

## **Autism Academy of Learning**

### **Policies, Procedures, and Practices - Alternate Assessment**

#### **Policy Statements**

1. The IEP team determines alternate assessment participation based on multiple data sources, not disability label alone.
2. Students participating in alternate assessment continue to receive instruction aligned to Ohio's Learning Standards with modifications and measurable IEP goals.
3. Parents/guardians are provided written notice of decisions, implications, and procedural safeguards.
4. Only students with the most significant cognitive disabilities qualify for alternate assessment.
5. Decisions are reviewed annually as part of the IEP process.

#### **Procedures**

##### **A. Eligibility & IEP Team Decision**

- The IEP team reviews evaluation data, adaptive behavior measures, progress toward grade-level standards, and instructional supports.
- Criteria: (1) significant cognitive disability, (2) intensive individualized instruction, (3) inability to participate in general assessments even with accommodations.
- The decision is documented in the IEP with rationale and evidence.

##### **B. Parent/Guardian Involvement**

- Provide Prior Written Notice explaining alternate assessment, consequences, and options.
- Ensure parent/guardian input is recorded in the IEP meeting notes.

##### **C. Administration**

- Use Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD).
- Administer by trained, certified staff following ODEW guidelines.
- Submit assessments within required testing windows.

##### **D. Reporting & Use of Results**

- Results are reported to ODEW and shared with families in accessible formats.
- Data informs instructional adjustments, IEP revisions, and progress monitoring.
- Results guide transition planning and post-school goals.

#### **E. Staff Development**

- Annual training on AASCD administration, eligibility decision-making, and standards-based IEP development.
- Staff maintain documentation of training completion.

**Autism Academy of Learning**  
**Policies, Procedures, and Practices - Graduation**

**Policy Statements**

1. Students with disabilities, including those assessed via alternate assessment, have individualized graduation and exit options aligned with IDEA and ODEW requirements.
2. Graduation planning begins no later than age 14 through the transition component of the IEP.
3. **Diploma and exit options include:**
  - Standard Ohio Diploma (with or without accommodations)
  - Ohio Diploma for students assessed with alternate assessments, as permitted by ODEW
  - Certificate of Completion/Attendance (if determined appropriate by the IEP team)
4. Decisions must be data-driven, individualized, and family-informed.
5. Transition planning must support postsecondary education, employment, and independent/community living.

**Procedures**

**A. Planning & Documentation**

- IEP team discusses diploma pathway options annually, beginning in high school years.
- The IEP specifies the student's course of study, transition goals, and requirements for graduation/exit.
- Diploma/exit pathway is documented in the IEP with clear evidence.

**B. Transition Services**

- Starting at age 14, the IEP must include measurable transition goals.
- AAL provides work-based learning, vocational exploration, and community-based instruction as part of our Vocational Program.

- Partnerships with vocational agencies (e.g., Opportunities for Ohioans with Disabilities) are integrated into transition planning.

### **C. Family Engagement**

- Families are provided written information on the diploma/exit options and their implications.
- Parents/guardians are active decision-makers in determining graduation pathways.
- Disputes are addressed through IDEA procedural safeguards.

### **D. Graduation Pathways**

- Standard Diploma: Students meeting ODEW credit and testing requirements with accommodations.
- Alternate Diploma: Students participating in AASCD and meeting IEP goals aligned with Ohio standards.
- Certificate of Completion: For students not meeting diploma requirements but who complete their individualized IEP goals.

### **E. Exit Documentation**

- Final IEP, diploma/exit documentation, and transition services summary are placed in student records.
- Families receive a Summary of Performance (SOP) upon exit.
- Graduate/exit data is reported to ODEW annually.

### **F. Continuous Review**

- Graduation and exit procedures are reviewed annually for compliance with IDEA and ODEW.
- Data on graduation rates and post-school outcomes informs program improvement.

## **Autism Academy of Learning**

### **Policies, Procedures, and Practices – Completing IETRs**

The Autism Academy of Learning (AAL) completes Initial Evaluation Team Reports (IETRs) in full compliance with the Individuals with Disabilities Education Act (IDEA) and the Ohio Department of Education and Workforce (ODEW) regulations.

#### **Procedures and Practices:**

1. **Referral and Consent** – Upon referral for evaluation, AAL provides parents/guardians with Prior Written Notice (PR-01) and secures signed consent for evaluation (PR-05). No testing begins until written consent is received.
2. **Timelines** – AAL adheres to the state-mandated 60-day timeline (excluding summer break) for completing evaluations, as outlined by ODEW. Internal tracking and monitoring systems are in place to ensure all deadlines are met.
3. **Multidisciplinary Team Participation** – Each IETR is completed by a multidisciplinary team in accordance with ODEW guidance. The team may include an intervention specialist, school psychologist, speech-language pathologist, occupational therapist, and other related service providers as needed. Parents are integral members of the evaluation team and participate fully in the process.
4. **Comprehensive Evaluation** – Consistent with ODEW standards, the evaluation addresses all areas of suspected disability. Formal standardized assessments and informal measures such as teacher input, classroom data, observations, and parent feedback are used to ensure a comprehensive and individualized evaluation.
5. **Data Collection and Analysis** – The team gathers and analyzes multiple data sources to determine eligibility, including performance data aligned with Ohio Learning Standards, behavioral observations, and relevant developmental and medical history.
6. **Team Meetings and Reporting** – A formal Evaluation Team Report (ETR) meeting is scheduled within the mandated timeline to review assessment results, determine eligibility, and document decisions using ODEW forms. Parents receive a copy of the ETR and have the opportunity to provide input and ask questions.
7. **Connection to IEP Development** – If a student is found eligible, AAL ensures compliance with ODEW's requirement to develop and implement an

Individualized Education Program (IEP) within 30 calendar days of eligibility determination, ensuring alignment with evaluation results.

**Supporting Practices:**

- AAL uses ODEW-approved forms, including the PR-01, PR-05, and the standardized ETR template.
- Staff receive annual professional development aligned with ODEW guidelines on special education compliance, evaluation procedures, and test administration.
- Administrative oversight ensures compliance with ODEW monitoring requirements, timely completion of evaluations, and effective parent communication throughout the process.

Through these procedures, AAL ensures that IETRs are conducted with fidelity to IDEA and ODEW standards, resulting in accurate eligibility decisions and timely access to appropriate educational services for students with Autism.