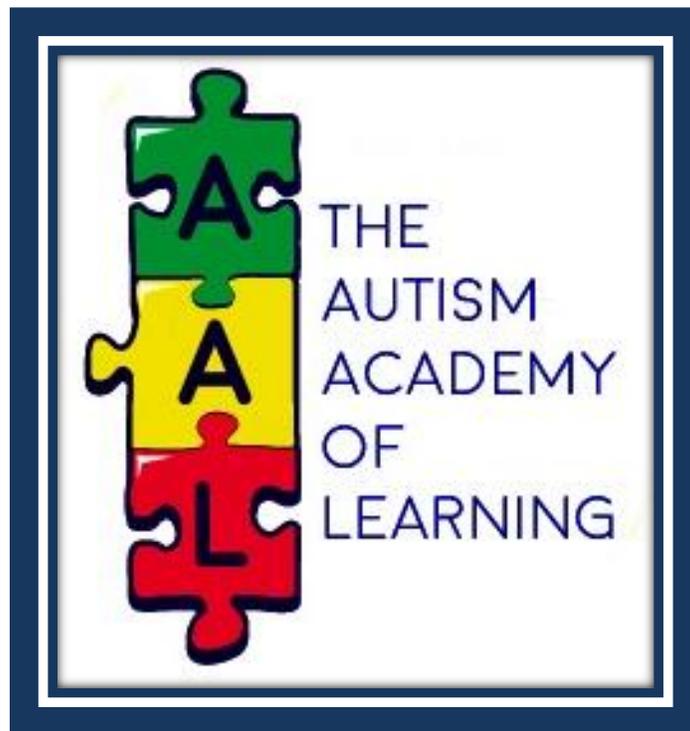


Student Policies and Procedures Handbook



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About This Handbook

This handbook is intended to be a guide to the Autism Academy of Learning's (the Academy) policies and procedures, providing families with regulations the school employs in an effort to provide the best level of care for you and your student.

It is the intention of the Academy that this handbook complies with all applicable legal requirements. Periodically, the Academy will revise specific policies or the entire handbook as changes in federal, state, and local law occur; however, the handbook will not be republished every time a change in law is made. Additionally, if any policy in this handbook is found inconsistent with any law, that policy shall be considered modified to comply with that law.

This handbook is designed to communicate the policies and procedures of The Academy to its students and students' families. If you have questions please contact the Principal for additional information.

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:

1. Give reason for celebration by their individual accomplishments.
2. Can best believe in themselves by others believing in them.
3. Are to be challenged with appropriate expectations.
4. Are to be treated in a manner that contributes to high self-esteem.
5. Demonstrate that behavior has a purpose, and we must strive to interpret the communicative intent of the child.
6. Benefit from learning through a spectrum of learning philosophies rather than one specific treatment methodology.
7. Deserve respect and recognition of their diversity.
8. Can best be served when parents, families, schools and community act as partners in the education process.

Admissions

To be eligible for admission to The Autism Academy of Learning, students must be legal residents of Lucas or Wood County between the ages of five through twenty-one. Proof of residency is validated through the following documents: a voter registration card, lease agreement, mortgage, utility, or bank statement or bank receipt. Additional supporting documentation may be considered but must contain the current street address of the student's residence; P.O. boxes cannot be used to validate residency records. Proof of residency documents will be submitted to the school prior to or on the first day of the student's attendance at the school. Parents are required to notify the School when there is a change in the location of the parent's or student's primary residence. The Autism Academy of Learning is open to any student entitled to attend per ORC Section 3313.64 and 3313.65. The school will not discriminate in admission on the basis of race, color, national origin, religion/creed, disability, sex, or any other protected characteristic.

The School will not limited admission based on intellectual ability, measures of achievement or aptitude, or athletic ability, except that the School and will not exceed the capacity of the school's programs, classes, grade levels or facilities.

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

The Autism Academy of Learning admits students by lottery (refer to Procedures for Conducting the Lottery for lottery details) if the number of applicants exceeds the School's capacity.

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
- ETR
- Entrance Agreement
- Emergency Medical Authorization
- Transportation form (for Lucas County residents)
- Funding Eligibility
- Birth Certificate
- Release of records form
- Proof of Residency document(s)
- 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

Hours of Operation

The Academy utilizes two classroom times: Early Start classes (Red, Orange, Silver, Brown & Blue Rooms) begin at 8:15 am and conclude at 2:15 pm. Late Start classes (Yellow, Gold, Purple & Green) begin at 9:30 am and conclude at 3:30 pm.

Credit Flexibility

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 21st 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.

College Credit Plus Policy

The College Credit Plus program (the "Program") allows eligible students in grades 7 through 12 who are residents of Ohio to enroll in a college, on a full-time or part-time basis, and complete courses for high school and college credit.

The following guidelines are established in accordance with Board policy and the rules of the Ohio Department of Education. Participating colleges include public and private colleges as defined in R.C. 3365.01.

Enrollment & Eligibility

Any high school student enrolled in grades 9-12, or their equivalent, may participate in the Program if:

1. The student or the student's parent or guardian informs the Principal by April 1 of the student's intent to participate in the Program during the following school year or, if notice is received after April 1, the Principal provides written consent to the student's participation.
2. The student applies to a public or participating private college in accordance with the college's established procedures, meets the standards for admission, and is accepted for admission at the college. The School will assist the student in obtaining admission by providing necessary documentation to the college but is not responsible to otherwise assist the student with meeting admissions criteria.

3. At the time of enrollment, the student selects one of the enrollment options described below.
4. The student and the student's parent or guardian signs a form stating they have received the required counseling about the Program and that they understand the responsibilities they must assume for participation in the Program.

Any student enrolled in grades 7 or 8, or their equivalent, may participate in the Program if the student meets the eligibility criteria required for high school students.

Restrictions on Enrollment

A student participating in the Program may not enroll in courses in which the student elects to receive credit towards high school graduation for more than the equivalent of:

1. Four academic school years, if the student enrolls for the first time in grades 7, 8, or 9;
2. Three academic school years, if the student enrolls for the first time in grade 10;
3. Two academic school years, if the student enrolls for the first time in grade 11; and
4. One academic school year, if the student enrolls for the first time in grade 12.

Enrollment Options

Option A: The student may elect at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. The student shall elect at the time of enrollment whether to receive only college credit or both high school credit and college credit.

Option B: If the course is eligible for funding, the student may elect to have the student's tuition, textbooks, materials, and fees associated with the course subsidized by the School pursuant to R.C. 3365.07. Under Option B, the student will receive both college and high school credit for the course.

Participation during Summer Term

A student who is eligible to participate in the Program may participate during the summer term, provided the summer term does not begin during the student's last quarter of high school or after the student's graduation. The student will be responsible for transportation related to participation during the summer term.

Prior to February 1 each year, the School will provide information about the Program to all students enrolled in grades 6-11, or their equivalent. The School will provide information about the Program in written communications distributed to students, at student assemblies, and at joint communication events with post-secondary institutions. The School will hold at least one informational session per school year, between October 1 and February 15, to allow each

partnering college located within 30 miles of the School to meet with interested students and parents.

Notice Requirements

The School will provide the information below and promote the Program in the following ways:

1. Prior to February 1 each year, provide information about the Program to all students enrolled in grades 6-11, or their equivalent.
 - a. The School will provide this notice on the School's website, in written communications distributed to students, at student assemblies, and at joint communication events with post-secondary institutions.
 - b. The notice will include information about Program costs, criteria for student participation, student participation options, and the designated point of contact for the Program at the School.
2. Provide counseling services to students in grades six through eleven and to their parents or guardians before the students participate in the Program to ensure the students and parents/guardians are fully aware of the possible consequences and benefits of participation. This counseling shall include information regarding:
 - a. Program eligibility;
 - b. The process for granting academic credits;
 - c. Any necessary financial arrangements for tuition, textbooks, and fees;
 - d. Criteria for any transportation aid;
 - e. Available support services;
 - f. Scheduling;
 - g. The benefits and possible consequences of participation;
 - h. The academic and social responsibilities of students and parents/guardians under the Program;
 - i. The counseling services of the college in which the student intends to enroll and the benefits of utilizing it; and
 - j. All other information about the Program developed by the Chancellor of the Ohio Board of Regents.
3. Promote the Program on the School's website with details of the School's current agreements with partnering colleges.
4. Between October 1 and February 15 each year, hold at least one informational session to allow each partnering college located within thirty miles to meet with interested students and parents. The School may participate with other schools in a combined event.
5. Annually collect, report, and track specified required data related to the Program.

Awarding High School Credit

All students enrolled in the Program will be assessed with the same standard of achievement and held to the same grading standards as non-Program students. The School shall award comparable credit for each college course a student completes through the Program or, if no comparable credit is offered, the School shall grant an appropriate number of elective credits. The School shall include evidence of successful completion of each course and the high school credits awarded by the School in the student's record. If a student fails a Program course, the School may seek reimbursement from the student or student's parent/guardian for the amount of state funds paid to the college on the student's behalf for that course.

Model Pathways

The School shall develop, in consultation with at least one public partnering college, two model pathways for courses offered under the Program. One of the model pathways shall be a fifteen-credit hour pathway and the other shall be a thirty-credit hour pathway. Each pathway shall include courses that, once completed, apply to at least one degree or professional certification offered at the college. The School shall publish the pathways among the School's official list of course offerings for students. No student will be required to enroll in a pathway. Instead, the pathways shall serve as samples of the course that the student may take, if desired, to earn multiple credits towards a specified degree or certification.

Expulsion

Student who have been expelled from the School may not apply for college enrollment under the Program during the period of expulsion. The School will not grant high school credit for Program courses if any portion of the course was taken during an expulsion.

If a student is expelled from School while participating in the Program, the Principal shall send a written notice of the expulsion to any college in which the expelled student is enrolled under the Program at the time of the expulsion. The notice shall indicate the date the expulsion will expire and that the School has adopted a policy to deny high school credit for courses taken under the Program during an expulsion.

Economically Disadvantaged Students

No student who is considered economically disadvantaged shall be charged for anything related to Program participation. A student will be considered economically disadvantaged if the student is either:

1. A member of a household that meets the income eligibility guidelines for free- or reduced-price meals, less than or equal to 185% of federal poverty guidelines under the provisions of the National School Lunch Act, 42 USC 1758; OR
2. A member of a household that participates in at least one of the following programs: Medicaid; food stamps; supplemental security income (SSI); federal public housing assistance or Section 8; or low-income home energy assistance.

Once the School determines the student is economically disadvantaged for the purposes of this Program, any of the student's siblings who attend the School will automatically be considered economically disadvantaged by the School without requiring additional data.

Transportation

A parent of a student who is enrolled in the Program and has elected to receive high school credit may apply to the School for full or partial reimbursement of the necessary costs of transporting the student between the School and the partnering college.

Data Reporting

By July 15 each year, the School shall submit all required data to the Chancellor of the Ohio Board of Regents regarding the students enrolled in the Program.

Career Advising Policy

Autism Academy of Learning has adopted the following Career Advising Policy to guide administrators, teachers, students, parents and guardians and to comply with Ohio law. This policy is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions, and the general public. The policy is posted in a prominent location on Autism Academy of Learning's website.

The Autism Academy of Learning's plan for career advising includes providing:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.

2. Career advising to students in grades 6-12, which includes meeting with each student at least once annually to discuss academic and career pathway opportunities.
3. Additional interventions and career advising for students who are identified as at risk of dropping out of school. These include:
 - a. Identifying students who are at risk of dropping out of school using a local, research-based method with input from teachers, school counselors and other appropriate school staff.
 - b. Developing a Student Success Plan for each at-risk student that addresses both the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning, when appropriate.
 - i. Before the School develops a student's Student Success Plan, the School will invite the student's parent, guardian or custodian to assist. If that adult does not participate in the plan development, the School will provide the adult a copy of the plan, a statement of the importance of a high school diploma and a listing of the pathways to graduation available to the student.
4. Training for employees on how to advise students on career pathways, including use of the tools available in [OhioMeansJobs K-12](#) and other online sources provided by the School.
5. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit through College Credit Plus.
6. Information on courses that can award students both traditional academic and career-technical credit including, but not limited to, the School's policy on credit flexibility and instructions for students to access the educational option.
7. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. These include activities that support the student's academic, career and social/emotional development.
8. The supports necessary for students to successfully transition from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.

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.

Mandatory Graduation

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 until the date of their 22nd birthday.

As per R.C. 3313.6014, R.C. 33147.031(A)(11)(d), the Academy will notify parents of the consequences of the student not completing the Ohio Core Curriculum requirements signifying the student will be ineligible to enroll in most state universities in Ohio without additional coursework.

Medication Guidelines

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.

When 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 Medication Administration Record (MAR) form 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 Inventory Record.
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 or education and principal. All persons administering medication must have prior training by a licensed nurse trained in the administration of prescription medication as outlined within Ohio Revised Code 3313.713.
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 disposed of either by utilizing a local take-back program or the discontinued medications will be mixed with coffee grounds and placed in a sealed container for disposal.
10. A Medication Documentation Record shall be kept for each prescribed medication and the teacher will document each dosage of medication that a student receives. This form 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. Over-the-counter drugs will be administered only when ordered by a physician.
15. Strict adherence to the above rules and adherence to the laws contained within ORC 3313.713 is necessary to protect the school; person (s) designated to administer medication and the student.

School / Classroom Visitation

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.

Internet Acceptable Use

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.

Students can access learning activities and/or programs associated with educational goals through a filtered internet search application platform available on each classroom's iPad (Mobicip). Student use of unfiltered internet access is strictly prohibited (such as Safari). Staff and teachers will provide oversight of student's iPad internet activities in terms of relevancy of searches to classroom activities and duration of application and internet usage.

CIPA-Compliant Internet Safety Policy

Introduction

It is the policy of the Autism Academy of Learning to:

- Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access and other unlawful online activity
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors.
- Comply with the Children's Internet Protection Act.

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (Internet filters) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Autism Academy of Learning online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes:

- Unauthorized access, including so-called “hacking” and other unlawful activities
- Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Autism Academy of Learning staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with the policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

The Principal or designated representatives will provide age-appropriate training for students who use the Autism Academy of Learning’s Internet facilities. The training provided will be designed to promote the Autism Academy of Learning’s commitment to:

- The standards and acceptable use of Internet services as set forth in the school’s Internet Safety policy.
- Student safety with regard to: Safety on the Internet; appropriate behavior while on online, on social networking Web sites, and in chat rooms; and cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children’s Internet Protection Act.

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the school’s acceptable use policies.

Transportation

The Autism Academy of Learning has accepted responsibility to transport eligible students, to the extent required by law, residing in following school districts: Toledo Public, Washington Local, Springfield, Maumee, Anthony Wayne, and Sylvania. The School shall comply with the Ohio School Bus Operation Regulations and all other state and federal relevant laws, rules, and regulations. The Autism Academy of Learning provides transportation using school-owned vans.

Because most of its transported pupils are students with special needs, Autism Academy of Learning transports students using vans designed to transport nine or fewer passengers and does not own or operate a school bus. Only authorized van drivers may operate and transport students via school van. All van drivers will comply with school vehicle qualification and training requirements as required by the School's policies or other law, rule, and regulation.

Eligibility

A student is eligible for transportation if the student resides in one of the above-listed districts AND (a) the student is in grades K-8 and lives more than two miles from the Autism Academy of Learning, (b) the student has a physical or mental disability that makes walking impossible or unsafe, or (c) the student is otherwise entitled to transportation pursuant to the policies of the student's home district or state or federal law. If the Board deems it impractical, by resolution, for the Autism Academy of Learning to transport an eligible student, the School may offer the student's parent/guardian payment in lieu of providing such transportation, in accordance with R.C. 3327.02. A student is not eligible for transportation if transportation to the Autism Academy of Learning requires more than 30 minutes of direct travel time from the public school in the student's home district to which the student would otherwise be attending.

The Autism Academy of Learning may choose to provide transportation as a courtesy to students that are not otherwise eligible for transportation services, and any such transportation will be provided on an equitable and consistent basis. Non-eligible students may request transportation in writing, on an annual basis. The Board hereby authorizes the Principal to decide whether to offer transportation, on an individual basis, considering additional time and funds required to transport, the student's safety, the number of students requesting transportation from a particular area, the student's compliance with this policy, and any factor deemed relevant by the Principal or Board.

Students meeting the federal definition of "homeless" will be transported from their temporary residence to the same extent as other students and consistent with the School's policies and federal law. The School will coordinate with the student's homeless liaison to ensure that the student is not denied enrollment for reasons related to student transportation.

Students with Disabilities

If a student's individualized education program (IEP) team determines that transportation is required to assist a student with a disability, and it is included as a related service on the student's IEP, the Autism Academy of Learning will provide or arrange transportation regardless of the distance from the student's home. Transportation for students with disabilities will be provided consistent with state and federal laws, rules, and regulations, and with the School's policies regarding special education services and discipline of students with disabilities. If a student with a disability requires additional assistance or equipment for safe transport, the School will address such needs through the IEP process with the parents/guardians.

Van Stops

The Board or its designee will establish van routes and stops in a manner that maximizes efficiency and reduces the total time a student spends in transit. To the extent practicable, van stops will be located in front of each transported student's residence. If multiple students live within reasonable walking distance of each other, the Autism Academy of Learning may designate a centralized van stop.

Van routes will be approved by the Board annually, and any subsequent changes to van stops may be made by the Board or its designee. Van stops and a time schedule will be adopted by the Board and put in place no more than 30 days prior to, and no more than 10 days after, the beginning of the school term.

To maximize efficiency and safety of students, Autism Academy of Learning requests that students and parents/guardians observe the following guidelines regarding van pick-up and drop-off:

1. Parents/guardians must annually update requested information regarding van stops, parent/guardian contact information, and designated approved adults to pick up the student from the van.
2. Changes in approved adults must be made in advance by phone or in writing to the Principal or his/her designee. The van driver will require any new or unrecognized adult to provide picture identification before releasing the student.
3. Students and parents/guardians should be ready for the van's arrival at least 15 minutes prior to the estimated pick-up and drop-off times. Parents/guardians should allow for variability due to weather and traffic conditions, as well as student absences.
4. Students must wait in a location clear of traffic and away from the van stops. Behavior at the van stop must not threaten life, limb, or property of any individual.
5. Parents/guardians should accompany the student to the van for drop-off and come out to meet the van for pick-up upon the van's arrival. School staff and van drivers will not accompany students to and from the van, unless an emergency requires it or when otherwise approved by the Principal.
6. Parents/guardians should notify the School if a student will be absent or not riding the van for another reason as early as possible. If the School is not yet open, the parent/guardian should leave a message indicating the student's name, address, and whether the student will be absent or otherwise not riding the van.
7. The Autism Academy of Learning may agree to provide transportation to or from a location other than the student's home as a courtesy. However, alternative pick-up and drop-off locations will only be considered if the alternative location is within 5 miles of either the School or the student's residence and when the alternative location will be applicable for a continuous period of at least one week, or in an emergency.
8. Requests for van route or stop changes must be submitted in writing to the Principal.
9. Students may only board or depart from the van at locations to which they assigned, unless they have both parental and School authorization to do otherwise.

If a student's parent/guardian or other designated adult fails to meet the student upon the van's arrival to the drop-off location, the van driver will observe the following procedure:

1. The van driver will wait for three minutes before calling the home or contact number for the student.
2. If there is no response, the van driver will call the School to report that no one was present to receive the student.
3. The School will call the parent, guardian, or designated responsible adult on the student's emergency notification form.
 - a. If the School reaches someone, the School will get pick-up information and call the van driver to relay the pick-up information.
 - b. If the School is unable to reach anyone, the School will instruct the van driver to continue driving the van route while the School continues attempting to reach an adult responsible for the student.
4. If the School is unable to reach anyone by the end of the van's route, the van driver will take the student to Lucas County Children's Services (LCCS). The van driver shall provide LCCS with the student's name, parent/guardian name and phone number, School phone number, and relevant details of the student's disability, if applicable.

Any school van or vehicle with a diesel engine is not permitted to idle for more than five minutes in a school loading zone, unless the operation of a wheelchair lift is required.

Transportation Code of Conduct

Van drivers and van riders are responsible and authorized to maintain control of the students. Van drivers will never leave the van while children are on board.

Students must observe the following guidelines while riding the van.

1. Students must follow the School's code of conduct and obey the driver or van rider promptly and respectfully. Van drivers will not be required to stop to address students taking off shoes, socks, or other clothing.
2. Upon boarding the van, the student must go directly to an available or assigned seat so that the van may continue to move.
3. Students must remain seated and secured, and must keep aisles and exits clear. Van drivers may stop the van if they believe a child is not secured.
4. Backpacks and book bags must be kept in the van's trunk. Students may only carry on objects that can be held in their laps.
5. Students may not throw or pass objects on, from, or into the van, or put their heads or arms out of van windows.
6. No eating or drinking on the van, except when required for medical reasons.
7. No tobacco, alcohol, or drugs are allowed on the van, except for prescription medication required for a student.
8. No profane language.

Violations of the Transportation Policy

Van drivers will report in writing to the Principal all rule violations or other conduct that may justify suspension, expulsion, or immediate removal from the van, and such reports will be placed in the student's disciplinary record. Students violating the transportation code of conduct or van stop guidelines, or whose parents/guardians do not comply with van stop guidelines, are entitled to due process as provided for by the School's disciplinary policies and procedures. Transportation suspensions or removals for students with disabilities will comply with any applicable laws governing the suspension or discipline of students with disabilities.

The Principal is authorized to suspend or remove students from transportation privileges for up to a year for violations of this policy. Before a transportation suspension, Autism Academy of Learning will provide the student with notice of an intended suspension and an opportunity to appear before the Principal. The Principal's decision will be final.

If a student's presence poses a danger to the people, property, or to the safe operation of the van, the Principal is authorized to immediately remove a student from transportation. If a student is immediately removed from transportation, the School shall hold a hearing within 72 hours of the removal, and the student and his or her parents/guardians will be provided notice, including the reason for removal, as soon as practicable. The length of removal will be considered on a case-by-case basis, consistent with the School's policies. Any suspension or removal of students with disabilities will comply with applicable state and federal laws.

Safety Instruction

The Autism Academy of Learning will provide students receiving transportation services and all passengers participating in non-routine van transportation with safety instructions on or around the van. Within the first two weeks of classes each year, the School will provide safety instructions regarding transportation to all regularly transported students in grades K-3, including, but not limited to:

- a. Van stop guidelines and the School's Transportation Code of Conduct;
- b. Safe walking practices to and from the van stop, including safety precautions when crossing the highway, railroad, or other dangerous areas;
- c. Wearing of light-colored or reflective clothing when going to and from the van stop in darkness
- d. How and where to wait safely for the van, including how to avoid risks involving strangers;
- e. What to do if the van is late or does not arrive;
- f. How to enter and leave the van safely, including potential hazards regarding snagging clothing, backpacks, and other items that may be dropped around or under the van;
- g. Safe riding practices; and
- h. Respect for the rights and privileges of others.

Emergency School Closing

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. The Principal has 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 and staff safety. Any early dismissal decisions made by the Toledo Public Schools district may or may not be carried out by the Academy, 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. Information regarding school closings will be reported through the following media outlets: WTOL (Channel 11), WTVG (Channel 13), WNWO (Channel 24) and clear channel radio stations.

Classroom Assignment

Student classroom assignments are subject to change based on student's age, progress with personal goals and other factors. The administrative staff of the Academy reserve the right to implement changes to classroom assignments as the need arises.

Classroom Composition

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

Enrollment and Attendance

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.

Anti-Harassment, Anti-Intimidation or Anti-Bullying

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.

Statement Prohibiting Harassment, Intimidation or Bullying

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 during student transportation or at school-sponsored events either on or off school property.

Definition of Terms

“Harassment, intimidation or bullying” shall be defined as any intentional verbal, written, physical or graphic act that a student or group of students exhibits toward another student more than once and such behavior both:

1. Cause physical or mental harm to another student; and
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
3. Violence within a dating relationship.

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:

1. Causes physical or mental harm to another student or staff member; and
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student or staff member.

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:

1. Physical violence;
2. Threats, taunts, or intimidation through words or gestures;
3. Stealing money and stealing or damaging possessions;
4. Spreading rumors;
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.

In evaluating whether conduct constitutes harassment, intimidation or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

Complaint Process

The school’s Anti-Harassment, Anti-Intimidation or Anti-Bullying policy shall be publicized in all student handbooks.

The school's Anti-Harassment, Anti-Intimidation or Anti-Bullying policy shall be publicized in the Employee Handbook.

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.

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.

Informal Complaint

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.

Anonymous Complaint

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

Students who make false claims of bullying will be subject to disciplinary procedures. 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 who willingly makes a false claim. Students may receive non-disciplinary action resulting in student counseling on the issues of asserting false claims of bullying.

Reporting Responsibility of School Personnel

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. Staff will receive training on the school's anti-bullying policies annually and as revisions to the policy occur.
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.
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. 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.

Administrator Responsibilities

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.

Parent/Guardian Notification

1. Report to Parent/Guardian of Student Perpetrator

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.

2. Report to Victim and His/Her Parent/Guardian

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.

3. Annual Report to Parents

Parents will receive a written statement describing the school's anti-bullying policy and the listing of consequences for violating the policy at the start of the school year.

Protection of Victims

1. Supervise and discipline student perpetrators fairly and consistently;
 1. Provide adult supervision during recess, lunch time, bathroom breaks and in hallways during times of transition;
 2. Maintain communication with parents/guardians of all involved parties;
 3. Provide counseling for victim if it is assessed that counseling is needed;
 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;
 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.

Disciplinary Procedures for Student Perpetrator

2. Remedial Actions
 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.
 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.

3. Non-Disciplinary Intervention

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.

4. Disciplinary Intervention

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

Semi-Annual Report to the Board of Directors

5. 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.

Immunity from Liability

6. 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.

Seizure Response Policy

Approximately one in every one hundred children and adolescents has 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.

Tonic-Clonic (Grand Mal) 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:

1. 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.
2. Fill out an anecdotal record of all seizure activity.
3. The emergency responders shall determine whether further medical treatment is necessary for the student.
4. 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.
5. 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:

1. The Principal shall be notified immediately of the seizure activity.
2. The Principal will call the parent or have another staff member call the parent.
3. Staff witnessing the non-grand mal seizure will:
4. Stay near the individual and help them avoid hazards while they might still be confused.
5. Stay physically with the individual until he/she is completely aware of their environment.
6. 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.

Soiled Clothing Protocol

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.

1. Changing Surface

Since the AAL's students 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Student Attendance and Truancy

The Autism Academy of Learning sets high expectations for consistency in school attendance 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/Dental appointment	Observance of religious holidays
College visitation		
Emergency or other set of circumstances (to be determined by Principal or designated school official)		

“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/guardians/caregivers to be contacted. Teachers will maintain and verify written logs of daily attendance of students within their classrooms. These records will then be reviewed and signed by the principal and kept in chronological order in the main office.

On request of the Board, the School’s attendance officer, or other appropriate officer, shall examine any case of supposed truancy and shall warn the student and his/her parent/guardian/caregiver in writing of the legal consequences for being truant. If the student is not attending school, the attendance officer, or other appropriate officer, will notify the parent/guardian/caregiver that the student is to attend school immediately. If the parent/guardian/caregiver fails to have the student attend school, the attendance officer, or other appropriate officer, may require the parent/guardian/caregiver to attend an educational program described above.

Excessively truant. A student will be deemed to be excessively truant if the student is absent with or without legitimate excuse from school for thirty-eight (38) or more hours in one school

month, or sixty-five (65) or more hours in a school year.

If a student is excessively truant, the attendance officer will notify the student's parent/guardian/caregiver in writing within seven (7) days after the date that triggered the notice requirement. At this same time, the School may take any of the intervention strategies outlined below to encourage attendance.

Habitually truant. A student will be deemed "habitually truant" if he or she is absent from school without a legitimate excuse for thirty (30) or more consecutive hours, forty-two (42) or more hours in a school month, or seventy-two (72) or more hours in a school year.

If a student surpasses the threshold for a habitual truant, the Principal shall assign the student to an absence intervention team. Within fourteen (14) school days after the assignment, the team shall develop an intervention plan for that student in an effort to reduce or eliminate further absences. Each plan shall be based upon the individual needs of the student but shall state that the attendance officer shall file a complaint with juvenile court within sixty-one (61) days after the plan is implemented if the student refuses to participate in, or fails to make satisfactory progress on, the intervention plan. Within seven days of making the plan, the School shall make reasonable efforts to provide the student's parent/guardian/caregiver written notice of the plan.

Intervention team. The Principal will establish the absence intervention team. Membership of the team will vary based upon the needs of the individual student but must include: a representative from the School, another representative from the School who knows the student, and the student's parent/guardian/caregiver. The team may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences. The Principal will make at least three (3) meaningful, good faith attempts to secure the participation of the student's parent/guardian/caregiver. If the parent/guardian/caregiver responds to any of those attempts, but is unable to participate for any reason, the School will inform the parent/guardian/caregiver of the right to participate by designee. If seven school days pass and the student's parent/guardian/caregiver fails to respond to attempts to secure participation, the School will:

1. Investigate whether the failure to respond triggers mandatory reporting to the public children services agency in which the student resides; and
2. Instruct the absence intervention team to develop an intervention plan for the student notwithstanding the absence of the student's parent/guardian/caretaker.

Educational program. If the Board determines a student has been truant and the parent/guardian/caregiver has failed to cause the student's attendance, the Board may require the parent/guardian/caregiver to attend an educational program established pursuant to rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling school attendance.

Intervention Strategies. The Board will develop intervention strategies to encourage attendance. These strategies will be developed through consultation with the judge of the juvenile court in which the School is located, with parent/guardians/caregivers of students in the school, and appropriate state and local agencies. These strategies will include the following actions:

- Providing a truancy intervention plan for any student who is excessively absent from school;
- Providing counseling for a student who is habitually truant;
- Requesting or requiring a parent/guardian/caregiver to attend parental involvement programs;
- Requesting or requiring a parent/guardian/caregiver to attend truancy prevention mediation programs;
- Notification with the register of motor vehicles; and
- Taking any and all legal action permissible Ohio law.

Mandatory withdrawal. Prior to November 1, 2018, any student who fails to participate in 105 consecutive hours of learning opportunities without legitimate excuse will be automatically withdrawn. Effective November 1, 2018, any student who fails to participate in 72 consecutive hours of learning opportunities without legitimate excuse will be automatically withdrawn. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form.

Reporting. As soon as practicable, the School shall report to the Ohio Department of Education upon any of the following occurrences:

- Whenever notice is sent to a parent/guardian/caregiver that a student is excessively truant.
- When a student has been absent without legitimate excuse for thirty (30) or more consecutive hours, forty-two (42) or more hours in one school month, or seventy-two (72) or more hours in a school year.
- When a student is adjudicated an unruly child for being a habitual truant violates the

court order regarding that adjudication.

- When an intervention plan has been implemented for a student.

R.C. 3321.19, 3321.191

Student Code of Conduct
Suspension, Expulsion, and Permanent Exclusion

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 which include:

- 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.

Students may be subject to discipline for violation of the Student Code of Conduct even if that conduct occurs on property not owned or controlled by the Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at an administrative official or employee, or the property of such official or employee. The School will not suspend, expel, or remove a student solely on the basis of the student's absences from school without legitimate excuse.

Suspension. If suspension is necessary, the Principal has the authority to suspend a student from School for no more than ten (10) school days. If at the time the suspension is imposed there are fewer than ten (10) school days left in the school year, the Principal will not apply any remaining part of the period to the following school year. Instead, the Principal may require the student participate in a community service program or other alternative consequence for the same number of hours equal to the remaining part of the suspension. No student shall be suspended unless the Principal:

1. Gives the student written notice of the intent to suspend and the reasons for the intended suspension and, if the violation is one for which a student over sixteen (16) may be permanently expelled, the notice includes a statement that the Principal may seek to permanently expel the student if the student is convicted of or adjudicated a delinquent child for that violation; and
2. Provides the student an opportunity to appear at an informal hearing before the Principal or his/her designee to challenge the reason for the intended suspension and/or explain his/her actions.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extracurricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extracurricular activity are not entitled to notice, hearing, or appeal rights.

If the Principal determines that a student's behavior on a school vehicle violates school rules, he or she may suspend the student from bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

Expulsion. The Principal may expel a student from School for more than ten (10) but not to exceed eighty (80) school days or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place. This period can be extended an additional eighty (80) school days or the remainder of the school year if there is a juvenile or criminal proceeding pending at the time the initial expulsion terminates. If at the time of the expulsion, there are fewer than eighty school days remaining, the Principal may apply any remaining part or all of the period of the expulsion to the following school year.

The Principal shall expel any student who brings a firearm to School or onto any property owned or controlled by the School except the Principal may reduce this requirement on a case-by-case basis.

No student shall be expelled unless the Principal does both of the following:

1. Gives the student and parent/guardian/caretaker written notice of the intent to expel; and
2. Provides the student, parent/guardian/caretaker, and representative an opportunity to appear in person to challenge the reasons for the intended expulsion or otherwise explain the student's actions.

The written notice of intent must include: (1) the reasons for the intended expulsion; (2) notification of the opportunity of the student, parent/guardian/caretaker, and representative to appear before the Principal to challenge the reasons for the intended expulsion or otherwise explain the student's behavior; and (3) notification of the time and place to appear. If the proposed expulsion is one for which the student may be permanently expelled, and the student is over sixteen (16) years old, the notice shall also include a statement that the Principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

The time to appear shall not be earlier than three (3) and not later than five (5) school days after the notice is given, unless the Principal grants an extension of time at the request of the student, parent/guardian/caretaker, or representative.

The Principal shall initiate expulsion proceedings with respect to any student who has committed an act warranting expulsion even if the student has withdrawn from the School for any reason after the incident that gives rise to the expulsion, but prior to the hearing or decision to expel the student.

Emergency Removal. If a student's presence poses a continued danger to persons or property or an ongoing threat of disruption to the academic process, the Principal and/or classroom teacher may remove the student from curricular activities without notice or hearing requirements. As soon as practicable after making such a removal, the teacher shall submit to the Principal a written explanation of the reasons for such removal.

The Principal must hold a hearing within three (3) school days of the emergency removal and must provide the student with written notice of the hearing and the reason for the removal as soon as practicable prior to the hearing. The hearing shall be conducted as specified in the suspension section above, unless the student may be subject to expulsion. The individual who ordered, caused, or requested the emergency removal must be present at the hearing.

Parental/Guardian/Caretaker Notice. The Principal shall provide written notification of the disciplinary action to the parent/guardian and the treasurer of the Board within (1) school day after a student's suspension or expulsion. This notice shall include: (1) the reasons for the expulsion or suspension; (2) notification of the right of the student or the student's parent/guardian to appeal the suspension or expulsion to the Board or its designee to have a hearing; (3) the right to request any hearing be held in executive session; and (4) the manner and date by which the student or parent/guardian shall notify the Board of the intent to appeal the suspension or expulsion. If the Principal is expelling a student for more than

twenty (20) school days or for any period that will extend into the following school year, the notice must also include information (names, addresses, and telephone numbers) regarding services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the expulsion.

Appeal Rights. A student or parent/guardian/caretaker may appeal a suspension or expulsion and request a hearing before the Board or its designee. To do so, the student or parent/guardian/caretaker must notify the Board or its designee in the manner and by the date specified in the Parental/Guardian/Caretaker notice. At the hearing, the student may be represented by counsel. At the request of the student, parent/guardian/caretaker, or representative, the hearing shall be held in executive session, however, the Board may only act upon the suspension or expulsion in public session. After the hearing, the majority of the Board or its designee may affirm, reverse, vacate, or modify the suspension or expulsion. Decisions of the Board or its designee may be further appealed under Chapter 2506 of the Ohio Revised Code.

Prohibition on Corporal Punishment. No School employee may inflict or cause to be inflicted corporal punishment as a means of discipline. School employees may, however, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects, for self-defense, or for protection of persons and property.

Special Education Students. In general, students with disabilities may be suspended for up to ten (10) days in the same manner as students without disabilities. The School must conduct a manifestation determination if a student is going to be suspended for a cumulative period exceeding ten (10) days. This determination must be conducted within ten (10) school days after the decision to take disciplinary action is made. At the IEP meeting, the team will discuss the student's behavior and whether it was a manifestation of the student's disability. If the team determines it was not a manifestation of the disability, the School may apply relevant disciplinary procedures in the same manner as students without disabilities. If the team determines the conduct was a manifestation of the disability, no discipline will be imposed and a functional behavior assessment will be completed within ten (10) days of manifestation determination. R.C. 3313.661

Discipline of Students with Disabilities

In matters relating to the disciplining of students with disabilities, the School shall abide by federal and state laws regarding discipline, suspension, and expulsion. The Executive Director will follow the guidelines below and ensure they are used properly when disciplining any student with a disability.

Removals for Not More Than 10 Days

The School may unilaterally remove a student with a disability who violates a code of student conduct from the student's current placement for not more than 10 school days. This option may be used only if the disciplinary action is consistent with actions taken against non-disabled students. The School may place students removed for not more than 10 days in an appropriate interim alternative educational setting ("IAES"), if applicable, in another setting, or may suspend them. Removals for not more than 10 days are not considered a "change of placement" and the School is not obligated to provide services to students during those removals.

The School may remove a student for either a single removal of 10 consecutive school days or a series of shorter-term removals over the course of the school year that do not accumulate to more than 10 school days during a given school year, provided that those removals do not constitute a pattern of removals and therefore, a change of placement. An IEP meeting is not required when a removal is not a change of placement. However, if one or more IEP team members believe that the Student's behavior plan should be modified, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

Change of Placement

A change of placement occurs if a student is removed for more than 10 consecutive school days or if a student is subjected to a series of removals that accumulate to more than 10 school days or that constitute a pattern of removals. The School shall conduct a Manifestation Determination Review ("MDR") to examine a student's behavior before imposing disciplinary consequences that would amount to a change of placement.

If a change of placement occurs after the MDR, then the School must notify the parents of that decision. This notice must inform the parents of all the procedural safeguards accorded under the law. These safeguards include the MDR, a right to receive services, and a continuation of services for a free appropriate public education. The School must provide services that:

- enable the student to continue to participate in the general education curriculum in another setting; and
- enable the student to progress toward meeting the goals set out in the student's IEP.

Manifestation Determination Review

The purpose of the MDR is to determine whether a student's disability caused, influenced, or otherwise impacted the behavior in question. To make this determination, the student's IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the student's disability. The MDR is not required for disciplinary removals that do not constitute a change of placement.

No later than the date of the decision to take disciplinary action that may constitute a change of placement, the School must notify the parents of that decision and of all available procedural safeguards, including the MDR. The School and the parents shall determine which members of the IEP team are relevant to conduct the MDR. The team will review all relevant information in the student's file to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the Student's disability or was the direct result of the School's failure to implement the IEP. If the team determines that either condition is applicable for the student, it must determine that the conduct is a manifestation of the student's disability.

If the team determines that the behavior was a manifestation of the student's disability, the full IEP team must meet the following requirements:

- conduct a functional behavior assessment ("FBA") and implement a behavior intervention plan for the student, unless the School conducted an FBA prior to the MDR;
- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and
- return the student to the placement from which he or she was removed, unless an exception applies.

If the team determines that the behavior was NOT a manifestation of the disability, the School may discipline the student using the relevant disciplinary procedures applicable to non-disabled students, in the same manner and for the same duration, while continuing to provide appropriate services to the student.

If a student's behavior was not a manifestation of the disability, the School will still take steps to attend to the Student's behavior. The Student must conduct an FBA, if appropriate, and provide behavioral intervention services and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

Exceptions to the MDR Requirement

School personnel may remove a student to an IAES for up to 45 school days, without a prior MDR or IEP meeting, when a student:

- carries or possesses a weapon, defined for purposes of this policy as a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocketknife with a blade of less than 2.5 inches in length;
- knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
- has inflicted serious bodily injury on another person.

This authority can be exercised if a student commits any of the offenses described above at the School, on school premises, or at a school function.

The IEP team will meet subsequent to the unilateral placement in an IAES and must determine what the permanent setting will be, take steps to modify the student's IEP, as appropriate, provide appropriate behavioral intervention services and modifications designed to address the behavior violation to prevent reoccurrence, and continue to provide the student with educational services to enable the student to participate in the general education curriculum and to progress toward his or her IEP goals.

The School is still required to conduct an MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School must still meet all of the requirements outlined above for the MDR, with the exception that the student stay in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision by filing a due process complaint and may request an expedited due process hearing.

The School may also request a hearing to change a student's placement if the School believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to 45 school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, shall not change unless the parents and the School agree otherwise, or upon admissions of School and parental consent. The School may change the student's placement when taking disciplinary actions that constitute a change of placement against students with disabilities or students who may be eligible for IDEA services.

If a student has been placed in an IAES, the student will remain in the IAES chosen by the School pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the parents and School agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within 20 days of the hearing request. The hearing officer must make a determination within 10 school days after the hearing.

Discipline of Students on Section 504 Plans

Students on Section 504 Plans shall be generally afforded the same due process related to any proposed change in placement as provided to other students with disabilities. The School, however, may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student on a Section 504 Plan who currently is engaging in the illegal use of

drugs or in the use of alcohol to the same extent that such disciplinary action is taken against non-disabled students.

Emergency removal of a student on a Section 504 Plan from his or her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

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.

Students of Divorced / Separated Parents/ Guardians

The Academy must 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 must 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 Academy 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.

Guidelines for Keeping Your Child Home from School

Illness	Procedures for Return to School
Fever (of 100 or higher)	<i>May not return until twenty four (24) hours after fever has passed without use of Tylenol or Aspirin</i>
Diarrhea (when abnormal or excessive for student)	
Vomiting (when abnormal or excessive for student)	
Lice	<i>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.</i>
Rapid or Labored Breathing	
Flu-like Symptoms (sudden onset of fever, chills, headache, dry cough, sore throat, body aches)	<i>Physician documentation required for return</i>
Common Cold (upper respiratory infection) (when symptoms are severe enough to interfere with functioning during school day)	<i>Physician documentation required for return</i>
Severe Cough	
Skin Rashes (excluding those diagnosed as allergy-related)	<i>Physician documentation required for return</i>
Green and/or Yellow Nasal Secretions (excluding those diagnosed as allergy-related)	
Chicken Pox	<i>Must stay home for at least five (5) days from first appearance of blisters. All pox must be crusted over and dry before returning to school. Must return with written doctor's permit.</i>
COMMUNICABLE DISEASES: Strep Throat (presenting with one or more of the following: sudden onset of fever, difficulty swallowing, headache, abdominal pain, vomiting, earache),	<i>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.</i>

Ringworm, Mumps, Impetigo, Mononucleosis, Scabies, Strep-type skin infections, any other communicable disease not listed above	
Infectious Hepatitis	<i>Must stay home for fourteen (14) days following onset of illness, must return with written doctor's permit.</i>
Conjunctivitis ("pinkeye")	<i>May return after being on antibiotic eye drop for twenty four (24) hours, must return with written doctor's permit.</i>
Measles & German Measles (Rubella)	<i>May return five (5) days after the rash appears with written doctor's permit.</i>
Child not 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

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:

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.

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.

Multifactor 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.

Individualized Education Plan

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.

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.

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.

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.

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.

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.

504 Plan

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.

Previously Home-Schooled Students Testing Policy

The Academy is a community school established under Chapter 3314 of the Revised Code. The Academy is a public school and students enrolled in and attending the school are required to take the achievement tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the administrative code shall no longer be excused for that purpose upon their enrollment in a community school. For more information, contact school administration or the Ohio Department of Education. Previously home-schooled students enrolling at the Academy will be given a diagnostic test in order to determine the appropriate grade level placement.

Third Grade Reading Policy

Students of the Academy are exempt from the Third Grade Reading Guarantee due to the presence of significant individual cognitive disabilities. Students with significant cognitive disabilities are exempt from all provisions of the Third Grade Reading Guarantee. The IEP team may specify that a child in any grade, kindergarten through grade three, is exempt from all provisions of the Third Grade Reading Guarantee if the student is participating in a significantly modified curriculum.

Student Assessment and Academic Intervention Services

State Mandated Assessments. The School shall administer State-mandated assessments (i.e. diagnostic and achievement assessments) to Students at the times designated by the State Board of Education as required by Ohio law. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such test shall be administered to such excused Student no later than nine (9) calendar days after the last regularly scheduled assessment administration date. The School shall annually report to the State Board of Education, not later than June 30, the number of Students who have not taken one or more of the State-mandated assessments.

The Principal, or his/her designee, shall administer State mandated assessments and submit the assessments to the entity with which the Ohio Department of Education contracts for scoring in accordance with Ohio law.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas in grade levels kindergarten through third grade. Diagnostic assessments shall be administered at least once annually for grades kindergarten through second in reading, writing, and mathematics, and for grade three in reading and writing to the following students:

- Any student who transfers to the school if each applicable diagnostic assessment was not administered by the school the student previously attended in the current school year (must be administered within thirty days after the date of transfer);
- Each kindergarten student, but not earlier than the first day of school and not later than the first day of November; and
- Each student enrolled in first, second, or third grade.

After administering a diagnostic assessment, the School shall provide the student's complete assessment, the results of the assessment, and any other accompanying documents used during the administration of the assessment to the student's parent and shall include all documents and any information regarding an intervention plan. The results of the diagnostic assessments shall be reported to the ODE through the end-of-year EMIS reporting system.

Intervention Services. The School shall provide intervention services to students whose diagnostic assessment shows they are failing to make satisfactory progress toward attaining academic standards for their grade level.

Recordkeeping. The School shall keep records for each student including the following:

- A unique state student identification code or student data verification code in accordance with R.C. 3301.0714(D)(2);
- A list or designation of which tests are required and which test are not required;
- A list or designation of which tests, required or not required, are taken and which tests are not taken at each test administration period;
- Score for each test taken, required or not required;
- Whether or not each student attained the requisite performance standard designated for each required test;
- What, if any, tests must still be taken;
- Whether or not intervention must be provided; and
- For each test required for graduation, the date passed shall be recorded on the student's transcript. No information regarding a test not passed shall be on the student's transcript.

When a student enrolls in another participating school, the School shall provide the school in which the student is enrolling a copy of the records listed above.

Retention. No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade except as specified in the Third Grade Reading Guarantee.

Summer Remediation Services. Instruction developed and offered by the School during the summer to any student who failed to score at least the proficient level on a third-grade reading achievement test or a diagnostic assessment.

Principal's Duties. The Principal, or his/her designee, shall develop an assessment system that includes:

- The administration of state mandated assessments;
- Regular assessment of student performance;
- Multiple and appropriate assessments that will be used to measure student progress;
- Assessment practices that conform to current professional standards for validity and reliability; and
- Sharing information with parents, students, and the community regarding assessment purposes and results.

The Principal, or his/her designee, shall also develop:

- Procedures for using diagnostic assessments to measure student progress toward the attainment of academic standards;
- A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of the diagnostic assessments;
- Procedures for the regular collection of student performance data; and
- Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify those services.

Students with Disabilities. All identified students with disabilities in the School shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP Team. The IEP developed for the student must specify the manner in which the student will participate in the state achievement assessments.

The Board shall review and update this policy annually.

R.C. 3301.079, 3301.0710, 3301.0711, 3301.0714, 3301.0715, 3313.608, 3313.6012; OAC 3301-13 et seq., 3301-35 et seq.

Academic Acceleration, Compulsory and Early Kindergarten Admissions, and Early High School Graduation

Compulsory Kindergarten and First Grade Admissions:

In order to attend kindergarten or first grade, a child must be 5 or 6 years old respectively by September 30 of the year of admission, unless the child has been recommended for admittance in accordance with the School's acceleration policy.

Academic Acceleration:

The School believes that students often require access to advanced curriculum in order to realize their potential.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation

- a. Any student may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for an evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a School member who has knowledge of the referred child's abilities.
- b. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation are available in the School's office. The Principal (or his or her designee) shall accept referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The Principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement and once consent is received, evaluate the student.
- d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the

first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee or if approved by the committee.

Early Admittance in to Kindergarten: Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance into kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator at the school, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or to first grade by the first day of January of the school year for which admission is requested may also be evaluated for early admittance at the discretion of the principal of the school to which the student may be admitted.

- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. The notification shall include instructions for appealing the outcome of the evaluation process.
- f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the governing authority within thirty (30) days of being notified of the committee's decision. The board or its designee shall review the appeal and notify the parent or legal guardian who filed the appeal of its final decision within thirty (30) days of receiving the appeal. That decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2. Acceleration or Early Admissions Evaluation Committee

a. Composition

- i. The Principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:

1. The Principal or Director of Education;
 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 4. A parent or legal guardian of the referred student or a representative designated by the parent or legal guardian of the referred student;
 5. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the School, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- ii. The acceleration evaluation committee shall be charged with the following responsibilities:
1. Conduct fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early kindergarten admissions shall be evaluated using an acceleration assessment process approved by the Ohio Dept. of Education.
 - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.
 - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements.

In all of the above, (a-c), the committee shall consider the student's own thoughts or possible acceleration.

2. Issue a written decision to the Principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

3. Develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written plan shall specify:
 - a. Placement of the student in an accelerated setting;
 - b. Strategies to support a successful transition to the accelerated setting;
 - c. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. An appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement, and the Principal shall remove the student without any repercussions. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the Principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request. If the student will be placed in an accelerated setting different from that initially recommended, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
4. For students the accelerated evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with OAC 3301-35-06(G), waiving School prerequisite requirements for enrolling in advanced courses, waiving School graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
5. The acceleration evaluation committee shall designate a School staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

See also Academic Acceleration and Early Admission Referral Form and Consent to Evaluate and Notice of Outcome of Acceleration or Early Admittance Evaluation Process.

R.C. 3321.01; RC 3324.10.

This School serves grades kindergarten to twelfth. This policy will be enforced to the extent applicable to students in those grades.

Promotion and Retention Policy

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion: A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Executive Director, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention: A student is required to be retained if he/she is truant for 10% or more of the required school days and has failed at least two (2) courses of study, unless the Executive Director and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Executive Director or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Executive Director identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Executive Director, teacher(s), and professional staff.

Students with Disabilities

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the 4th grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is a limited English proficient student who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Dept. of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades K-3.
- All of the following apply:
 - The student is a student with a disability;

- The student has taken the 3rd grade English language arts achievement assessment;
- The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
- The student previously was retained in any of grades K-3.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction in the 4th grade, including an altered instructional day, and specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading, and a minimum of 90 minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the 4th grade at the Executive Director's discretion.

Intervention

Annually, the School will assess the reading skills of students enrolled in grades one through three by September 30th, and by the first day of November for students in kindergarten. The School will identify students who are reading below grade-level except those students with cognitive disabilities or other disabilities as authorized by the Ohio Dept. of Education on a case-by-case basis.

For students reading below grade-level, the School will:

- Provide written notification to the student's parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;

- A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt; and
 - A statement that the assessment is not the sole determination of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion.
- Provide intensive reading instruction to the student immediately following identification of a reading deficiency, including research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and targeted at the student's identified deficiencies.
 - For each student receiving intervention services for reading, the School will develop a reading improvement and monitoring plan within 60 days after receiving the student's results on the diagnostic assessment. The plan must include:
 - Identification of the student's specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - Opportunities for the student's parent(s) to be involved in the instructional services and support;
 - A process for monitoring the extent to which the student receives the instructional services and support;
 - A reading curriculum during regular school hours that does all of the following: assists students to read at grade level; provides scientifically based and reliable assessment; and provides initial and ongoing analysis of each student's reading process; and
 - A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the 3rd grade, the student may be retained in the 3rd grade.

Teacher Qualifications

Each student entering the third grade shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Has completed a master’s degree program with a major in reading; or
- Was rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor that is on the list of student assessments approved by the State Board of Education; or
- Was rated “above expected value added” in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent, consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria, and is assigned a teacher mentor who also meets the qualifications above.

Nothing in the Third Grade Reading Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

Reporting Requirement

The School shall annually report to the Dept. of Education its implementation and compliance with the Third Grade Guarantee. When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

Body Mass Screening and Index

The Academy does not participate in body mass index screening procedures for their enrolled students.

Peanut and Food Allergies

Parents and guardians are to notify the school of the occurrence of any known peanut or other food allergies experienced by their child. Documentation related to the allergy is required by the school upon initial notification (prescriptions for medications; medical documentation; instructions, directives and/or strategies for allergy management; etc.). It is the parents/guardians duty to update the school on any changes to treatment, allergy management or updates to their student's emergency contact information.

Policy Regarding Low Performing Students

The Academy serves students with a medical diagnosis of an autism spectrum disorder. The school is ungraded due to the variability of skills among the students. Historically, all students have had an IEP, and all students have been tested with alternate assessment tests. The curriculum and programming is planned to be accommodating of all needs among the students attending, and provides all students with individual supports to be successful. Most students at the school do not perform at grade level for their age.

All students attend The Autism Academy of Learning as a choice in public education. For those students or parents of students who wish to engage in a traditional public school education, the choice of their home school district remains open to them throughout the school year.

School Prayer

The Academy certifies that no policy of the school prevents or otherwise denies participation in constitutionally protected prayer within the school. The Academy does not engage in organized prayer with its students. Individual students who choose prayer or religious commentary as a re-enforcer for completing tasks are permitted to engage in such prayer or religious commentary as long as it does not infringe on the rights of other students or staff members.

Use of Tobacco on School Premises

The Academy prohibits the use of any substance containing tobacco in or on school grounds or at any school-sponsored function. The school posts No-Smoking signs in the school building.

Drug Prevention Policy

The Academy recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole community.

For purposes of this policy, "drugs" shall mean:

1. all controlled substances as so designated and prohibited by applicable Federal and Ohio law;
2. all chemicals which release toxic vapors;

3. all alcoholic beverages;
4. any prescription, patent, or over-the-counter drug, without those for which permission to use in school has been granted pursuant to Board policy;
5. anabolic steroids; and
6. any substance that is a “look alike” to any of the above.

The Academy prohibits the use, possession, concealment, or distribution of any drug or any drug related paraphernalia, as the term is defined by law, on School grounds, on School vehicles, and at any School sponsored events.

The Academy’s drug prevention program:

1. emphasizes the prevention of drug use;
2. provides for a comprehensive, age appropriate, developmentally-based drug and alcohol education and prevention program which:
 - a. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
 - b. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;
 - c. assists Students to develop skills to make responsible decisions about substance abuse and other important health issues;
 - d. promotes positive emotional health, self-esteem, and respect for one’s body;
 - e. advises Students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful; and
 - f. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education.

Disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate this Policy. The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs. The School will provide information about any drug and alcohol counseling and rehabilitation and re-entry programs available to Students and will direct Students and their Parents to the appropriate programs.

All Parents and Students will receive a copy of this policy regarding the unlawful possession, use, or distribution of illicit, prescription, patent or over-the-counter drugs and alcohol by Students. This policy serves as notification to Parents and Students that compliance with this policy and other standards of conduct is mandatory.

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to the Academy as the school receives funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that the Academy makes instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that the Academy obtains written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920**

Title IX Coordinator/ Grievance Procedure

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.

For parents and guardians who believe their student has been discriminated against in admission to The Academy the grievance procedure is as follows:

1. Contact the Principal for an informal mediation meeting.
2. If the mediation produces unsatisfactory results, the parent/guardian contacts the school's sponsor (Educational Service Center of Lake Erie West) and places a formal complaint.

3. If contact with the school's sponsor produces unsatisfactory results, the parent/guardian contacts the Ohio Department of Education, Office of Exceptional Children and may begin due process proceedings if no satisfaction is reached through the Ohio Department of Exceptional Children.

Title I Services

The Board elects to augment the educational program of educationally disadvantaged students through the use of federal funds and in accordance with Title I of the Amendments in the Elementary and Secondary School Improvement Act of 1965.

Assessment

The Academy shall annually conduct a comprehensive needs assessment of the entire school, particularly the needs of children who are failing or at-risk of failing to meet state standards. The Academy shall assess the educational needs of eligible children, as determined by federal and state criteria. Such assessment shall include academic performance standards mandated by the Department of Education, as well as those determined by the Academy professional staff, that will assist in the diagnosis, teaching, and learning of the participating students. The Academy's Title I plan will be based on this assessment.

Title I Plan

The Principal or his/her designee shall prepare and present to the Department of Education a plan for the delivery of services that meets the requirements of the law, including those described below. The plan shall be developed and evaluated in consultation with staff members involved in its implementation, parents and family members, and other members of the community who will be served by the plan, and, if appropriate and applicable, federal, state, or local services, resources, and programs.

Scope

The Academy shall determine whether the funds will be used to upgrade the educational program of the entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program shall include the components required by law, as well as those agreed upon by participating staff and parents.

Educational Stability for Students in Foster Care

The Academy will comply with requirements under Title I, Part A, for ensuring the educational stability for children in foster care. The Principal shall be the designated foster care point of contact. The Academy, through its point of contact or his/her designee, will coordinate educational opportunities and transportation, as appropriate and required, with the local custodial agency. Should a student be placed in a foster home in a district for which the Academy has not assumed the responsibility for transportation, the Academy will coordinate

transportation with the local custodial agency, consistent with the requirements of Title I and model transportation procedures developed by the Ohio Department of Education and Department of Job and Family Services.

Comparability of Services

Title I funds will be used only to supplement, not supplant, state and local funds. The Principal or his/her designee shall take steps as necessary to achieve comparability of services. The determination of the comparability of services may exclude, in accordance with federal regulations, state and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

Professional Development

The Principal or his/her designee shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff professional development activities and:

- A. involve parents in the training, when appropriate;
- B. combine and consolidate other available funds; and
- C. foster cooperative training with institutions of higher learning and other educational organizations, including school districts.

Simultaneous Services

In accordance with federal law, a school offering Title I services may also serve other students with similar needs.

Parent and Family Engagement in Title I Programs

In accordance with the requirements of the Every Student Succeeds Act (ESSA), programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served. Accordingly, the Academy establishes this parent and family engagement policy, which will annually be reviewed at the Title I meeting with parents and family members, approved by the Board, and distributed to parents and family members of children receiving Title I services. The Academy will reserve at least one percent of its Title I funds, provided one percent is at least \$5,000, to support its parent and family engagement efforts.

The Academy will address and strive to achieve the following:

- A. Encourage and invite all parents and family members of participating students to attend an annual Title I meeting, to be held at a convenient time, at which the Academy will:
 - 1. inform parents and family members about the nature of the Academy's Title I program and the parents' rights to be involved;
 - 2. evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of the Academy, and revise the policy, if necessary;
 - 3. review and revise, if necessary, the school-parent compact;
 - 4. identify barriers and design strategies for more effective parent and family engagement;
- B. Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family engagement activities;
- C. Coordinate and integrate parent and family engagement strategies with other federal programs;
- D. Provide opportunities for the engagement and participation of parents and family members who are English language learners or have disabilities, and parents and family members of migratory children, including providing information and school reports in a format, and, to the extent practicable, in a language such parents and family members can understand;
- E. Conduct meetings with parents and, when appropriate, family members including provisions for flexible scheduling and assistance to parents and family members to better assure their attendance at meetings;
- F. Develop agendas for parent and family member meetings that include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- G. Communicate information concerning school performance profiles and their child's individual performance to parents and, when appropriate, family members;
- H. Assist parents and family members in helping their children achieve the objectives of the program by means such as, but not limited to, ensuring regular attendance, monitoring television and video game consumption, providing adequate time and the proper environment for homework, and guiding nutritional and health practices;
- I. Provide materials and training to help parents and family members work with their children to improve achievement;
- J. Provide timely responses to parent and family member questions, concerns, and recommendations;
- K. Educate teachers, paraprofessionals, administrative personnel, and other staff on how to assist parents and family members, the value and utility of contributions of family, how to reach out to, communicate with, and work with parents and family members as

equal partners, how to implement and coordinate parent and family engagement programs, and how to build ties between families and the Academy;

- L. Consider training parents and family members to enhance the engagement of other families;
- M. Consider establishing a parent advisory council to provide advice on all matters related to parent and family engagement programs;
- N. Develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and
- O. Conduct other activities as appropriate to the Title I plan and state and federal requirements.

Title I – Parent’s Right to Know

If the Academy receives Title I funds, the Academy shall notify all parents at the beginning of the school year that they may request and the Academy will provide in a timely manner:

- A. The following information on the student’s classroom teachers:
 - 1. whether the teachers have met the state qualification and licensing criteria for the grade levels and subject areas they teach;
 - 2. whether the teachers are teaching under any emergency or provisional status through which the state qualification or licensing requirements have been waived; and
 - 3. whether the teachers are teaching in the field of discipline of their certification;
- B. Whether any paraprofessionals provide services to their child and, if so, their qualifications; and
- C. Information about the Academy’s policy regarding student participation in any required assessments, including any policy, procedure, or parental right to opt the child out of such assessment, if applicable.

In addition, the Academy shall provide all parents:

- A. information on the level of achievement and academic growth of their child, if applicable and available, on the required state academic assessments; and
- B. timely notice if their child is assigned to, or has been taught for more than four consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned.

The Academy shall make publicly available on its website the following information about all required assessments for each grade level served:

- A. the subject matter assessed;

- B. the purpose for which the assessment is designed and used;
- C. the source of the requirement; and
- D. if available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parents understand.

Title I Services and Complaint Procedure

Complaints regarding the use of federal Title I funds may be directed to the Principal or his/her designee. The Principal or his/her designee will review the records, investigate the complaint, and, if necessary, request additional information within 10 business days. If the Principal or his/her designee is unable to clarify the issues and resolve the complaint to the complainant's satisfaction within 15 working days, the complaint shall be referred to the Board.

The Board shall appoint a hearing panel composed of the Principal or his/her designee, Board President, and another member of the Board, or Sponsor. The hearing panel shall keep official records of all proceedings.

- A. The hearing panel will meet to discuss the complaint, clarify the issues, and attempt to resolve the problem no later than 30 days after receipt of the complaint, unless otherwise agreed to with the complainant.
- B. The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- C. The Principal or his/her designee shall provide a written explanation to the complainant of the panel's decision regarding the resolution of the complaint.
- D. The complainant has the right to appeal the resolution of the complaint to the Ohio Department of Education within 30 days after receipt of the written decision.
- E. Actual expenses incurred, in accordance with the Academy's policies, may be a part of the local budget for the Title I program, subject to review and approval by the Board.

Dangerous Weapons in the School Setting

The Board of Directors and the school principal determine that possession and/or use of a dangerous weapon by students is detrimental to the welfare and safety of the students and school personnel within the district. Bringing or possessing dangerous weapons on school grounds, in a school vehicle, or at a school activity or sanctioned event is prohibited, unless authorized by the school and may result in suspension or expulsion.

As used in this policy, "dangerous weapon" means:

- A firearm, as defined in C.R.S. § 18-1-901(3)(h) ("Firearm" means any handgun, automatic, revolver, pistol, rifle, shotgun, or other instrument or device capable or intended to be capable of discharging bullets, cartridges, or other explosive charges.)
- Any pellet gun, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
- A fixed blade knife with a blade that exceeds three inches in length;
- A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length;
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury.

In accordance with 20 U.S.C. § 7151, a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, shall be expelled for not less than one year; except that the principal may modify this requirement in writing for a student on a case-by-case basis.

The principal shall consider violations of this policy on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Recordkeeping

The school shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer to law enforcement any student who brings the following to school:

- a firearm as defined above; or
- a fixed blade knife with a blade that exceeds three inches in length; or
- a spring- loaded knife; or
- a pocket knife with a blade exceeding three and one-half inches in length.

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the principal may expel the student for a period of up to one year. The principal may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision

Student Survey

The Academy permits parents to inspect student surveys prior to the administration of the survey, and allows parents to opt their child out of the survey if the survey collects, discloses or uses personal information about the student in any categories related to behavior, attitudes or beliefs of students or their families.

Health Examinations and Immunizations

The Academy may deny admission to a pupil otherwise exempted from the chicken pox immunization requirement if the director of the state department of health notifies the school's principal or board of directors that a chicken pox epidemic exists in the school's population. The denial of admission shall cease when the director notifies the principal or officer that the epidemic no longer exists. The academic standing of a student who is denied admission during a chicken pox epidemic is preserved by the school, and the days the student is absent from school due to a chickenpox epidemic will be considered an excused absence.

Health Services

Prior to November 1 of the school year in which a student is enrolled for the first time in either kindergarten or first grade, the student shall be screened for health, vision, speech and communications, and health or medical problems and for any developmental disorders.

The School has determined the screening is to be obtained by the students' parents or guardians. Before August 1, the parents or guardians of any child entering school for the first time will be provided a list of providers and information about the screening services available in the community to those who cannot afford them.

If the results of any health screening reveal the possibility of special learning needs, the School is required to conduct further assessment in accordance with laws regarding educating students with disabilities.

Parents or guardians may reject the requested screenings by signing a written statement to the effect that they do not wish to have their child receive such screening. *R.C. §§ 3313.673; 3314.03.*

Diabetes Care Policy

The School shall ensure that each student who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating practitioner. This care includes:

- Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
- Responding to blood glucose levels that are outside of the student’s target range;
- In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
- Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
- Providing oral diabetes medications;
- Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to an order of the student’s treating practitioner; and
- Following the treating practitioner’s instructions regarding meals, snacks, and physical activity.

Administration of Medication. Diabetes medication can be administered by either a School nurse or a School employee trained in diabetes care. This training must be conducted by a licensed health care professional with expertise in diabetes or a school nurse. The training must occur prior to the beginning of each School year or no later than fourteen (14) days after the School receives an order signed by the treating practitioner of a student with disabilities.

For the medication to be administered, the School must also receive a written request signed by the parent and/or guardian requesting that the medication be administered and a statement signed by the prescriber with the following information:

- The name and address of the student;
- The school and class in which the student is enrolled;
- The name of the drug and the dosage to be administered;
- The times or intervals at which each dosage of the drug is to be administered;
- The date the administration of the drug is to begin;
- The date the administration of the drug is to cease;
- Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency; and
- Any special instructions for administration of the drug, including sterile conditions and storage.

The parent and/or guardian must agree to submit a revised statement signed by the prescriber upon any change of the above information.

504 Plan. No later than fourteen (14) days after receipt of an order signed by the treating practitioner of a student with diabetes, the School shall inform a student’s parent/guardian that the student may be entitled to a 504 plan.

Self-care and Management. Nothing in this policy prohibits a student with diabetes from attending to the care and management of his or her diabetes in accordance with an order issued by the student’s treating practitioner if the student’s treating practitioner determines the student can perform diabetes care tasks. If the student can perform diabetes care tasks, the student is permitted to perform those tasks in a classroom, in any area of the School or School grounds, and at any School-related activity as well as to possess all necessary supplies and equipment to perform these tasks. The School will also provide the student with a private area to perform diabetes related tasks upon request of the student and/or his/her guardian. If the student performs any diabetes care tasks or uses the medical equipment for purposes other than his/her own care, the School may revoke the student’s permission to attend to the care and management of his/her diabetes.

Reporting. The School shall report to the Ohio Department of Education no later than December 31st each year the following information: the number of students with diabetes enrolled in the School during the previous year; and the number of errors associated with the administration of diabetes medication to students with diabetes the previous year.

R.C. 3313.7112, 3313.713

Parent and Family Involvement

The Academy recognizes that parent and family involvement within the School directly affects the success of students’ educational and behavioral efforts. For purposes of this policy, the term “family” includes children’s primary caregivers who are not biological parents, such as foster caregivers, legal guardians, grandparents, and other family members. To support the success of all students, the Academy is committed to providing consistent and effective communications with parents and families. The Academy encourages parents and families to participate in School activities and to communicate as partners in the development and growth of their children or the children for whom they provide care.

The Academy encourages parents and families to engage in regular, meaningful communication with the School, including active participation in parent-teacher conferences and IEP meetings, if applicable. The Academy will provide timely updates on school issues and student-related information on an ongoing basis. The Academy will further provide parents and families with descriptions and explanations of specific school curriculum, the results of academic assessments used to measure student progress, and the proficiency levels that their children are expected to meet. The Academy encourages parents and families to engage in collaborative decision-making discussions with respect to the education of each student and will inform parents and families of opportunities to assist and support their children’s classroom learning activities. The Academy will also work with parents and families to develop techniques, strategies, and skills geared towards improving their children’s academic success and efforts, as well their development as future responsible adult members of society. The

Academy will ensure, to the extent possible, that information sent home is in a language parents and families can understand.

The Academy is committed to educating its staff on how to build ties between home and school by coordinating and integrating, as appropriate, parent and family involvement with local organizations and agencies that provide services for individuals with developmental disabilities. The Academy maintains and will continue to develop relationships with community-based organizations and businesses, including partnerships with other elementary, middle, and high schools.

Parental Consultation Regarding Physical Exams

The School shall notify parents or students who are at least eighteen (18) years of age or emancipated minors (“eligible students”) at least annually of the projected or approximate dates of any non-emergency, invasive physical exam that is required as a condition of attendance, administered by the school and scheduled in advance and not necessary to protect the immediate health and safety of the student, or of other students. “Invasive physical exam” means any medical examination that involves exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. This section does not apply to any physical exam or screening that is permitted or required by State law. Parents or eligible students shall have the right to opt out of participation in any physical exams covered by this section. 20 U.S.C. §1232h.

School Safety Plan Notification

Prior to the beginning of each school year, administration will send home to parents and guardians notification procedures with regard to how the school will be responding to any perceived or real threats and emergency events which may occur within the school. Specific methods by which the school administration will contact parents to alert them of any incidents will be outlined within this letter.

Veteran’s Day Policy

Per 3313.602(D) of the Ohio Revised Code, each classroom within the Academy will assign one class period on Veteran’s Day or the day prior to instruct students on the observance and meaning of Veteran’s Day. Each classroom will develop their specific method of observing and remembering the significance of Veteran’s Day through classroom activities and lessons.

Homeless Children and Youth Policy

The Academy will follow the requirements of the McKinney-Vento Homeless Assistance Act. It is the policy of the school to view children as individuals. Therefore, this policy will not refer to

children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. The Academy will ensure that children and youth in transition are free from discrimination, segregation, and harassment.

Information regarding this policy will be distributed to all students and student's parents/guardians upon enrollment and once during the school year.

Definitions

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be in transition for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* means attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local liaison is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition in the district, both in and out of school. The local liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison.

Community partners in identification may include the following: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The local liaison will keep data on the number of children and youth in transition in the district; where they are living; their academic achievement (including performance on state- and districtwide assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential feasibility considerations include:

- The age of the child or youth
- The distance of a commute and the impact it may have on the student's education

- Personal safety issues
- A student's need for special instruction (e.g., special education and related services)
- The length of anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year

Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents available readily. Nonetheless, the school selected for enrollment must enroll any child or youth in transition immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Any factor related to the student's living situation

Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Services

Children and youth in transition will be provided services comparable to services offered to other students in the selected school, including:

- Title I, Part A, services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs

The Academy recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth in transition suspected of having a disability will be given priority and coordinated with students' prior and subsequent schools as necessary to ensure the timely completion of a full evaluation.

When necessary, the district will designate expeditiously a surrogate parent for unaccompanied youth suspected of having a disability. If participation of a surrogate parent in the student's education is needed prior to the appointment of a surrogate parent, the district will designate a temporary surrogate in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA). If a student has an Individualized Education Program (IEP), the enrolling school will implement it immediately. Any necessary IEP meetings or re-evaluations will then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused. Our school district will follow state procedures to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel will refer children and youth in transition to appropriate health care services, including dental and mental health services. The local liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in the requested school and receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Title I, Part A

Children and youth in transition are automatically eligible for Title I, Part A services, regardless of what school they attend. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The district will reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved will be determined by a formula based upon the per-pupil Title I, Part A, expenditure and developed jointly by the local liaison and the Title I director. Reserved funds will be used to provide education-related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance.

The Academy's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the local liaison. Children and youth in transition will be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education Regulations and Policy Guidance.

Missing Children Policy

A student, at the time of their initial entry to school, shall present to the principal or director of education any records given to them by the elementary or secondary school they most recently attended and a certification of birth issued pursuant to Section 3705.05 of the Ohio Revised

Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation.

Within twenty-four (24) hours of the student's entry into the school, the principal or director of education shall request the student's official records from the elementary or secondary school they most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the principal or director of education shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The principal or director of education will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. They will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse. Informational programs for students, parents, and community members relative to missing children issues and matters are available from school administration. The principal or director of education's informational programs is based on assistance and materials provided by the Ohio Attorney General's missing child education program. The primary responsibility for a student's attendance at School rests with their parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences.

Security Provisions for Statewide Tests

The Academy shall take every precaution to assure that all tests administered within the school shall be conducted in such a manner so as not to compromise in any way the testing results. For criterion-referenced, norm-referenced, alternate assessments, and certain other tests administered by or through the Ohio Department of Education, testing materials and procedures, as well as any electronic data, computer media, or passwords related to student testing, shall be properly supervised in strict compliance with regulations outlined by the Ohio Department of Education. In addition, all secure tests and test documents shall be stored under lock and key in designated areas when not in use. All cell phones or other similar technological devices with imaging or text-messaging capabilities that are the property of students, test administrators, and school test coordinators must be placed in and remain in the off position and stored in a secure area away from students as designated and supervised by a school administrator during test administration or any other time that test booklets and answer documents are present.

Testing Security

1. It shall be a violation of test security for any person to do any of the following:

- a. Administer tests in a manner that is inconsistent with the administrative instructions provided by the Ohio Department of Education that would give examinees an unfair advantage or disadvantage;
- b. Give examinees access to test questions prior to testing;
- c. Examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations);
- d. Copy, reproduce, record, store electronically, discuss, or use at any time in a manner inconsistent with test regulations all or part of any secure test booklet answer document, or supplementary secure materials (e.g. writing prompts, science tasks);
- e. Coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;
- f. Provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form -- written, printed, verbal, or nonverbal;
- g. Administer published parallel, previously administered, or current forms of any statewide assessment as a practice test or study guide;
- h. Fail to follow security regulations for distribution and return of secure test booklets, answer documents, supplementary secure materials, as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;
- i. Conduct testing in environments that differ significantly from the usual classroom environment without prior written permission from the Ohio Department of Education;
- j. Fail to report any testing irregularities to the District Test Coordinator (a testing irregularity is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the Ohio Department of Education;
- k. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

2. Test materials, including all test booklets, answer documents, supplementary secure materials containing secure test questions, video tapes, and completed observation sheets, shall be kept secure and accounted for in accordance with the procedure specified in the examination program administration manuals and other communications provided by the Ohio Department of Education. Secure test materials include test administrators' manuals, test booklets, answer documents, and any supplementary secure materials.
 - a. All test materials, except district and school test coordinator manuals and test administration manuals, test booklets, answer documents, and supplementary secure materials shall be kept in a predetermined, secured, locked storage area prior to, during, and after administration of any test; all secure materials, including any parallel forms of a test, shall be kept in a locked storage; secure materials must never be left in open areas or unattended;
 - b. Test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in a designated locked, secure location each day of testing.
 - c. All test booklets, answer documents, and supplementary secure materials shall be accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.
 - d. Any discrepancies noted in the serial numbers of test booklets, answer documents, and any supplementary secure materials, or the quantity received from contractors shall be reported to the Ohio Department of Education by the school district's Test Coordinator prior to the administration of the test.
 - e. In the event the test booklets, answer documents, or supplementary secure materials are determined to be missing while in the possession of the school district or in the event of any other testing irregularities or breaches of security, the District Test Coordinator shall immediately notify by telephone the Ohio Department of Education.
3. Only personnel trained in test security and administration shall be allowed to have access to or administer any statewide assessments.
4. The Principal shall designate annually one individual in the district as District Test Coordinator, and, if necessary, one individual as Backup District Test Coordinator, who shall be authorized to procure test. The name of the individuals so designated shall be provided to the Ohio Department of Education.

5. If during the academic year the person appointed as District Test Coordinator changes, the Director shall notify the Ohio Department of Education.
6. In cases where test results are not accepted because of breach of test security or action by the Ohio Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.
7. Individuals shall adhere to all procedures specified in all operational manuals that govern the mandated testing programs, as well as any access to electronically shared student test data.
8. Anyone known to be involved in the presentation of forged, counterfeit, or altered identification for the purposes of obtaining admission to a test administration site for any test administered by the Ohio Department of Education shall have breached test security.
9. Any individual who knowingly causes or allows the presentation of forged, counterfeit or altered identification for the purpose of obtaining admission to any test administration site shall forfeit all test scores but will be allowed to retake the test at the next test administration.
10. The District Test Coordinator shall coordinate the investigation of all reports of testing irregularities, including anonymous complaints, access to electronic data, missing test materials, or instances of plagiarism or excessive wrong-to-right erasures on a test. The District Test Coordinator may elicit the assistance of school district administrative personnel as well as other persons deemed appropriate to assist in any investigation. Once the investigation has been completed, a report of the results of the investigation shall be submitted to the Ohio Department of Education, and the Director of the School.

Access to Equal Educational Opportunity

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The University does not discriminate in admission or access to, participation in, or employment in, its programs or activities.

Right to Privacy

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.

Notification of Injuries

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.

Positive Behavioral Interventions and Supports

This policy governs the use of positive behavioral methods and emergency safety interventions, including seclusion and restraint. Any use of emergency safety interventions that does not meet the requirements set forth below is prohibited.

I. Definitions

Aversive Behavioral Interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as application of noxious, painful, or intrusive stimuli, spray, inhalants, or tastes.

Chemical Restraint: a drug or medication used to control a student's behavior or restrict freedom of movement that is not prescribed, or not administered as prescribed, by a licensed physician or other qualified health professional acting under the scope of the professional's authority under state law for the standard treatment of a student's medical or psychiatric condition.

De-escalation Techniques: strategically employed verbal and non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs.

Functional Behavior Assessment (FBA): is a collaborative problem-solving process used to describe the function or purpose that is served by a student's impeding behavior and to assist directly in designing educational programs and developing behavior plans with a high likelihood of success.

Mechanical Restraint: any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body using an appliance or device manufactured for this purpose, unless it is a device used by trained school personnel or by a student for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including (a) restraints for medical immobilization; (b) adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or (c) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (a) a biological or adoptive parent; (b) a guardian generally authorized to act as the child's parent or authorized to make decisions for the child (but not the State if the child is a ward of the State); (c) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative, with whom the child lives; (d) an

individual who is legally responsible for the child's welfare; (e) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); or (f) any person identified in a judicial decree or order as the child's parent or the person with authority to make educational decisions on behalf of the child.

Physical Escort: the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical Restraint: the use of physical contact that immobilizes or reduces the ability of a student to move his or her arms, legs, body, or head freely, but that does not include a physical escort, mechanical restraint, chemical restraint, or brief but necessary physical contact for the purposes of (a) breaking up a fight; (b) knocking a weapon away from student's possession; (c) calming or comforting; (d) assisting a student in completing a task if the student does not resist the contact; or (e) preventing an impulsive behavior that threatens the student's immediate safety.

Positive Behavior Interventions and Supports (PBIS): a school-wide systematic approach that (a) embeds evidence-based practices and data driven decision-making in order to improve school climate and culture and achieve improved academic and social outcomes and increased learning for all students, and (b) encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behavior to students.

Positive Behavior Support Plan: the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

Prone Restraint: physical or mechanical restraint while a student is in a face down position.

Seclusion: involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier.

Student: a child or adult aged three to twenty-one enrolled in the School.

Student Personnel: teachers, administrators, counselors, social workers, school resource officers, teachers' aides, psychologists, bus drivers, or other school staff who interact directly with students.

Timeout: a behavioral intervention in which a student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her behavior, but is not physically restrained or prevented from leaving the area by physical barriers.

II. Creation of Positive Behavioral Intervention and Supports (PBIS)

The School shall establish an evidence-based schoolwide system of positive behavioral interventions and supports that will apply in all settings to all students and staff. The system shall include family involvement.

The School shall train staff to identify conditions under which specific inappropriate behavior may occur and conduct preventive assessments that include (1) a review of existing data; (2) interviews with parents, family members, and students; and (3) examination of previous and existing behavioral intervention plans.

Based on assessment data, the School shall develop and implement preventative behavioral interventions that modify the environmental factors that escalate the inappropriate behavior, support the attainment of appropriate behavior; and use verbal de-escalation to defuse potentially violent dangerous behavior.

III. Prohibited Practices

The following practices are prohibited under all circumstances, including emergency safety situations:

- A. Prone restraint;
- B. Corporal punishment;
- C. Child endangerment as defined in R.C. 2919.22;
- D. Seclusion or restraint of preschool students, if any;
- E. Deprivation of basic needs;
- F. Restraint that unduly risks serious harm or needless pain to the student, including the intentional, knowing, or reckless use of any of the following:
 - 1. Any method that is capable of causing loss of consciousness or harm to the neck or restricting breathing in any way;
 - 2. Pinning down with knees to torso, head, or neck;
 - 3. Using pressure points, pain compliance, or joint manipulation techniques;
 - 4. Dragging or lifting by a student's hair or ear or by any type of mechanical restraint;
 - 5. Using students or untrained staff to assist with the hold or restraint; or
 - 6. Securing a student to another student or to a fixed object;
- G. Any physical restraint that impacts the student's primary mode of communication;
- H. Mechanical or chemical restraints;
- I. Aversive behavioral interventions; or
- J. Seclusion of students in a locked room.

IV. Restraint and Seclusion

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others, when no other safe and effective intervention is possible, and when performed by trained staff, except in rare and unavoidable emergency situations in which trained staff are not immediately available.

Seclusion shall only be used if it is a last resort for the student to regain control, it is age and developmentally appropriate, there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention. Seclusion shall not be used as a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in PBIS and crisis prevention and intervention. Seclusion shall not be used as a form of discipline or punishment, a means to coerce or retaliate, or in a manner that endangers the students. The room or area used for seclusion may not be locked and must provide for adequate space, lighting, ventilation, visibility, and safety of students.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in restraint or seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- D. Remove the student from physical restraint or seclusion as soon as the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing with all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document staff observations of the student.

V. Functional Behavioral Assessment

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct an FBA to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA should be used to develop a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or BIP does not necessarily mean the student is considered a student with disabilities; FBAs and BIPs may be used for any student.

VI. Training and Professional Development

The School shall annually train all student personnel on the requirements of this policy and shall keep written or electronic documentation of the type of training and the participants. The School shall have a plan for training student personnel, as necessary, to implement PBIS on a system-wide basis. The School shall ensure that an adequate number of personnel in each building are trained in crisis management and de-escalation techniques, and that their training is kept current.

VII. Required Data and Reporting

Staff shall document each use of seclusion or restraint and report it to the Executive Director and the parents immediately. The School must create a written report of the incident, which shall be given to the parent within 24 hours of the incident and placed in the student's file. This report is subject to the Family Educational Rights and Privacy Act (FERPA). The School shall report information regarding its use of seclusion and restraint annually, and upon request, to the Ohio Department of Education.

The School shall make this policy available to parents annually and shall post this policy on its website.

VIII. Monitoring and Complaint Procedures

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Executive Director must investigate every complaint and respond to the parent in writing within 30 days after the complaint is filed. Parents of students with disabilities may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

A. 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

B. 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)?

What was the person's behavior after the seizure (level of orientation)?

Were there any injuries sustained as a result of the seizure? _____

Description of injuries _____

Parents notified YES NO

Method and time of notification _____

Comments _____

Person filling out report _____ Date _____

C. 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

_____ Diarrhea/loose stools
Please describe any abnormal bowel movements commonly displayed by your child

_____ Rashes/redness of skin
Please describe any symptoms of rash or redness of skin commonly displayed by your child.

_____ Medication/Supplement Side Effects

_____ Other symptoms

Please describe any symptoms or characteristics commonly displayed by your child that are not listed above.

Child's Name _____ **Classroom Assigned** _____ **Date** _____