

AAL
Transportation
Training
Manual

DRIVER'S CHECKLIST

The following policies and procedures have been reviewed with me:

Overview:

- _____ Autism
- _____ Appropriate Behavior Management

Transportation Policy:

- _____ Eligibility
- _____ Method of Transportation
- _____ Guidelines and Rules
- _____ Alternative Transportation

Vehicle Policies:

- _____ Vans on Premises
- _____ Key Control Security
- _____ Vehicle Inspections
- _____ Cell Phones
- _____ Gas Cards
- _____ Materials & First Aid Box

Van Driver Policies & Conduct:

- _____ Sick/Unable to Drive (Van Driver section)
- _____ Personal Effects Policy
- _____ Confidentiality
- _____ Suspected Child Abuse / Neglect
- _____ Staff Code of Ethics
- _____ Verbal / Physical Abuse & Neglect
- _____ Chain of Communication / Organizational Chart
- _____ Food & Drink in the Van
- _____ Student Pick Up & Drop Off
- _____ Transportation Compliance
- _____ Van Occupancy (Van Drivers section)
- _____ Request for Route Changes
- _____ Incident & Accident Reporting
- _____ Backpacks & Bags
- _____ Evacuation Plan

Disciplinary Procedures Policy:

- _____ Incidents of Violation

Employee Signature _____ Date: _____

Trainer Signature _____ Date: _____

RIDER'S CHECKLIST

The following policies and procedures have been reviewed with me:

Overview:

- _____ Autism
- _____ Appropriate Behavior Management

Vehicle Policies:

- _____ Materials and First Aid Box

Guidelines:

- _____ Sick/Unable to Ride (Van Rider section)
- _____ Personal Effects Policy
- _____ Confidentiality
- _____ Suspected Child Abuse / Neglect
- _____ Staff Code of Ethics
- _____ Verbal / Physical Abuse & Neglect
- _____ Chain of Communication / Organizational Chart
- _____ Food & Drink in the Van
- _____ Student Pick Up & Drop Off
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- _____ Request for Route Changes
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- _____ Evacuation Plan

Disciplinary Procedures Policy:

- _____ Incidents of Violation

Employee Signature _____ Date: _____

Trainer Signature _____ Date: _____

The Autism Academy of Learning

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

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 the community act as partners in the educational process.

Revised and Approved by the Board on March 30, 2005

Autism

Autism is characterized by qualitative impairments in social interaction, communication and repetitive and stereotyped patterns of behavior, interests and/or activities. Autism is further broken down into the diagnoses of: Autistic Disorder, Rett's Disorder, Childhood Disintegrative Disorder, Asperger's Disorder and Pervasive Developmental Disorder, Not Otherwise Specified.

Challenging behaviors associated with autism may result through disruptions in the individual's daily routine, in response to loud noises or visual stimuli in the environment or through

Appropriate Behavior Management

Van drivers and riders will review and follow behavior management strategies with respect to specific students who engage in challenging behaviors on van routes. In the absence of management strategies, van drivers and van riders will implement "least restrictive" methods when managing a challenging behavior that occurs while the van is en route. Management techniques will progress through the following steps: verbal prompting to stop the behavior, blocking and redirection. If these techniques are unsuccessful in reducing the behavior the van rider will utilize physical restraint to manage the behavior and the van driver will pull the van over until the situation is effectively managed. If the behavior is still unmanageable or escalates staff are to call the school administrator for further direction. Staff will document any injury or use of physical restraint on an incident report form when they return from their designated van route.

TRANSPORTATION

Policy

Eligibility

While the school is not obligated to provide transportation (unless directly expressed within the transportation section of the student's IEP), 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 geographical location in conjunction with route duration and overall quantity of students with challenging behaviors. 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 and 15 minutes after estimated pickup and drop-off times. Parents/guardians shall allow for variability due to weather conditions, construction and traffic 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. Van drivers will never leave the van while children are on board.
4. Van drivers must 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.
5. 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 present picture identification before releasing the child to any new adult.
6. Requests for route changes must be submitted in writing to the administration and will be made at the determination of the administration.
7. 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 student's previously indicated pick-up/drop-off address. 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.
8. 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.

9. 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 at the student's home or other designated drop-off sight if this occurs more than twice in a 6-month period.
10. 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.
11. When the Principal suspends school transportation, he/she shall immediately inform the Board President and the student's van driver(s) of such action.
12. 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.

Alternative 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 and/or Principal.

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

When transportation rules are violated, parents will be given a van incident form 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.

**This policy replaces all previous policies related to transportation*

Training

All drivers **must** complete the following prior to transporting any children:

- ❖ Employee application filled out
- ❖ Copy of driver's license on file
- ❖ Copy of driver's insurance on file
- ❖ Satisfactory driver's abstract
- ❖ Satisfactory physical examination

- ❖ Satisfactory written and driving test
- ❖ Driver Training
 - Overview of Autism training
 - Appropriate Behavior Management training
 - First Aid & CPR training (may be completed after driving begins)
 - Vehicle & driver state/school policies and procedures training
 - Effective communication & chain of communication training
- ❖ Review of assigned route
- ❖ Any additional training

Vehicle Policies

Vans on Premises

All vans are to be operated solely for approved school activities and must remain on school premises, except when utilized for school purposes.

Key Control Security

Keys to school transportation vans will be given to van drivers.

A key control security agreement will be signed and kept on file in the employee's record. Employees shall agree not to duplicate any key, and will return the keys to either the Principal or Lead Van Driver prior to or upon their exit interview or at conclusion of

Vehicle Inspections

In accordance with the Ohio Department of Transportation, each vehicle is to be inspected daily, using the Pre-trip Checklist.

All car seats must be properly secured in the van seats. The car seats are to have no more than one inch of movement from side to side or forward to back. Car seats need to be checked prior to leaving on the morning route in an effort to ensure that they are secured properly. Concerns about car seats should be immediately brought to the attention of either the Office Manager, Lead Van Driver or Principal.

Cell Phones

The cell phones in the school vans are to be used for school purposes only. Drivers are to use them to contact the school, the school administrator, student's parents on their specified routes, or other drivers as necessary. They must be turned on each time the driver enters the van, and remain on while the van is in use so that drivers can be contacted in case of an emergency or for updates on transportation routing. While it is reasonable to assume that parents may acquire driver cell phone numbers from caller ID functions on home and cell phones, drivers need to be mindful not to directly give out their cell phone numbers to anyone.

Parental or caregiver concerns regarding issues of transportation will be directed to school administration. Drivers and riders will forward all concerns to the principal if approached either directly or indirectly (through conversations in person or on the cell phone) by a parent or caregiver.

Use of cell phones is limited to when the van is stopped or parked. Phones are not to be used when operating the vehicle. The van cell phone may be utilized by the van rider if the van driver is unable to securely make a call during the van route.

Gas Cards

The Lead Van Driver will maintain a gas card as this person is responsible for the refueling of the vans. A second fuel card is available for an additional driver to assist in the refueling vans. This responsibility will be designated by the Lead Van Driver and/or Principal.

Materials & First Aid Box

All emergency equipment, cleaning materials and information binders are to be kept in the van's storage container. In addition to the supplies, reinforcers should be available for use in emergency situations.

Materials Box:

- ❖ Triangles & Flares
- ❖ Clippers
- ❖ Fire Extinguisher

- ❖ Blood Spill Kit
- ❖ First Aid Kit
- ❖ Nylon Rope
- ❖ Binder (containing policies, medical forms, injury and incident reports, behavior sheets, seating chart, detailed directions for route as well as any other forms deemed pertinent and necessary for transportation purposes).

Drivers are to notify the Office Manager when any of these items are not present in the storage containers.

Van Driver & Van Rider Policies & Conduct

Sick / Unable to Drive or Ride

Van Drivers

In the event of illness or the inability to drive the scheduled route, it is the driver's responsibility to first contact an in-house substitute driver and to leave a message with the Office Manager providing notification of the change in drivers for the upcoming shift. If a substitute cannot be found, the driver will notify the Office Manager so arrangements can be made for the scheduling of a replacement driver. The Office Manager will contact Job 1 in an effort to obtain a replacement driver for the shift. Drivers are to contact the Office Manager either by leaving a message on the voicemail the night before or at least two hours before the driving shift starts (notification must be made immediately if illness occurs during the course of the workday).

Van Riders

In the event of illness or the inability to ride the scheduled route, it is the rider's responsibility to first contact a substitute rider and to leave a message with the Office Manager providing notification of the change in riders for the upcoming shift. Riders are to contact the Office Manager either by leaving a message on the voicemail the night before or at least two hours before the riding shift starts (notification must be made immediately if illness occurs during the course of the workday).

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.

Confidentiality

Van drivers and van riders must treat the students' personal information professionally and must maintain confidentiality. Personal information shared with van drivers is considered confidential (See "Right to Privacy" policy in Appendix).

Suspected Child Abuse / Neglect

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.

Reporting Procedure for Suspected Abuse/Neglect

Any employee who has reason to believe that a child is being, or has been, abused/neglected shall immediately report their concerns to the Lucas County Children Services Bureau, (419) 213-3400.

Staff Code of Ethics

AAL van drivers and riders are required to sign an agreement to adhere by the school's Staff Code of Ethics (See Appendix).

Verbal / Physical Abuse & Neglect

AAL van drivers and riders are required to abide by the school's Verbal Abuse & Physical Abuse and Neglect Policy (See Appendix).

Chain of Communication / Organizational Chart

The administrative staff at the AAL is open to discussing issues of concern to any individual employed at the school. The organizational chart has been added to this manual to assist employees in determining the proper chain of communication for issues and concerns, and is to be followed for all conversations/discussions concerning work-related issues. The administrative staff is always available to any staff member who may feel uncomfortable speaking with their direct supervisor about sensitive issues (See Appendix).

Food & Drink in the Van

Drivers & Riders

No driver or van rider is permitted to eat or drink (with the exception of water) in the van while transporting students. This is a state guideline as well as a safety issue.

Students

Students are allowed to purchase food and bring food back to the school but are highly discouraged from eating while being transported in the van. Eating on the van is only allowed in special circumstances in which food or drink consumption is indicated for a specific behavioral or medical reason.

Student Pick-up & Drop-off

When the van arrives at the student's house for pick-up or drop-off, the van should be positioned so that the student does not have to go into the road or cross the street. The van should pull into the driveway whenever possible. If the van cannot pull into the driveway, the side of the van that the child will be entering should be closest to the curb.

Transportation Compliance

Van drivers will follow the steps outlined below to ensure compliance:

Van Running Late

If the van driver is running more than fifteen minutes behind schedule, then they will either notify the parents of the children on the designated route personally to explain the delay and to provide a new estimated pickup or drop off time or contact the Office Manager, Principal, or Director of Education for them to alert parents to the delay.

Parent or Guardian Not Home

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

1. 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.
2. The school will call the parent/guardian or a person designated on the emergency notification form.
3. If someone is contacted, the school will call the driver to give him/her pick-up or drop-off information.
4. 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.
5. 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.
6. The van driver will contact the school after leaving CSB to report that the child has been placed into the custody of CSB.

Van Occupancy

Van Drivers

Van drivers must remain in the van **at all times** when transporting students. Van drivers cannot request that a parent or care provider supervise the students at any time. Parents, care providers, teachers and paraprofessionals are responsible for escorting the students into the van and securing their safety restraint system. When escorting a child off of the van, parents and care providers are responsible for removing the child's belongings from the trunk. **Leaving children unattended on the van for any reason may result in dismissal.**

Van Riders

Van riders are responsible for monitoring and ensuring the safety of all students within the van for the duration of the route. Van riders are to be alert and vigilant in managing any challenging behaviors that may occur within route. Parents are responsible for escorting the students into the van and securing their safety restraint system when appropriate. Van riders can assist parents and care providers as necessary to ensure the safety and security of the student; however, primary responsibility for escorting and securing the safety restraint systems are with the parent or caregiver. The only exception to this is if the student sits in the back seat of the van in the direct vicinity of a rider and a parent's access to the assigned seating area is congested or difficult to effectively maneuver in, the rider will secure the safety restraint system for the parent.

Request for Route Changes

Route changes can be made only after a written request is received from the parent and approved primarily by the Lead Van Driver but also by the Principal. If a change is made as to who will be receiving the child at the drop off point, the van driver must request picture identification to verify the name of the authorized person.

Incident & Accident Reporting

If a student on the van is involved in an accident or incident that causes bodily harm to themselves, another student, the rider, or the van driver, an incident report must be filed out the same day and turned into the Principal. The incident report form is located in the binder in the materials box.

The following procedure is to be followed if there is a need for first aid:

- ❖ Stop the van in a safe area
- ❖ Turn off the engine
- ❖ Remove the keys from the ignition
- ❖ If there is a rider on board, coordinate duties appropriately
- ❖ Administer first aid
- ❖ Call 911, if necessary
- ❖ Notify the school immediately

Backpacks & Bags

All backpacks and bags are to be kept either in the trunk of the van or within the students possession throughout the trip. Backpacks and bags are not allowed to be placed in the pathway of other students or within the pathways leading to a designated exit. The parent/guardians are responsible for putting items in the trunk as well as removing the items upon the student's departure. The parents/guardians or school staff are also responsible for the removal of these items when the student gets off of the van.

Evacuation plan

Driver initiated evacuation of the van should happen only if:

- ❖ The van is on fire
- ❖ The van is smoking with the threat of fire
- ❖ The position of the van places the van occupants in immediate danger

Steps for evacuation:

- ❖ If a van rider is present on the route, coordinate services and duties with this individual
- ❖ **Remain calm and be aware of your surroundings.**
- ❖ Turn off the engine and remove the keys from the ignition.
- ❖ Remove the rope from the materials box and place phone in the box
- ❖ Take materials box with you (have van rider or designated student carry the box).
- ❖ Remove restraints from students, use clippers from box if necessary.
- ❖ Direct students to hold the rope (identify any students who may run).
- ❖ Lead the students to a safe location with the driver in the front of the line and the van rider or designated student at the end.
- ❖ Call 911 and relay that assistance is needed to keep children with developmental disabilities safe.
- ❖ Call the school to inform them of the emergency, and to receive assistance from staff members who are available
- ❖ Remain calm and keep the children in a safe area and occupied with activity box.

Disciplinary Procedures

See disciplinary procedures policy within the Appendix.

Appendix

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

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

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 15, 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 of the school.
5. Failure to acknowledge or respond to a student's efforts at communication or engagement.
6. Any negative or derogatory comments regarding a student's behavior, level of affection or appearance.
7. Any demonstration of blame toward a student or about a student for any reason, including in times of severe behavior.
8. Any negative or derogatory comments about a student's family to anyone.
9. Discussing a student or student's family with any person outside of information necessary for programmatic purposes.
10. Discussion of one's personal life and problems in the presence of students.
11. Mocking a student or student's family in any way to anyone.
12. 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

Autism Academy of Learning Organizational Chart

BOARD OF DIRECTORS

PRINCIPAL

Administrative
Support

Certified Staff

Classified
Staff

Purchased Services Staff

Director of Education

Teachers

Lead Van

Driver

OT

Office Manager

Speech Pathologist

Teacher Aides

COTA

Van Riders

Van Drivers

Technology
Coordinator

Revised March 2009

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