



# Autism Mentor

Policy 5314.01

# Policy 5314.01



West Virginia DEPARTMENT OF  
EDUCATION

## 126CSR146A

### TITLE 126 LEGISLATIVE RULE BOARD OF EDUCATION

#### SERIES 146A AUTISM MENTOR (5314.01)

##### §126-146A-1. General.

- 1.1. Scope. - This policy provides the mandated standards for the service personnel class title "Autism Mentor".
- 1.2. Authority. - W. Va. Constitution, Article XII, Section 2, and W. Va. Code §18-2-5 and §18A-4-8.
- 1.3. Filing Date. - April 11, 2013.
- 1.4. Effective Date. - May 13, 2013.
- 1.5. Repeal of Former Rule. - This legislative rule repeals and replaces W. Va. 126CSR146A, West Virginia Board of Education Policy 5314.01, Autism Mentor, filed August 25, 1992, and effective September 26, 1992.

##### §126-146A-2. Purpose.

- 2.1. The purpose of this policy is to establish standards for the position of Autism Mentor.

##### §126-146A-3. Standards and Experience.

- 3.1. Meet the qualifications of "Aide III" as delineated in W. Va. Code §18A-4-8.
  - 3.1.a. The Local Educational Agency (LEA) is responsible for verifying this standard and documentation is to be maintained in the aide's personnel file.
  - 3.2. Successful completion of a staff development program related to providing instructional supports to students with autism as determined by the West Virginia Department of Education (WVDE) and delineated in the WVDE's *Guidelines for Best Practices Autism Spectrum Disorders: Services in West Virginia Schools*.
    - 3.2.a. The WVDE is responsible for verifying this standard.
      - 3.2.a.1. For each hour of training completed, one-half point per hour will be awarded.
      - 3.2.a.2. A minimum of 15 points (or 30 hours of training) must be earned and verified in order for a candidate to meet this requirement.
      - 3.2.a.3. Training is required on the use of restraint and must include prevention and de-escalation techniques with alternatives to the use of restraint.
      - 3.2.a.4. Training must have been completed within a three-year period and documentation submitted to the Office of Special Programs for review and consideration. Training over three years old will not be considered.

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- 3.2.a.5. Points awarded for this item will be determined by the Office of Special Programs after proper documentation of approved training is submitted to the WVDE.
- 3.2.a.6. The documentation shall, at a minimum, include the name of training, date of training, number of hours, agency providing training and shall include the signature of the training sponsor or designee.
  - 3.2.b. Upon completion of the analysis of the documentation submitted, the employee and LEA personnel director will receive a letter verifying whether the state requirements for this standard have been met.
  - 3.3. Two (2) years of successful experience providing classroom instructional supports to a student(s) with autism under the supervision of a fully certified special education teacher.
    - 3.3.a. The LEA is responsible for verifying this standard.
    - 3.3.b. A year is defined as a minimum of 133 instructional days in any one school year, verified at the end of the school year.
      - 3.3.c. A student must be an eligible student with autism for the time the aide provided instructional supports in order for the experience to be counted. The student's eligibility as a student with autism is determined and documented by the Eligibility Committee (EC) in accordance with W. Va. 126CSR16 West Virginia Board of Education Policy 2419: *Regulations for the Education of Students with Exceptionalities*. If a student had a change in EC determination to or from autism while the aide was providing instructional supports, the aide will receive credit only for experience during the time the student was an eligible student with autism as determined by the EC.
      - 3.3.d. Dates for the time period for which credit for working with students with autism is requested must be documented.
      - 3.3.e. Documentation of this standard is to be kept in the aide's personnel file.
    - 3.4. Physical ability and stamina necessary to complete all job tasks, including tasks related to ensuring student safety.
      - 3.4.a. The LEA is responsible for verifying this standard.
      - 3.4.b. Documentation of this standard is to be kept in the aide's personnel file.
    - 3.5. Upon completion of the requirements delineated in this policy and when standards have been verified as met, an aide is eligible to apply for the position of autism mentor.
      - 3.5.a. To receive the autism mentor pay grade, an aide must be employed in an autism mentor position.

##### §126-146A-4. Severability.

- 4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

<https://wvde.us/special-education/policies-and-compliance/policy-5314-01/>

<https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=24708&Format=PDF>



# Highlights of Policy 5314.01

## Standard 1

Meet the qualifications of “Aide III” as delineated in West Virginia Code 18A-4-8.

- Aide III means those personnel selected and trained for teacher-aide classifications such as monitor aide, clerical aide, classroom aide or general aide, and who hold a high school diploma or a general educational certificate and have completed six semester hours of college credit at an institution of higher education or are employed as an aide in a special education program and have one year’s experience as an aide in special education.

**The local education agency is responsible for verifying this standard.**

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# Highlights of Policy 5314.01

## Standard 2

Successful completion of staff development program related to providing instructional supports to students with autism as determined by the West Virginia Department of Education (WVDE) and delineated in WVDE's Autism Spectrum Disorders: Services in West Virginia Schools.

- To become an Autism Mentor, an aide must earn at a minimum, 15 points, or 30 hours of training for participation in relevant staff development, which must include an overview of autism and positive behavior interventions and support strategies.
    - When looking at the requirements for this standard, it is easier to focus on hours rather than points. There are times when people will use hours and points and not meet this requirement.
    - Although CPR and First Aid are great certifications, they are not accepted as hours toward the 30 hours of training.
    - Possible training options: [Marshall University Autism Mentor Training/ AFFIRM](#)
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# Highlights of Policy 5314.01

## Standard 2

- 3.2.a.3. Training is required on the use of restraint and must include prevention and de-escalation techniques with alternatives to the use of restraint.
    - CPI, Ukeru, and Safety Care are acceptable classes to fulfill this requirement. If there are other restraint certifications, your county uses, please let me know.
  - 3.2.a.4. Training must have been completed within a three-year period and documentation submitted to the Office of Special Education and Student Support for review and consideration. **Training over three years old will not be considered.**
    - This standard is the only one that has a timeline. I encourage all personnel who have met this requirement to submit their paperwork to me as soon as they can and not wait until they have completed the other three standards.
    - This delay in paperwork submission has caused personnel to have expired paperwork and the need to retake classes.
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# Highlights of Policy 5314.01

## Standard 3

- 3.3. Two (2) years of successful experience providing classroom instructional supports to a student(s) with autism under the supervision of a fully certified special education teacher.
- 3.3.b. A year is defined as a minimum of 133 instructional days in any one school year, verified at the end of the school year.
  - Looking at the 133 days requirement in a year, personnel do not need to get a total of 266 days. They need to get at least 133 days in one school year to receive credit for that school year. For example, in school year one, a person gets 153 days, in school year two, they get 113 days, and in school year three, they reach 134 days. They would only get credit for the school year one and school year three, not school year two because in school year two, they did not meet the 133 days requirement.

**Physical ability and stamina necessary to complete all job tasks, including tasks related to ensuring student safety.**

**The local education agency is responsible for verifying this standard.**

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# Process

- Complete [Autism Standard 2 Verification Form](#)
    - Must be filled out completely including:
      - K12 email for applicant, Special Education Director, and Personnel Director
      - Training information including title of training, date of training, number of hours, and agency that provided training.
      - Do not write “See attached”.
  - Attach to form the certificates that were received from all trainings including restraint training (ex. CPI card)
    - All information must match and be verified by a standard
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**Autism Mentor Standard 2 Verification Form**

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

Name of Applicant: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

County: \_\_\_\_\_ Contact Phone #: \_\_\_\_\_

Special Education Director: \_\_\_\_\_ Email: \_\_\_\_\_

Personnel Director: \_\_\_\_\_ Email: \_\_\_\_\_

**Staff Development Documentation –Total of 30 Hours Required**

Prevention and De-Escalation Techniques with Alternative to Restraint (Required)

Date of Training: \_\_\_\_\_ Number of Hours: \_\_\_\_\_

Agency Providing Training: \_\_\_\_\_

**Staff Development Related to Providing Instructional Support to Students with Autism**

Title of Training: \_\_\_\_\_

Date of Training: \_\_\_\_\_ Number of Hours: \_\_\_\_\_

Agency Provided Training: \_\_\_\_\_

Title of Training: \_\_\_\_\_

Date of Training: \_\_\_\_\_ Number of Hours: \_\_\_\_\_

Agency Providing Training: \_\_\_\_\_

Title of Training: \_\_\_\_\_

Date of Training: \_\_\_\_\_ Number of Hours: \_\_\_\_\_

Agency Provided Training: \_\_\_\_\_

\*\*\*If additional space is needed, please attach additional forms.

\*\*\*Signed training agenda or certificates by trainers or designees must accompany this form.



<https://wvde.us/wp-content/uploads/2019/01/AutismMentorStandard2VerificationForm2017.pdf>





# Submission

Scan and email to:

Jennifer Anderson, M.A., ASDCS, NBCT

WVDE Coordinator- ASD

[jennifer.anderson@k12.wv.us](mailto:jennifer.anderson@k12.wv.us)

Or mail to:

Jennifer Anderson, M.A., ASDCS, NBCT, Autism Coordinator

WVDE, Special Education

Office of Federal Programs and Support

1900 Kanawha Boulevard, East

Building 6, Suite 750

Charleston, WV 25305

Questions:

Email- [jennifer.Anderson@k12.wv.us](mailto:jennifer.Anderson@k12.wv.us)

<https://wvde.us/special-education/resources-sp-page/autism/>

Phone- 833-627-2833

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