performance if	X	
14. District refuses services requested by parents		X	
15. District proposes/refuses to change disability category		X	
16. Releasing personally identifiable information	Informed consent (written consent)		
17. Destruction of personally identifiable information	Notification prior to destruction		
18. Transfer of parental rights	Statement included in IEP PR-07		X
19. Upon receipt of the first due process complaint or upon receipt of			X
20. Disciplinary change in placement		X	X
21. Revocation of consent		X	

Prior Written Notice, Informed Consent and Procedural Safeguards Notice (*Whose IDEA Is This?*)

1. Procedural safeguards must be provided to the parents once a year.

The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents at least once a year, except as noted below:

- Upon initial referral or the parents request for evaluation;
- Upon request by the parents;
- Upon receipt of the first due process complaint or state complaint in a school year; and
- Upon a change in placement for disciplinary action.

2. Procedural safeguards must be provided upon request of the parents.

The school district must give a copy of the procedural safeguards notice (*Whose IDEA Is This?*) to the parents whenever the parents request.

3. Initial referral for a suspected disability

On the date of the referral, the district must provide the parents with a copy of the **procedural safeguards notice (*Whose IDEA Is This?*)**. For a parental referral, the date of referral is the date that the district received either the verbal or written request from the parents to conduct an evaluation. For a district referral, the date of referral is the date that the screening or review team decided an evaluation should be conducted. See Evaluation – 6.2 Request and Referral for Initial Evaluation. Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice to Parents PR-01** form to the parents if the district does not suspect a disability.

4. Initial evaluation

Within 30 days of the date of initial referral by the parents for a suspected disability, the district must provide the **Prior Written Notice PR-01** form to the parents and receive written, **informed consent (Parent Consent for Evaluation PR-04 form)** from the parents prior to conducting any assessments as part of an initial evaluation. A description of any evaluation procedures the district proposes to conduct must also be provided to the parents. (If the notice relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requires parental consent.)

5. Eligibility determination

If the evaluation team determines that a child is not eligible for special education and related services the district will provide the parents the **Prior Written Notice to Parents PR-01** form once this determination is made. If the evaluation team determines that a child is eligible for special education and related services, see Item number 6, IEP Meeting.

6. IEP Meeting

The district must use the required **Parent Invitation PR-02** form to notify and invite the parents to an IEP meeting. Districts must take steps to ensure that one or both parents are present at each IEP meeting or are afforded the opportunity to participate. This requires that the district:

- Notify the parents of the IEP meeting early enough to ensure that they have an opportunity to attend; and
- Schedule the meeting at a mutually agreed upon time and place.

A district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP or any portion of the IEP or do not attend the meeting.

A district must provide **prior written notice** to the parents and receive **written, informed consent** from the parents before the initial placement of a child in special education. The **IEP PR-07** form serves as prior written notice unless the parents disagree with the IEP. Written informed consent to initiate special education and related services is provided through the parents' signature on the IEP form.

7. **Reevaluation with assessments conducted**

A district must provide the Prior Written Notice to Parents PR-01 form and obtain informed parental **consent (Parent Consent for Evaluation PR-05 form)** before conducting any tests or assessments as part of a reevaluation of a child with disabilities, unless the district has provided notice and the parents have failed to respond to reasonable attempts to obtain consent.

The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

8. **Reevaluation without further assessments conducted**

If the evaluation team determines that no additional data are needed to determine that the child continues to be a child with a disability and to determine the child's educational needs, the evaluation team must notify the child's parents. The notification that no further assessments are necessary must include:

- The team's determination and the reasons for the determination; and
- The parents' right to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

The **Prior Written Notice to Parents PR-01** form may be used for this notification as long as it includes the information listed directly above.

The district must provide the **Prior Written Notice to Parents PR-01** form after the reevaluation is completed, if the parents disagree with the reevaluation or the reevaluation results in a change in the child's disability category.

9. **No reevaluation conducted**

If the IEP team, including the parents, agrees that a reevaluation of a child is unnecessary, the district must provide the **Prior Written Notice to Parents PR-01** form.

10. **Transfers from out of state and out of district**

Upon the enrollment of a child with an existing IEP from another district or state, the district must convene the IEP team and determine if the team will accept the existing IEP or change the existing IEP. If the parents disagree with the IEP team on the IEP that will be implemented by the district, the **Prior Written Notice to Parents PR-01** form must be provided to the parents. See IEP – 7.1 General.

**Transfers from out of state**

If the child moved into the district from another state, the district must provide the parents with a copy of the **procedural safeguards notice (Whose IDEA Is This?)**.

If the district determines that a new evaluation is necessary for a child who transfers from out of state, the evaluation is considered an initial evaluation and the district must provide the **Prior Written Notice to Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05 form**). See Evaluation – 6.2 Request and Referral for Initial Evaluation.

#### Transfers from out of district

If the child transfers into the district from another district in the state, the district provides the parents with a copy of the **procedural safeguards notice** (*Whose IDEA Is This?*) if the sending school district had not provided the parents with a copy during the current school year.

If the IEP team refers a child who transfers from another district in the state for additional evaluation, the evaluation is considered to be a reevaluation. The district must provide the **Prior Written Notice to the Parents PR-01** form and obtain written parental consent (**Parent Consent for Evaluation PR-05** form). See Evaluation – 6.5 Reevaluation.

#### 11. Change of placement

The district must provide the **Prior Written Notice to Parents PR-01** form after an IEP meeting, if the parents do not agree with the IEP team's proposed change of placement on the continuum of alternative placement options. The district may not change the child's placement until the parents consent to the proposed change of placement.

#### 12. Change in the type and amount of services

The district must provide the **Prior Written Notice to Parents PR-01 form** after an IEP meeting, if the parents do not agree with the changes in the types and amount of services being proposed. The district may then proceed to implement the IEP.

#### 13. Exit from special education

The district must provide the **Prior Written Notice to Parents PR-01** form whenever a child exits special education. In addition, for a child whose eligibility for special education terminates because the child is graduating with a regular diploma or exceeding the age eligibility for special education, the school district must provide the child with a summary of the child's academic achievement and **functional performance**, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

#### 14. District refuses services requested by parents

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district refuses the request of the parents to provide special education and related services to the child.

#### 15. District proposes/refuses to change disability category

The district must provide the **Prior Written Notice to Parents PR-01** form to the parents any time the district proposes or refuses to change the child's disability category. The ETR and the documentation of eligibility can be considered a prior written notice if all the elements required in a prior written notice are present in the ETR and determination of eligibility.

#### 16. Releasing personally identifiable information

The district must obtain **written parental consent** prior to releasing any personally identifiable information about the child to any person or agency not entitled by law to see it, and to a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

17. Destruction of personally identifiable information

The school district must inform the parents when personally identifiable information collected, maintained and used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a child's name, address, telephone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. This **notification may be in writing or provided verbally**. If provided verbally, the school district should document this notification in the child's education record.

18. Transfer of parental rights

One year before the child's 18<sup>th</sup> birthday, the district must notify both the child and the parents of the parental rights, under Part B, that will transfer to the child upon reaching the age of majority. The district also must provide the child with a copy of the **procedural safeguards notice (Whose IDEA Is This?)**. This notification is documented on the child's **IEP PR-07** form.

19. Upon receipt of the first due process complaint or upon receipt of the first state complaint in the school year

The school district must give the parents a copy of the **procedural safeguards notice (Whose IDEA Is This?)** upon receipt of the parents' first due process request. The Ohio Department of Education, Office for Exceptional Children gives the parents a copy of the **procedural safeguards (Whose IDEA Is This?)** upon the parents' filing of the first state complaint within the school year.

20. Disciplinary change in placement

Whenever a change of placement occurs due to disciplinary action, a copy of the **procedural safeguards notice (Whose IDEA Is This?)** and **Prior Written Notice PR-01** form must be provided.

21. Revocation of consent (must be in writing)

The district must provide the **Prior Written Notice to Parents PR-01** form if the parents of a child with a disability revoke consent in writing for the continued provision of all special education and related services. This notice must include:

- A summary of all of the supports and services the child will no longer receive, and any change in educational placement that will occur as a result of the revocation of consent.
- Statements that once the revocation takes effect, the district will not be considered to be in violation of its requirement to make FAPE available, is not required to convene an IEP

meeting or develop an IEP, is not required to conduct a three year reevaluation, is not required to offer the child the discipline protections available under IDEA and is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services.

- A statement that by revoking consent for special education and related services for the child, the parent is not waiving the right to request an initial evaluation or to receive services in the future.