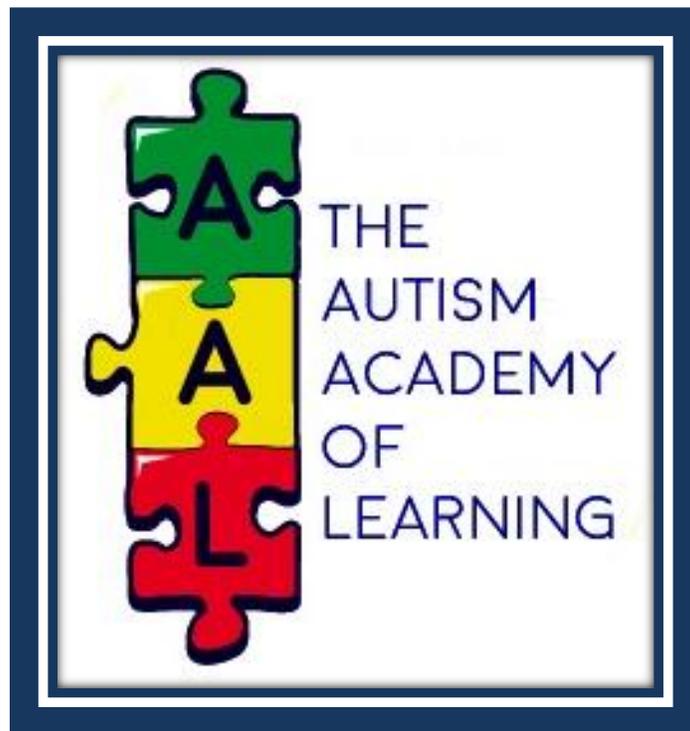


Student Policies and Procedures Handbook



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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

The Autism Academy of Learning serves grades K-12 and is open to any student entitled to attend school pursuant to R.C. 3313.64 or 3313.65. The Academy will not discriminate in admission on the basis of race, color, national origin, religion/creed, disability, sex, or any

other protected characteristic. The Academy will not limit admission based on intellectual ability, measures of achievement or aptitude, or athletic ability. Upon admission of any student with a disability, the Academy will comply with all federal and state laws regarding the education of students with disabilities.

Compulsory Kindergarten Admissions

In order to attend kindergarten, a child must be five years old prior to September 30 of the year of admission. Because the Academy's mission is to serve students with autism spectrum disorder, the Academy does not maintain policies permitting early admittance into kindergarten, academic acceleration, or early high school graduation.

Lottery Standards

The Academy will limit enrollment to the capacity of its programs, classes, age/grade levels, and facilities. If there are more eligible applicants than spaces for any given grade or age grouping, students shall be admitted by lottery from all those submitting applications. (See Procedures for Conducting the Lottery.) Preference will be given to students attending the Academy the previous year, students who reside in the district in which the Academy is located, and to siblings of students attending the Academy the previous year. Preference may also be given to students who are the children of full-time staff members employed by the Academy, provided the total number of students receiving this preference is less than five percent of the Academy's total enrollment.

Enrollment

Upon notification by the Academy of an opening, parents must submit a completed enrollment packet within 14 calendar days. The student's name will be returned to the lottery pool if an enrollment packet is not submitted within 14 days or if the student's parents are not able to be contacted at the home address or phone number provided on the application form. Parents of children on the waiting list are required to update contact information as appropriate and to notify the Academy if the student is no longer interested in remaining on the waiting list.

If a parent fails to timely submit a completed enrollment packet, the Academy will send the parent a request for updated information confirming contact information and the student's continued interest in remaining on the waiting list. If parents do not respond to this request within 14 days, the Academy will send a second letter to notify the student's parent that the Academy has not received the requested information, and that the parent has an additional 14 days to contact the Academy. If the parent has still not contacted the Academy after that 14-day period, the Academy will send the parents a certified letter notifying them that the Academy has made two previous attempts to contact them and that, if the parent does not contact the Academy within 10 days after the postmark of the certified letter, the child's name will be removed from the Academy's roster and the lottery/waiting list process.

Before starting school, the student must provide a completed enrollment packet, which includes:

- Student information sheet
- Student biography sheet (optional)
- Birth certificate (or acceptable alternative)
- Proof of residency
- Release of Educational Records
- Previous school records, including IEP and MFE, if applicable
- Custody papers or court orders, if applicable
- Immunization records
- Emergency medical authorization
- Transportation form, if applicable
- Entrance agreement
- Funding eligibility form
- Reinforcer Assessment (optional)
- Parental Assessment (optional)

The student must also submit the following documents prior to participation in the Adaptive Aquatics Program:

- Parent permission slip
- Physician authorization
- Release of liability

The Academy will make a request for records from the student's previous school within 24 hours of receipt of a completed enrollment packet. If the Academy does not receive the records within five business days, the Academy will make a second request and the Principal will contact the school directly. If the Academy does not receive the records within 14 days after the second request or the student does not provide a birth certificate or acceptable alternative, the Principal shall notify local law enforcement of this fact and the possibility that the student may be a missing child.

The Academy will not deny admission to a child placed in a foster home, group home, or other residential care facility solely because the child does not present a birth certificate or acceptable alternative. Any such child shall provide the necessary documentation to the Academy within 90 days after the child is admitted to the Academy.

Proof of Residency

The Academy admits students residing statewide. A child shall be admitted to the Academy as a student if the child's parent resides in the Academy's admissions area. Residency is not

determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Upon a change in the location of the parent's or student's primary residence, the parent is required to notify the Academy and provide updated proof of residency. All custody or court orders pertaining to the family or student must be turned in when requested, or upon admission.

The student must establish proof of residency on or before the student's first day of school. Proof of residency can be established with any one of the following documents, provided the document is current, in the parent's name, and includes a street address:

- A deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real property tax bill;
- A utility bill or receipt of utility installation issued within 90 days of enrollment;
- A paycheck or paystub issued to the parent or student within 90 days of enrollment that includes the street address of the parent's or student's primary residence;
- The most current available bank statement issued to the parent or student that includes the street address of the parent's or student's primary residence;
- Documented affirmation of current address of student's parent from the district of residence where parent currently resides, the Department of Job and Family Services, or local law enforcement;
- USPS return receipt from certified letter sent to parent by district of residence;
- Notarized affirmation from parent of current address; or
- Any other official document issued to the parent or student that includes the street address of the parent's or student's primary residence and as approved by the Ohio Superintendent of Public Instruction.

If the Academy and parent disagree as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If the Academy and the student's district of residence disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student's home district. If the district of residence challenges the student's residency, the Principal shall make a good faith effort to identify the student's accurate residence and provide the district with documentation of the student's residency.

The Board shall review residency records of at least 10 percent of currently enrolled students, chosen randomly, on a monthly basis and document the residency verification review in the board minutes. Upon initial enrollment and annually thereafter, the Board shall verify the student's home district to the Ohio Department of Education.

Placement

The Autism Academy of Learning is open to all students entitled to attend school in Ohio, however, its mission is to provide programming designed around the needs of students with autism spectrum disorder. To that end, the Academy requests that parents of new students

participate in an information session with the Administrative Team to discuss the educational goals of the family and the Academy as part of the enrollment process. The purpose of the session is to assist parents in making an informed choice for their child's education and to assist the Academy to make an appropriate classroom placement. The Director of Education will also make a home visit and current school placement visit, when possible, and the child will have the opportunity to visit the Academy for a support service evaluation.

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.

Graduation

The Academy is committed to providing all students with disabilities, ages 5 through 21, with a free and appropriate public education, as required by the Individuals with Disabilities Act (IDEA) and state law. Therefore, even if a student with disabilities has met all graduation requirements, the Academy shall allow the student to stay enrolled until his or her 22nd birthday.

Pursuant to state law, students must satisfy all required curriculum, as well as additional graduation requirements applicable to the student, which vary depending on the year that the student began grade nine. However, a student's IEP team may modify the curriculum requirements and exempt the student from the consequences of not being proficient on required assessments. Some students may be eligible to participate in an Alternate Assessment for Students with Significant Cognitive Disabilities, in which case a proficient score in each of the Alternate Assessment content areas may replace the graduation requirement of a minimum composite score on the end-of-course exams.

Ohio Core Curriculum Notification. As required by state law, the Academy will notify parents of the graduation requirements applicable their particular student and that one consequence of the student not completing the Ohio Core Curriculum requirements is ineligibility to enroll in most state universities in Ohio without additional coursework.

Individual Graduation Plans. Beginning in the 2020-21 school year, for each student enrolled in grades 9-12, a representative of the Academy and the student shall jointly develop a graduation plan addressing the student's particular academic pathway to meet curriculum requirements or otherwise satisfy graduation requirements. The plan shall be updated at each school year in which the student is enrolled, until the student qualifies for a high school diploma. The

Academy will invite the student's parent to participate in developing and updating the graduation plan. If applicable, the Academy may use the student's IEP in lieu of an individual graduation plan, provided that the IEP contains academic goals substantively similar to a graduation plan.

Students at Risk of Not Qualifying for a High School Diploma. The Academy is committed to helping each student achieve a high school diploma. To that end, the Principal or his/her designee shall develop criteria and procedures for identifying students at risk of not qualifying for a high school diploma beginning no later than grade 9. In identifying students, the Academy will consider a student's progress on his or her individual graduation plan and with identified goals on the student's IEP, if applicable.

Upon the Academy's determination that a student is at-risk, the Academy shall provide the student's parent(s) with written notification, including:

- A statement that the student is at risk of not qualifying for a high school diploma;
- A description of the Academy's curriculum requirements or the student's IEP and any additional graduation conditions; and
- A description of any additional instructional or support services available to the at-risk student through the Academy.

The Academy will assist at-risk students by providing additional and appropriate instructional or support services to help the student qualify. Such services may include, but are not limited to, mentoring or tutoring programs, adjusted curriculum options, mental health services, physical health care services, or family engagement and support services.

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 may 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.

Calamity Day Make-Up

Prior to August 1 each school year, or as otherwise authorized by state law, the Academy may adopt a plan to require students to access and complete classroom lessons posted online in order to make up hours in that school year on which it is necessary to close the Academy for any of the below reasons so that the Academy is in compliance with the minimum number of hours required by law:

1. Disease epidemic;
2. Hazardous weather conditions;
3. Law enforcement emergencies;
4. Inoperability of school buses or other equipment necessary to the Academy's operation;
5. Damage to the school building; or
6. Other temporary circumstances due to utility failure rendering the school building unfit for school use.

The Academy's calamity make-up plan shall provide for making up any number of hours, up to a maximum of the equivalent of three school days. The plan shall include the following elements:

- A. Not later than November 1 each school year, or as otherwise authorized by state law, each classroom teacher shall develop a sufficient number of lessons for each course taught by the teacher that school year to cover the number of make-up hours specified in the plan. The teacher shall designate the order in which the lessons should be posted online or otherwise distributed in the event of a school closure. Teachers may be granted up to one professional development day to create lessons plans for those lessons.
- B. To the extent possible and necessary, a classroom teacher shall update or replace, based on current instructional progress, one or more of the developed lesson plans before they are posted online or otherwise distributed.

- C. As soon as practicable after a school closure, an Academy employee shall make the lessons available to students online or otherwise distribute the lessons. A lesson shall be posted for each course that was scheduled to meet on the day or hours of the closure.
- D. Each student enrolled in a course for which a lesson is posted shall be granted a two-week period from the date of posting to complete the lesson. The student's classroom teacher shall grade the lesson in the same manner as other lessons. The student may receive an incomplete or failing grade if the lesson is not completed on time.
- E. If the student does not have access to a computer or have internet access at the student's residence and the plan does not include "blizzard bags," the student shall be permitted to work on the posted lessons at school after the student's school reopens. If the lessons were posted prior to the reopening, the student shall be granted a two-week extension from the date of the posting to complete the lessons. The Academy may provide the student access to a computer before, during, or after the regularly scheduled school day or may provide a substantially similar paper lesson in order to enable the student to complete the lessons.

Blizzard Bags. In addition to posting classroom lessons online, the Academy's plan may include distribution of "blizzard bags," which are paper copies of the lessons posted online. If the Academy opts to use blizzard bags, teacher shall prepare paper copies in conjunction with the lessons to be posted online and update the paper copies whenever the teacher updates the online lesson plans. The plan must specify the method of distribution of blizzard bag lessons, which may include, but is not limited to, requiring distribution by a specific deadline or requiring distribution prior to anticipated school closure as directed by the Principal. Students shall be granted a two-week period from the date of distribution to complete the lessons.

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.

Dress Code

The Academy recognizes that appropriate dress and grooming can minimize classroom distractions and facilitate learning. The Academy does not require a particular uniform; however, it expects all students to maintain a neat and modest appearance, maintain good personal grooming and hygiene, and use common sense and good judgment in their clothing choices.

All students are prohibited from wearing the following:

- Clothing that is torn, cut-off, or soiled
- Clothing that displays an offensive, explicit, or distracting message or icon
- Shorts or skirts that are shorter than mid-thigh length
- Spaghetti-strap tank tops, camisoles, halter tops, tube tops, crop tops or belly shirts, or other clothing that is low-cut, see-through, or revealing

The School reserves the right to determine appropriateness of clothing and may contact a parent to bring a change of clothes if the student is inappropriately dressed. Continued violations of the dress code may result in discipline as outlined in the Student Code of Conduct and Disciplinary Policy.

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.

Attendance is required of all student enrolled at the Academy during the days and hours that the Academy is in session. Attendance need not always be within the Academy's facilities, but a student will be considered in attendance if present at any place where school is in session (e.g., field trip). Students will be considered tardy if they arrive to school more than 10 minutes past their scheduled start time.

Excused Absences. Absences due to the following reasons will be excused:

- Personal physical or mental illness
- Illness in the family if student is age 14 or older
- Quarantine of the home
- Death of a relative
- Medical or dental appointment
- Observance of religious holiday
- College visitation
- Court subpoena
- Necessary work at home due to absence of parents/guardians
- Instruction at home from a person qualified to teach the branches of education in which instruction is required
- Emergency or other set of circumstances which, in the judgment of the Principal, constitute a good and sufficient cause for absence

If a student is absent for the sole purpose of traveling out of state to participate in an Academy-approved enrichment activity or extracurricular activity, the Academy shall count that absence as an excused absence, up to a maximum of 24 hours per school year. The student must complete any classroom assignments he or she misses due to the absence. If the student will be absent for 24 or more consecutive hours, classroom teachers must accompany the student

during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Notification and Documentation. Parents/guardians/caregivers (hereafter, “parents”) are to notify the Academy as early as possible of student absence or tardiness. Upon return to school, the student must provide the Academy a written note from a parent explaining the cause for absence or tardiness, even if the Academy was contacted by phone. If a written note is not provided, the student’s absence will be marked as unexcused. The Principal reserves the right to verify such statements and to investigate the cause of each individual absence.

Students who are absent for three or more consecutive school days due to illness must provide a doctor’s note. Students are required to submit a written statement from a physician or mental health professional in order for absences to be excused if the student misses seven or more school days due to illness within one grading period. Any such absences not substantiated will be counted as unexcused and the student will be subject to applicable truancy proceedings. However, any student who, due to a medically documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under applicable federal or state law.

Recordkeeping. The Principal shall be responsible for keeping accurate, up-to-date student attendance records of all students of the Academy and for ensuring the Academy has accurate contact information for the student’s family. 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.

Truancy and Absence Intervention. The Principal may act as the Academy’s attendance officer or may designate an Academy employee or third party to act in this capacity.

Excessively absent. A student will be deemed “excessively absent” if the student is absent with a nonmedical excuse or without a legitimate excuse from school for 38 or more hours in a month or 65 or more hours in a school year. If a student is excessively absent, the attendance officer will notify the student’s parents in writing within seven days after the date that triggered the notice requirement. At the same time, the Academy may take any of the intervention strategies outlined below to encourage attendance.

Habitually truant. A student will be deemed “habitually truant” if the student is absent from school without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in a school month, or 72 or more hours in a school year. Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student’s absence was excused in accordance with applicable law or policy; or
3. the student has received an age and schooling certificate.

If a student is deemed habitually truant, the Principal shall assign the student to an absence intervention team (“AIT”) within seven school days of the absence that surpasses the threshold for habitual truancy. Within 14 school days after the assignment to the AIT, the AIT shall develop an intervention plan for that student 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 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 written notice of the plan.

Absence Intervention Team. The Principal will establish the AIT. Membership of the team will vary based upon the needs of the individual student but must include: two representatives from the Academy, at least one of whom knows the student, and the student’s parent. The AIT 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 meaningful, good faith attempts to secure the participation of the student’s parent. If the parent responds, but is unable to participate for any reason, the Academy will inform the parent of the right to participate by designee. If the student’s parent fails to respond within seven school days, the Academy will investigate whether the failure to respond triggers mandatory reporting requirements and instruct the team to develop a plan for the student.

The attendance officer must file a complaint in juvenile court if, at any time during the implementation phase of the absence intervention plan or other intervention strategies, the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours in a school month, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

Educational program. If the Board determines a student has been truant and the parent has failed to cause the student’s attendance, the Board may require the parent 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 for all students who are excessively absent or habitually truant to encourage attendance. These strategies will be developed through consultation with the judge of the local juvenile court, with students’ parents, and appropriate state and local agencies. These strategies will include the following actions, to the extent applicable:

- Providing an absence 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 to attend parental involvement programs and/or truancy prevention mediation programs;

- Notification with the register of motor vehicles; and
- Taking any and all legal action permissible or required under Ohio law.

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

- When notice is sent to a parent that a student is excessively truant.
- When a student is deemed habitually truant.
- When a student who has been adjudicated an unruly child for being a habitual truant violates the court order regarding that adjudication.
- When an absence intervention plan has been implemented for a student.

Mandatory Withdrawal. 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.

Whenever a student withdraws from the Academy, the student’s teacher shall ascertain the reason for withdrawal. The teacher shall immediately inform the Principal of the fact of the withdrawal and its reason. If the child withdrew because of a change in residence, the Academy shall also ascertain the location of the student’s next residence. The Principal shall forward a card showing the essential facts regarding the child and the child’s new residence to the superintendent of the district to which the child has moved.

If the Academy receives information that the child withdrew for a reason other than a change of residence and is not enrolled in and attending another school, the Principal shall notify the registrar of motor vehicles and the local juvenile judge of the withdrawal and failure to enroll in and attend another school. The Academy shall give this notice in writing and in the manner required by the registrar’s rules within two weeks after the withdrawal and failure to enroll in and attend another school.

Student Code of Conduct

The Academy expects all students to respect each other, the Academy, teachers and other employees, and the rules of the Academy. All students are expected to conform to the Code of Conduct while at the Academy, on Academy premises, at Academy activities or functions, regardless of location, and on transportation to and from the Academy, if the transportation is paid for or provided by the Academy. Students may be subject to discipline for violations of the Student Code of Conduct even if the conduct off of Academy premises, provided that the conduct is connected to Academy activities, incidents that have occurred on Academy property, or is directed at Academy staff, students, or governing authority members.

Autism Academy of Learning recognizes that the Academy’s population is predominantly composed of students on the autism spectrum. Discipline for these students and any other student with a disability will be conducted in accordance with the Academy’s “Discipline of

Students with Disabilities” policy and in compliance with applicable federal and state laws, rules, and regulations.

Set forth below are examples of conduct that may result in disciplinary action:

- Academic misconduct, including plagiarism and other acts of dishonesty or falsification
- Failing to complete homework in a timely manner
- Refusing to follow teacher or staff instructions or violating classroom rules
- Disruptive or disorderly behavior, including any conduct that causes or results in the breakdown of the orderly process of instruction or Academy activities
- Harassment, intimidation, or bullying, including the use of insulting, harassing, or degrading language or gestures toward Academy staff or students
- Using obscene, abusive, profane, or otherwise inappropriate language, whether written or verbal
- Dress code violations
- Using any electronic devices, including cell phones, without approval on Academy property during the school day
- Gang-related activity
- Lying
- Inappropriate physical contact, including fighting, pushing, hurting, or otherwise inappropriately touching other students or Academy staff
- Any action that could result in harm to other students or Academy staff
- Leaving the Academy premises without permission
- Sale, use, possession, or distribution, or attempt thereof, of tobacco products, including e-cigarettes, vaping devices, or any other electronic nicotine delivery system, or of alcohol or other intoxicating substances, illegal drugs, or controlled substances
- Defacing, destroying, or stealing any Academy property or property of Academy staff, students, or visitors
- Arson, or attempt to commit arson
- Sexual harassment, assault, or imposition of Academy staff, students, or visitors

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The following are examples of serious misconduct for which disciplinary action that will result in at least a disciplinary suspension and which may result in a one-year discretionary expulsion:

- Making a bomb threat to the Academy or to any premises at which an Academy activity is occurring at the time of the threat
- Committing an act that would be a criminal offense if committed by an adult and that results in serious physical harm to people or property

- Bringing a knife capable of serious bodily injury or other dangerous weapon to the Academy, onto Academy property, or to any Academy activity
- Bringing a firearm, knife capable of serious bodily injury, or other dangerous weapon to an interscholastic competition, event, or activity that is located at a school or on a school's property
- Possessing a firearm, knife capable of serious bodily injury, or other dangerous weapon at the Academy, on Academy property, or at any Academy activity even if the weapon was initially brought to the Academy or activity by another person

A student will be subject to a one-year mandatory expulsion if the student carries a firearm to the Academy, onto Academy property, or to any Academy activity

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.

Disciplinary Procedures

Students are subject to the Academy's disciplinary process for any violation of the Student Code of Conduct. All students are expected to conform to the Student Code of Conduct at the Academy, on Academy premises, at Academy activities or functions regardless of location, and on transportation to and from the Academy, if the transportation is paid for or provided by the Academy. Discipline for students with a disability will be conducted in accordance with the Academy's "Discipline of Students with Disabilities" policy and in compliance with applicable federal and state laws, rules, and regulations.

Progressive Discipline

The Academy generally follows the principles of progressive discipline. The Principal, however, retains discretion to take appropriate corrective action and may administer other appropriate corrective action or skip progressive discipline levels, depending on the seriousness of the misconduct. Unless otherwise indicated, discipline may be administered by the Principal, Dean of Education, the student's teacher, or the Principal's designee.

1. Verbal Warning: The Academy explains or reviews the rules and warns the student of possible consequences and applies appropriate in-school consequences, including but not limited to time-outs, alternate areas for reflection, loss of privileges, detention, or in-school suspension in a supervised learning environment.

2. **Written Warning:** The Academy applies appropriate in-school consequences and personally communicates the problem(s) with the student's parents. The Academy sends a written report home and retains a copy in the office.
3. **Suspension:** If previous disciplinary action has not corrected the inappropriate behavior or if the misconduct is serious, the Principal may suspend the student from the Academy, not to exceed 10 school days, and consistent with this policy.
4. **Expulsion:** If previous disciplinary action has not corrected the inappropriate behavior or if the misconduct is serious, the Principal, as the individual designated as the superintendent in OEDS-R, may expel the student from the Academy, not to exceed 80 days, unless one year is specifically authorized or unless the student is permanently excluded from the Academy, consistent with this policy.

The Board authorizes the Principal to require, at his or her discretion, a student to perform community service in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to the Academy or onto Academy property. During the period of suspension, removal, or expulsion, the student may not attend or participate in any Academy functions without permission from the Principal. The student may enter the Academy premises only when given permission by the Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions or behavior at the facility.

Suspension

If the Principal deems suspension necessary, the Principal has the authority to suspend a student from the Academy for no more than 10 school days. If at the time the suspension is imposed there are fewer than 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 that 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, beginning on the first full weekday of the summer break. If the student fails to complete the community service or alternative consequence, the Academy may determine the next course of action, provided, however, the Academy shall not require the student to serve the remaining suspension time at the beginning of the following school year.

When suspending a student, the Academy shall respect the following due process rights:

1. Prior to the imposition of the suspension, the Academy shall give a written Notice of Intent to Suspend that includes the reasons for the suspension and, if the violation is one for which a student over age 16 may be permanently excluded, 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.
5. The Academy must provide the student an opportunity to appear at an informal hearing before the Principal or designee to challenge the reason for the intended suspension or otherwise explain his or her actions. The student is not entitled to call witnesses at this informal hearing.
6. Within one school day after the suspension is imposed, the Principal or designee shall provide written notification of the suspension to the parent, guardian, or custodian of

the student and to the Board. The notice must contain the following:

- a. The reasons for the suspension;
- b. Notification of the right to appeal in writing within 14 days to the Board or its designee;
- c. The right to representation at all appeals;
- d. The right to a hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session; and
- f. If the violation is one for which a student over age 16 may be permanently excluded, the possibility that the Principal may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

7. The Board designates the Principal, as the individual designated as the superintendent in OEDS-R, as its representative at all hearings regarding the appeal of a suspension. Students serving a suspension shall have the opportunity to complete any classroom assignment missed because of the suspension. Students will receive at least partial credit for a completed classroom assignment. The student's grade on the assignment may be reduced if submitted late pursuant to normal grading policies, provided, however, that the student will not receive a failing grade on a completed assignment solely due to the student's suspension. The Board also authorizes the Principal to suspend a student from any or all co-curricular or extracurricular activities for misconduct in accordance with the Student Code of Conduct. The length of suspension shall be determined by the Principal commensurate with the seriousness of the misconduct. 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. The above due process rights likewise do not apply to in-school suspensions.

Expulsion

Only the Principal, as the individual designated as the superintendent in OEDS-R, may expel a student from the Academy. During the period of expulsion, the Academy may, but is not required to, continue educational services in an alternative setting.

The Principal may expel a student for up to 80 school days, or until the end of the semester or term if fewer than 80 school days remain, for serious misconduct in accordance with the Student Code of Conduct. This period may be extended an additional 80 school days or for the remainder of the school year a juvenile or criminal proceeding is pending at the time the initial expulsion terminates. If at the time of the expulsion, there are fewer than 80 school days remaining in the school year, the Principal may apply any remaining part or all of the period of the expulsion to the following school year.

A student shall be subject to a one-year mandatory expulsion if the student carries a firearm to the Academy, onto Academy property, or to any Academy activity. A student may also be expelled for up to one year for:

1. Bringing a firearm to an interscholastic competition, extracurricular event, or any other school program or activity that is not located on Academy property
2. Bringing a knife capable of serious bodily injury to the Academy, onto Academy property, or to an interscholastic competition, extracurricular event, or any other program or activity sponsored by the Academy or in which the Academy is a participant

3. Possessing a firearm, knife capable of serious bodily injury, or other dangerous weapon at the Academy, on Academy property, or at any Academy activity if the weapon was initially brought to the Academy or activity by another person
4. Committing an act that would be a criminal offense if committed by an adult that results in serious physical harm to people or property while the student is at the Academy, on Academy property, or at an interscholastic competition, extracurricular event, or any other program or activity sponsored by the Academy or in which the Academy is a participant
5. Making a bomb threat to the Academy or to any premises at which an Academy activity is occurring at the time of the threat

The Principal has the discretion to modify a one-year expulsion under the following specific circumstances:

1. A group of persons knowledgeable of the student's educational needs in accordance with the IDEA submits a recommendation;
2. The student was unaware that he or she was in possession of a firearm or knife capable of serious injury;
3. The student did not understand that the item he or she possessed was considered a firearm or knife capable of serious injury;
4. The student brought the item to the Academy as part of an educational activity and did not realize it would be considered a firearm or knife capable of serious injury; and
5. The student is eligible for participation in an alternative program.

For purposes of this policy, a firearm is defined as any weapon, including a starter gun, that is designed to or able to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes but is not limited to any explosive, incendiary, or poison gas, bomb, grenade, rocket with a propellant charge of more than four ounces, missile with an explosive or incendiary charge of more than a quarter ounce, mine, or other similar device. A knife capable of serious injury is defined as any cutting instrument consisting of at least one sharp blade.

When expelling a student, the Academy shall respect the following due process rights:

1. Prior to the imposition of the expulsion, the Principal shall give a written Notice of Intent to Expel to the student and student's parent, guardian, or custodian that includes the reasons for the intended expulsion, the time and place for a hearing, and, if the violation is one for which a student over age 16 may be permanently excluded, 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.
8. The Academy must provide the student and the student's parent, guardian, or custodian the opportunity to appear in person at a hearing before the Principal to challenge the reasons for the expulsion or otherwise explain the student's actions. The Academy must schedule a hearing for not less than three or more than five school days after the date of the written Notice of Intent to Expel, unless the period is extended at the request of the student or the student's parent, guardian, or custodian. The Academy must send written notice of any extension.
9. Within one school day after the expulsion is imposed, the Principal shall provide written

notification of the expulsion to the student and student's parent, guardian, or custodian and to the Board. The notice must contain the following:

- a. The reasons for the expulsion;
- b. Notification of the right to appeal in writing within 14 days to the Board or its designee;
- c. The right to representation at all appeals;
- d. The right to a hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session; and
- f. If the student is age 16 or older and the violation is one for which a student over age 16 may be permanently excluded, the possibility that the Principal may seek to permanently exclude the student.

When the Principal expels a student for more than 20 days or for any period of time extending into the next semester or school year, the Academy shall provide, along with this notice, information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers of the appropriate public and private agencies.

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 Academy for any reason after the incident that gives rise to the expulsion, but prior to the hearing or decision to expel the student.

Suspension and Expulsion of Students in Grades K-3

Students in grades K-3 may only be suspended for up to 10 days or expelled if the student has engaged in the behaviors listed above or as necessary to protect the immediate health and safety of the student, the student's classmates, classroom staff and teachers, or other Academy employees. Whenever possible, the Principal shall consult with a mental health professional prior to suspending or expelling a student in grades K-3. If the need for additional mental health services is indicated, the Principal will assist the student's parent with identifying appropriate services and service providers, provided that doing so does not create a financial burden on the Academy.

Emergency Removal

If, in the Principal's opinion, a student's presence at the Academy creates a health risk, presents a continuing danger to other persons or property, or seriously disrupts the functions of the Academy or the academic process, the Principal or a classroom teacher may remove the student from the classroom or the premises without notice or formal suspension or expulsion procedures. As soon as practicable, the classroom teacher shall submit to the Principal a written

explanation of the reasons for such removal. Students in grades K-3 may only be removed under this subsection for the remainder of the school day and must be permitted to return to the Academy the following school day.

Except for the removal of students in grades K-3 who are returned to the Academy, the

Academy must hold a hearing regarding the removal on the next school day. As soon as practicable, the Academy 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.

Permanent Exclusion

Any student who is 16 years of age or older and who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

1. rape, gross sexual imposition, or felonious sexual penetration;
2. murder, manslaughter, or felonious or aggravated assault; or
3. complicity to commit any of the above offenses, regardless of where the complicity occurs.

Further, the Academy may seek to permanently exclude a student who is 16 years of age or older and who has been convicted of or adjudicated delinquent for the reason of the following offenses:

1. carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on Academy property or at an Academy activity;
2. possessing, selling, or offering to sell controlled substances on Academy property or at an Academy activity; or
3. complicity to commit any of the above offenses, regardless of where the complicity occurred.

This policy on permanent exclusion shall be posted in a central location in each Academy facility and shall be made available to students, upon request.

If the Principal has adequate evidence that a student should be permanently excluded under this policy, he or she shall submit a written recommendation with any required evidence and information to the Board. The Board must consider all evidence and take action within 14 days after receiving the Principal's recommendation. If the Board approves the recommendation, it shall submit its resolution, the name of its representative in this matter, and any required documents to the State Superintendent and provide a copy of the resolution to both the student and his or her parents. If the Board chooses not to take action, it shall notify the Principal, in writing, who shall notify both the student and his or her parents. If the State Superintendent rejects the Board's request, the Academy shall re-admit the student in accordance with statute and Board guidelines. If the State Superintendent acts on the Board's request, the Academy shall comply with the procedures described in R.C. 3313.66.

Any information regarding the permanent exclusion of a student shall be included in the student's official records and in any records sent to a school that requests the student's records. When the permanently excluded student reaches the age of 22 or when the permanent exclusion is revoked, the Academy shall remove and destroy all references to the exclusion from the student's file.

Prohibition on Corporal Punishment

All Academy teachers and staff are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline. Academy employees may, however, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance that threatens physical injury to others, to obtain possession of weapons or other dangerous objects, for self-defense, or for protection of persons and property.

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

Under Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, 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. As such, the Academy will provide equal opportunity and make its facilities, programs, and activities accessible to qualified individuals with disabilities.

Students Protected Under Section 504. As used in this policy, a qualified student with a disability means a student ages 5-22 who has, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Section 504 requires that the Academy provide a free and appropriate public education (FAPE) to its qualified students.

Evaluation. The Principal shall choose specific tests believed to be best for the student's age, grade level, and physical abilities. The student, parents, teachers, principals, administrators, and support staff (i.e. nurse, counselor, psychologist, language/speech pathologist), as well as the student's physician or therapist, may be involved in the student's Section 504 meeting and subsequent placement.

The Academy may evaluate a student in any or all of the following areas:

- Vision
- Hearing
- Achievement, which may include oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, and mathematics reasoning
- Gross and fine motor skill development, including the ability to perform functional school-related tasks and any deficits experienced in physical activities related to the educational program
- Cognitive ability, which may include an individually administered test of general intelligence used to measure different types of cognitive abilities such as comprehension, visual and auditory perception, visual and auditory memory, and vocabulary
- Speech/language, which may include assessment of the student's articulation, language, fluency, voice, and adequacy of the oral mechanism, or for the nonverbal student, alternative communication systems
- Social/emotional, which may include an assessment of the student's ability to interact appropriately in everyday situations within the family, the Academy, and the community
- Vocational, which 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 style and individual learning strengths and weaknesses

Reevaluation. Section 504 regulations require periodic reevaluations for students who have been provided special education or related services. Compliance with the IDEA requirement of reevaluation also serves as compliance with Section 504 reevaluation. 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. Each student's needs are determined individually. Determination of what is appropriate for each student is based on the nature of the disabling condition and what that student needs in order to have an equal opportunity to compete when compared to the nondisabled student. Generally, the Academy will place a student with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. If the Academy places a student in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the student's home.

The Academy will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified students with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Academy, referrals to agencies that provide assistance to individuals with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods and nonacademic and extracurricular services and activities, the Academy will verify that students with disabilities participate with nondisabled students to the maximum extent appropriate to the needs of the student in question.

Facilities. No qualified person with a disability will, because the Academy's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504 or the ADA applies.

The Academy is committed to operating its programs and activities so that they are readily accessible to individuals with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The Academy will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available

methods for meeting its obligations, the Academy will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Compliance Officer. The Principal is the Academy's Section 504 Compliance Officer. The Compliance Officer is responsible for coordinating the Academy's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act. The Compliance Officer will oversee the investigation of any complaints of discrimination based on disability and will attempt to resolve the grievances.

Due Process Rights. If a parent or student wishes to contest an action or omission on the part of the Academy regarding the identification, evaluation, placement, or educational program of a disabled student under Section 504, the following procedure is available to students and parents and will be rigorously enforced.

1. The student or parent who wishes to challenge the Academy's action or omission must submit a written request for a hearing to the Principal.
2. The Academy 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 Academy.
3. The Principal shall set the hearing date and time in writing. Such hearing date shall be within thirty days after the student or parent's hearing request is received by the Academy, unless a continuance is granted for good cause. The hearing shall be closed to the public.
4. The parties may provide the Hearing Officer with information or opinions as to the validity and weight to be given the information presented. The parties may also submit any reports, evaluations, correspondence, notes, or other documents that may support their positions and that the Hearing Officer may admit at his or her discretion.
5. The Hearing Officer must confine his or her orders and rulings to those matters which involve identification, evaluation, or placement of students under Section 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.
6. If not satisfied by the decision of the Hearing Officer, any party may appeal the hearing decision to a court of competent jurisdiction.

Grievance Procedures. If a parent or student wishes to make a complaint of discrimination in violation of Section 504, the parent or student should follow these grievance procedure steps:

1. The grievant must file a written complaint stating the specific facts of his/her grievance and the alleged discriminatory act with the Section 504 Compliance Officer within 15 calendar days of the conduct alleged to be in violation of Section 504.
2. The compliance officer shall make all reasonable efforts to resolve the matter informally.
3. In the event the grievance cannot be resolved informally, the Compliance Officer will investigate the matter and provide a written copy of his/her determination to both parties.
4. The grievant may appeal the determination of the Compliance Officer to the Board or a committee of the Board within 10 calendar days of receipt of the Compliance Officer's determination. The appeal shall be in writing and attached to copies of the original complaint and the written determination of the Compliance Officer. The Board or its designated

committee may, in its discretion, convene a hearing at which the parties may present testimony and argument.

5. The Board shall provide both parties with a written decision.

6. The grievant may submit a written complaint with the Office for Civil Rights, U.S. Department of Education within the earlier of (a) 30 days from the date of the Board's decision or (b) 90 days from the date the grievant made his or her complaint to the Compliance Officer.

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.

Student Assessment and Academic Intervention Services

Assessment Plan. 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
- Information sharing with parents, students, and the community regarding assessment purposes and results.

State Mandated Assessments. The Academy shall administer state-mandated assessments (i.e., diagnostic and achievement assessments) to students at the times designated by the State Board of Education and as required by Ohio law. The Academy 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 calendar days after the last regularly scheduled assessment administration date. The Academy 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 assessments to the entity with which the Ohio Department of Education contracts for scoring, in accordance with Ohio law.

Diagnostic Assessments. Diagnostic assessments are 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 grades K-3. Diagnostic assessments shall be administered at least once annually for grades K-2 in reading, writing, and mathematics, and for grade 3 in reading and writing, to the following students:

- Any student who transfers to the school to the extent that applicable diagnostic assessments were not administered by the school the student previously attended in the current school year (must be administered within 30 days after the date of transfer);
- Each kindergarten student, but not earlier than the first day of school and not later than November 1 or as required by the Third Grade Reading Guarantee; and
- Each student enrolled in grades 1-3.

After administering a diagnostic assessment, the Academy 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 such documents and information in the student's intervention plan, if any.

Students with Disabilities. All identified students with disabilities in the Academy are required to participate in state assessments as determined annually by the student's IEP team. The IEP developed for the student must specify the manner in which the student will participate in the state achievement assessments.

Regular Assessments with Accommodations. For each student with disabilities who takes an assessment that is administered to nondisabled students, the Academy will document that information in the student's IEP plan or in writing for a student on a Section 504 plan. The Academy will provide the student with appropriate accommodations, provided that the accommodation:

- Is specified in the student's IEP or 504 Plan and is also provided for classroom and schoolwide assessments;
- Does not change the content or structure of an assessment or the type of knowledge or skill that the assessment is intended to measure; and
- Does not change or enhance the student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or assessed.

Alternate Assessments. A student's IEP team may excuse a student with disabilities from taking any particular assessment that is administered to nondisabled students during any school year. An excused student with disabilities shall participate instead in Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). To be eligible to participate in AASCD, the student must:

- Have a significant cognitive disability;
- Be learning content that is linked to or derived from Ohio's Learning Standards – Extended (OLS-E); and
- Require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade or age appropriate curriculum.

Each excuse from participating in regular assessments shall be documented in the student's IEP or 504 Plan, stating why the particular alternate assessment selected is appropriate for the student and providing explanations and reasons for the excuse and a description of benchmarks and short-term objectives.

Any student excused from taking regular assessments who nevertheless wishes to take a regular assessment may do so, and if the student meets at least the proficient level of performance, the student's transcript must show that the performance standard was met. Accommodations may be used, provide the accommodations meet the criteria listed in this policy. Any student with disabilities who otherwise has completed an IEP program but has not received a diploma due to not having passed a required assessment may take any assessment required for graduation at any time it is administered at any school.

Academic Prevention/Intervention Services. The Academy shall provide academic prevention/intervention services to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or whose diagnostic assessments show they are failing to make satisfactory progress toward attaining academic standards for their grade level.

- The Principal or his/her designee shall develop and shall annually review and update:
- 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.

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

- The student's unique SSID or student data verification code;
- A list or designation of which tests are required, and which tests are not taken, for each test administration period;
- Score and performance level for each state test taken;
- What, if any, tests must still be taken;
- Whether or not intervention must be provided; and
- Whether the student has met all high school graduation requirements.

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

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.

Graduation

The Academy is committed to providing all students with disabilities, ages 5 through 21, with a free and appropriate public education, as required by the Individuals with Disabilities Act (IDEA) and state law. Therefore, even if a student with disabilities has met all graduation requirements, the Academy shall allow the student to stay enrolled until his or her 22nd birthday.

Pursuant to state law, students must satisfy all required curriculum, as well as additional graduation requirements applicable to the student, which vary depending on the year that the student began grade nine. However, a student's IEP team may modify the curriculum requirements and exempt the student from the consequences of not being proficient on required assessments. Some students may be eligible to participate in an Alternate Assessment for Students with Significant Cognitive Disabilities, in which case a proficient score in each of the Alternate Assessment content areas may replace the graduation requirement of a minimum composite score on the end-of-course exams.

Ohio Core Curriculum Notification. As required by state law, the Academy will notify parents of the graduation requirements applicable their particular student and that one consequence of the student not completing the Ohio Core Curriculum requirements is ineligibility to enroll in most state universities in Ohio without additional coursework.

Individual Graduation Plans. Beginning in the 2020-21 school year, for each student enrolled in grades 9-12, a representative of the Academy and the student shall jointly develop a graduation plan addressing the student's particular academic pathway to meet curriculum requirements or otherwise satisfy graduation requirements. The plan shall be updated at each school year in which the student is enrolled, until the student qualifies for a high school diploma. The Academy will invite the student's parent to participate in developing and updating the graduation plan. If applicable, the Academy may use the student's IEP in lieu of an individual graduation plan, provided that the IEP contains academic goals substantively similar to a graduation plan.

Students at Risk of Not Qualifying for a High School Diploma. The Academy is committed to helping each student achieve a high school diploma. To that end, the Principal or his/her designee shall develop criteria and procedures for identifying students at risk of not qualifying for a high school diploma beginning no later than grade 9. In identifying students, the Academy will consider a student's progress on his or her individual graduation plan and with identified goals on the student's IEP, if applicable.

Upon the Academy's determination that a student is at-risk, the Academy shall provide the student's parent(s) with written notification, including:

- A statement that the student is at risk of not qualifying for a high school diploma;
- A description of the Academy's curriculum requirements or the student's IEP and any additional graduation conditions; and
- A description of any additional instructional or support services available to the at-risk student through the Academy.

The Academy will assist at-risk students by providing additional and appropriate instructional or support services to help the student qualify. Such services may include, but are not limited to, mentoring or tutoring programs, adjusted curriculum options, mental health services, physical health care services, or family engagement and support services.

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.

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 sets forth a schoolwide framework for positive behavior interventions and supports (PBIS) and governs the use of all positive behavioral methods and emergency safety interventions, including seclusion and restraint. Use of any emergency safety interventions that does not meet the standards set forth below is prohibited.

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): 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 Academy 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 student's parent or authorized to make decisions for the student (but not the State if the student is a ward of the State); (c) an individual with whom the student lives who is acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative; (d) an individual who is legally responsible for the student'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 student's parent or the person with authority to make educational decisions on behalf of the student.

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 the 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 multi-tiered 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.

Social-Emotional Learning: the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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

Student Personnel: teachers, administrators, counselors, social workers, school resource officers, teachers' aides, psychologists, bus drivers, or other Academy 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 their behavior, but is not physically restrained or prevented from leaving the area by physical barriers.

PBIS Framework. The Academy shall establish an evidence-based, multi-tiered schoolwide framework of positive behavioral interventions and supports that will apply in all settings to all students and staff and which shall involve the student's family. The framework shall include:

A. Three tiers of behavioral supports, which may be implemented gradually

1. Tier 1: Behavioral instruction supports for all students
2. Tier 2: Additional supports for behavioral success for at-risk students
3. Tier 3: Individualized and intensive supports for students who require additional personalized assistance

B. Comprehensive schoolwide data system that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms;

C. Evidence-based curricula and effective instructional strategies, matched to student's needs, and data to support teachers' academic instruction;

D. Alignment between classroom practices and the PBIS framework;

E. A focus on improving staff climate and culture regarding the role of discipline in the classroom, which shall include the use of positive and proactive communication and staff recognition.

The Academy 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 Academy 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.

Social-Emotional Learning. The Academy will ensure its PBIS framework integrates social-emotional learning at every level. The Academy will include any social-emotional learning data it gathers in routine data analysis. The Academy will also provide social-emotional learning professional development to student personnel.

As part of Tier 1 of the Academy's PBIS framework, the Academy will identify and apply at least three behavior expectations that will be applied to students and staff schoolwide. The expectations will be intentionally taught, modeled, practiced, and reinforced by student personnel. The Academy will also integrate social-emotional learning skills in PBIS plans developed in Tiers 2 and 3.

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.

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 alternative, inadequate staffing, staff training in PBIS, or crisis prevention and intervention. Seclusion shall not be used a form of discipline or punishment, a means to coerce or retaliate, or in a manner that endangers the student. 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.

Functional Behavioral Assessment. If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the Academy shall conduct an FBA to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA may 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.

Training and Professional Development. The Academy 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 Academy shall have a plan for training student personnel, as necessary, to implement PBIS on a system-wide basis. The

Academy shall ensure an adequate number of personnel in each building are trained in crisis management and de-escalation techniques and that their training is kept current.

Required Data and Reporting. Staff shall document each use of seclusion or restraint and report it to the Principal and the student’s parents immediately. The Academy 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 Academy shall report information regarding its use of seclusion and restraint annually, and upon request, to the Ohio Department of Education (ODE). The Academy shall also submit any report required by the ODE with respect to the Academy’s PBIS framework or suspension or expulsion of students in grades K-3.

Monitoring and Complaint Procedures. The Academy shall make this policy available to parents annually and shall post this policy on its website. The Academy shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Principal 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 ODE’s 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** _____