

**MODIFICATION NO. 1**  
**TO OHIO COMMUNITY SCHOOL CONTRACT**  
**BY and BETWEEN**  
**Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)**  
**AND**  
**Buckeye On-Line School for Success (“Governing Authority” or “School”)**

**WHEREAS**, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2018; and

**WHEREAS**, the ESCLEW and the Governing Authority agree to the following modifications;

**NOW THEREFORE**, the parties modify the Contract as follows:

1. **Article IV, Section 4.1.** In the first sentence add “3319.074” in the appropriate numerical order.

The rest of Section 4.1 remains as original written in the Contract.

2. **Article VI, Section 6.12.**

- a. Insert the following new subsection as subsection (d): “The School shall adopt a policy regarding the enrollment and attendance of students, which requires a student’s parent to notify the School when there is a change in the location of the parent’s or student’s primary residence. This policy is included in **Attachment 6.12.**”

- b. Insert the following new subsection as subsection (e): “The School shall adopt a policy regarding the verification of a student’s residence and address consistent with the School’s obligations in accordance with R.C. 3314.11. This policy shall be included in **Attachment 6.12.**”

- c. The rest of Section 6.12 remains as originally written in the Contract.

3. **Article VI, Section 6.13.** Insert the following sentence after the second sentence in the section: “Beginning November 1, 2018, the policy must include procedures for the automatic withdrawal of a student from the School if the student fails to participate in seventy-two (72) consecutive hours of learning opportunities without a legitimate excuse.”

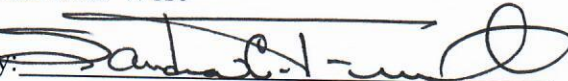
The rest of Section 6.13 remains as originally written in the Contract.

4. **Attachment 6.7** shall be replaced in its entirety with the attached.
5. **Attachment 6.12** shall be replaced in its entirety with the attached.
6. **Attachment 6.13** shall be replaced in its entirety with the attached.

7. **Attachment 11.6** shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**Educational Service Center of  
Lake Erie West**

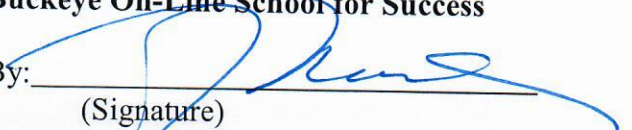
By:   
(Signature)

Its: Superintendent

with full authority to execute this Contract  
for and on behalf of **Sponsor**  
and with full authority to bind **Sponsor**.

Date: 2-7-2019

**Governing Authority of  
Buckeye On-Line School for Success**

By:   
(Signature)

Its: President

with full authority to executive this Contract  
for and on behalf of **Governing Authority**  
and with full authority to bind **Governing  
Authority**.

Date: 10/10/10

**ATTACHMENT 6.7**  
**STUDENT DISCIPLINE AND DISMISSAL POLICIES**

1. Policy regarding suspension, expulsion, removal, and permanent exclusion of a student that specifies, among other things:
  - a. Types of misconduct for which a student may be suspended, expelled, or removed, and
  - b. Due process related to these forms of discipline
2. Policy for the discipline, suspension, and expulsion of disabled students
3. Policy for Positive Behavioral Interventions and Supports/Restraints and Seclusion

The Principal or his/her designee may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R (hereafter "Superintendent") may expel a student for up to eighty (80) school days, and in some instances, one (1) year. Provided however, beginning with the 2019-2020 school year neither the Principal nor the Superintendent shall initiate the process of issuing an out-of-school suspension or expulsion to students in grades pre-kindergarten through three, unless the student has committed a firearm, bomb-threat, or knife offense; or other criminal offense that results in serious bodily injury or property damage; or where the student's out-of-school suspension or expulsion is necessary to protect the immediate health and safety of the student, fellow classmates, or school personnel. The Principal or Superintendent may not suspend, expel, or remove any student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures. A removed student in grades pre-kindergarten through three may be removed for the remainder of the school day and shall be permitted to return to curricular and extracurricular activities on the following school day without a hearing, unless the student's conduct warranting the emergency removal is likely to result in an out-of-school suspension or expulsion. Students in grades four through twelve may be removed, and must be provided with notice and procedures to follow the removal in accordance with R.C. 3313.66, including a hearing on the next school day following the removal.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:

1. bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;
2. bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;
3. possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;
4. committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;
5. making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted 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 having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade that is capable of causing serious bodily injury.

The specific circumstances under which the Superintendent may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with the Individual with Disabilities Education Act;
2. the student was unaware that s/he was possessing a firearm or knife;
3. the student did not understand that the item s/he possessed was considered a firearm or knife;
4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

During the period of suspension, removal, or expulsion, the student may not attend or participate in any School functions without permission from the Principal. The student may enter School facilities only when given permission by Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

Students issued an in-school suspension shall serve suspensions in a supervised learning environment and shall be permitted to complete any classroom assignments missed because of the suspension. While serving an out-of-school suspension, the Board [ does or  does not] authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of tests and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work. Any student serving an out-of-school suspension shall be permitted to complete any classroom assignment missed due to the suspension.

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

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

The Board authorizes the Principal the option to require a student to perform community service or another alternative consequence in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension, provided the Principal and Superintendent are not the same person. If the

Principal and Superintendent are the same person, the  Board,  a committee of the Board, or  \_\_\_\_\_, an administrator who is not involved in the suspension decision, will hear the appeal of the suspension.

The  Board,  a committee of the Board, or  \_\_\_\_\_, an administrator who is not the Superintendent and is not involved in the expulsion, will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

### Due Process Rights

#### Suspension

The following procedure does not apply to in-school suspensions. The Principal may suspend a student if the following procedure is met:

1. Prior to the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:
  - a. The reasons for the intended suspension; and
  - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.
2. Beginning with the 2019-2020 school year, if the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior suspending the student. If the events leading up to the suspension indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. The student must be allowed an informal hearing before the Principal or his/her designee to challenge the reasons for the intended suspension or otherwise explain his/her actions. The student is not entitled to call witnesses at this informal hearing.
4. Within one school day after the suspension is imposed, the Principal or his/her designee shall provide written notification of the suspension to the parent, guardian, or custodian. The notice must contain the following:
  - a. The reasons for the suspension;
  - b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
  - c. The right to representation at all appeals;
  - d. The right to a hearing before the Board or its designee; and

- e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Superintendent may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or his/her designee may develop an appropriate list of alternative consequences.

### Expulsion

Only the Superintendent may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
  - a. The reasons for the intended expulsion; and
  - b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
  - c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.
2. Beginning with the 2019-2020 school year, if the student is in grades pre-kindergarten through three, whenever possible, the Principal shall consult with a mental health professional under contract with the School, if any, prior expelling the student. If the events leading up to the expulsion indicate a need for additional mental health services, the Principal or mental health professional shall, in any manner that does not result in a financial burden to the School, assist the student's parent or guardian with locating providers or obtaining those services, including referral to an independent mental health professional.
3. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain his/her actions.
4. Within one school day after the expulsion is imposed, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion. The notice must include the following:
  - a. The reasons for the expulsion;

- b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.
- c. The right to representation at all appeals;
- d. The right to an appeal hearing before the Board or its designee;
- e. The right to request that the hearing be held in executive session;
- f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;
- g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian, or custodian with 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 or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

#### Prohibition of Corporal Punishment

All teachers, administrators, non-licensed school employees, and school bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

*R.C. 3313.66-.662; R.C. 3313.668; R.C. 3321.13(B)(4); R.C. 4510.32(B); 20 USC 7961(b)(1)*

See Appendix 273-A Notice of Intended Suspension from School; Appendix 273-B Notice of Emergency Removal and Intent to Suspend from School; Appendix 273-C Notice of Suspension from School; Appendix 273-D Notice of Rights Re: Suspension from School; Appendix 273-E Notice of Intended Expulsion from School; Appendix 273-F Notice of Emergency Removal and Intent to Expel from School; Appendix 273-G Notice of Expulsion from School; Appendix 273H Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); and Appendix 273-I Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).



All current food service employee, or potential employee to whom a job offer has been made, shall report any known or suspected illnesses that are transmissible through food. Reports must be made to the food service supervisor or the Principal or his or her designee prior to beginning the preparation or service of food.

Employees and potential employees shall be temporarily restricted from food service duties or excluded from the School if the individual experiences any of the following:

1. Vomiting, diarrhea, jaundice, sore throat with fever, or open and draining wounds, unless the wound is covered by appropriate and/or impermeable covering;
2. Is diagnosed by a health care provider with an illness due to campylobacter, cryptosporidium, cyclospora, entamoeba histolytica, enterohemorrhagic or shiga toxin producing E. Coli, giardia, hepatitis A, norovirus, salmonella spp., salmonella typhi, shigella, vibrio cholerae, or yersinia ("Reportable Illnesses"); or
3. Was exposed to an outbreak of any of the Reportable Illnesses, or works or resides in the same household as an individual who is known to have been exposed to or diagnosed with a Reportable Illness.

Employees and potential employees may be permitted to return to food service duties when the individual is no longer symptomatic, or when the individual presents evidence from a health care provider or the Ohio Department of Health that he or she does not pose a threat to public health.

Compliance with this policy is mandatory and failure to abide by this policy may subject an employee or potential employee to discipline, up to and including discharge.

*O.A.C. 3717-1-02.1.*

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I have read and understand the above stated expectations and agree to abide by them.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Name: \_\_\_\_\_

DATE ADOPTED

Sept. 20, 2018

**Permanent Exclusion of Non-Disabled Students**

In accordance with the law, the Board may seek to permanently exclude a student, sixteen (16) years of age or older, 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 property owned or controlled by the Board or at an activity held under the auspices of this Board;
2. possessing, selling, or offering to sell controlled substances on property owned or controlled by the Board or at an activity under the auspices of this Board; and
3. complicity to commit any of the above offenses, regardless of where the complicity occurred.

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

- A. rape, gross sexual imposition or felonious sexual penetration;
- B. murder, manslaughter, felonious or aggravated assault; and
- C. complicity to commit offenses described in paragraphs A and B, regardless of where the complicity occurs.

The above statement of policy on permanent exclusion is to be posted in a central location in each School facility as well as made available to students, upon request.

If the Superintendent has adequate evidence that a student, sixteen (16) years old or older at the time of the offense, has been convicted of or is an adjudicated delinquent resulting from any of the above offenses, s/he shall submit a written recommendation to the Board that the student should be permanently excluded from the public School by the State Superintendent of Public Instruction (State Superintendent). The recommendation is to be accompanied by the evidence, other information required by statute, and the name and position of the person who should present the School's case to the State Superintendent. The Board, after considering all the evidence, including the hearing of witnesses, shall take action within fourteen (14) days after receipt of the Superintendent's recommendation.

If the Board adopts the resolution, the Board shall submit it to the State Superintendent, together with the required documents and the name of the person designated by the Board as its representative to present the case to the State

Superintendent. A copy of the resolution shall be sent to both the student and his/her parents.

If the Board fails to pass the resolution, it shall so notify the Superintendent, in writing, who, in turn, shall provide written notification of the Board's action to both the student and his/her parents.

If the State Superintendent rejects the Board's request, the School shall re-admit the student in accordance with statute and Board guidelines. If the State Superintendent acts on the Board's request, his/her actions and those of the School shall be in accord with the procedures described in Ohio Revised Code §3313.66.

*R.C. 3313.662*

## **Discipline/Suspension/ Expulsion of Disabled Students**

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion. The Superintendent will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

Because the School is an on-line school, most discipline amounts to an “in-school” suspension, as learning opportunities continue in accordance with the IEP.

However, the following procedure will be followed for removals wherein the IEP cannot be continued in its current format.

### Removals of Not More Than 10 Days- The 10-Day Rule

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 nondisabled students. The School may place students removed under the 10-day rule in an appropriate interim alternative educational setting (“IAES”) if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a “change of placement” and the School is not obligated to provide services to students during those removals. The School can use the 10-day rule to 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 are more than 10 consecutive school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required. However, if one or more IEP team members believe that modifications are needed to the Student’s behavior plan, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

### Removals of More than 10 Days - Change of Placement

A change of placement occurs if a removal is for more than 10 consecutive school days; or if a student is subjected to a series of removals which accumulate to over 10 school days, that constitute a pattern. If a change of placement occurs (after a MDR (see below)), then the School must notify the parents or guardians of that decision. This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a manifestation determination review, 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 (although in another setting); and
- enable the student to progress toward meeting the goals set out in the student's IEP.

### Manifestation Determination Review ("MDR")

The School will conduct a MDR to examine a student's behavior before imposing disciplinary consequences that would amount to a change of placement. The purpose of the MDR is to determine whether a student's disability caused, influenced or otherwise impacted the student's 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, that is, less than 10 school days per incident or a series of removals accumulating to more than 10 school days in one school year that do not constitute a pattern.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. 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.

*Manifestation* - 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 and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;
- 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, 45-day rule exception applies.

*No Manifestation* - 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 students without disabilities in the

same manner and for the same duration, continuing to provide services to students with disabilities.

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 receive, as appropriate, a functional behavior assessment, behavioral intervention services and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

#### Exceptions to the MDR Requirement – The Unilateral Change in Placement and 45-Day Rule

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 (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 pocket knife with a blade of less than 2 1/2 inches in length);
- knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. §812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or
- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the 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 so that it does not recur, and continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still do a 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

additional 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 through the filing of a due process complaint, and may request an expedited due process hearing.

The School may 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, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian 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.

In the case where 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 parent and school agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within 20 days of the hearing request, and the hearing officer must make a determination within 10 school days after the hearing.

**Disciplining a 504 Student**Section 504 Manifestation Determination Reviews

A Student on a 504 Plan is to be afforded due process relating to any proposed change in educational placement where the Student is subject either to expulsion or suspension for a period of more than ten consecutive school days or a series of suspensions that are each 10 or fewer school days in duration, but exceed 10 school days in the aggregate and create a pattern of exclusions. In all such cases, except in the case where such suspension or expulsion pertains to the use or possession of illegal drugs or alcohol as detailed below, the School shall follow the procedures outlined in Policy Discipline/Suspension/Expulsion of Disabled Students.

Disciplinary Procedures for Students Possessing or Using Alcohol or Illegal Drugs

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any Student on a 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 Students without disabilities, in accordance with Policy No. 273 Expulsion and Suspension Policies. In such a case, the disability due process procedures found in Policy Discipline/Suspension/Expulsion of Disabled Students are inapplicable.

Emergency Removal from Placement

Emergency removal of a 504 student from his/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.

*29 USC § 701 et seq. (Section 504 of the Rehabilitation Act of 1973)*

See also Policy No. 228 Section 504 of the Rehabilitation Act of 1973.



## 276 Positive Behavioral Interventions and Supports, Seclusion, and Restraint

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

### I. Definitions

Aversive behavioral interventions: an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including interventions such as: application of noxious, painful and/or intrusive stimuli, including any form of noxious, painful or intrusive 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 (A) 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; and (B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.

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

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

Mechanical Restraint: (A) 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; and (B) does not mean devices used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed, including: (1) restraints for medical immobilization; (2) 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 (3) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent: (A) a biological or adoptive parent; (B) a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State); (C) an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; (D) a surrogate parent who has been appointed in accordance with O.A.C. 3301-51-05(E); and (E) any person identified in a judicial decree or order as the parent of the child or the person with authority to make educational decisions on behalf of the child.

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

**Physical Restraint:** the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. This does not include a physical escort, mechanical restraint, or chemical restraint, or brief, but necessary, physical contact for the following purposes: (A) to break up a fight; (B) to knock a weapon away from student's possession; (C) to calm or comfort; (D) to assist a student in completing a task if the student does not resist the contact; or (E) to prevent an impulsive behavior that threatens the student's immediate safety.

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

**Positive Behavior Support Plan:** 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 the student is in a face down position.

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

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

**Student personnel:** teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus driver or other School staff who interact directly with students.

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

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

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

The School shall train staff to: (A) identify conditions such as where, under what conditions, with whom, and why specific inappropriate behavior may occur; and (B) conduct preventive assessments which 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 the assessment data, the School shall develop and implement preventative behavioral interventions that (A) modify the environmental factors that escalate the inappropriate behavior; (B) support the attainment of appropriate behavior; and (C) use verbal de-escalation to defuse potentially violent dangerous behavior.

### **III. Prohibited Practices**

The following 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:
  - (i) Any method that is capable of causing loss of consciousness or harm to the neck or restricting respiration in any way;
  - (ii) Pinning down with knees to torso, head and/or neck;
  - (iii) Using pressure points, pain compliance and joint manipulation techniques;
  - (iv) Dragging or lifting of a student's hair or ear or by any type of mechanical restraint;
  - (v) Using students or untrained staff to assist with the hold or restraint;
  - (vi) Securing a student to another student or to a fixed object; or
  - (vii) Using any other technique used to unnecessarily cause pain.
- (G) Any physical restraint that impacts the student's primary mode of communication;
- (H) Mechanical or chemical restraints;
- (I) Aversive behavioral interventions; or
- (J) Seclusion of students in a locked room.

### **IV. Restraint**

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 and no other safe and effective intervention is possible, and, when performed by trained staff, except in the case of an unavoidable emergency situation. The physical restraint must not obstruct the student's ability to breathe.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;

- (B) Continually observe the student in restraint 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;
- (D) The least amount of force necessary should be used;
- (E) Remove the student from physical restraint immediately when the immediate risk of physical harm to self or others has dissipated;
- (F) Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- (G) Complete all required reports and document staff observations of the students.

#### V. Seclusion

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.

The room or area used for seclusion cannot be locked, and must provide for adequate space, lighting, ventilation, clear visibility, and the safety of students.

Seclusion shall not be used as: a substitute for an education program, less restrictive alternatives, inadequate staffing, staff training in positive behavior supports and crisis prevention and intervention; a form of discipline or punishment; a means to coerce, retaliate; or in a manner that endangers the students.

Staff must:

- (A) Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- (B) Continually observe the student in 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 when the immediate risk of physical harm to self or others has dissipated;
- (E) Conduct a de-briefing including 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 the observation of the student.

#### VI. Functional Behavioral Assessment

If the student repeatedly engages in dangerous behavior that leads to instances of restraint and/or seclusion, the School shall conduct a functional behavioral assessment (FBA) to identify the student's needs and more effective ways of addressing those needs. If necessary, this FBA should be followed by a behavioral intervention plan (BIP) that incorporates appropriate positive behavioral interventions. The use of an FBA or a BIP does not necessarily mean the student is a special education student in itself, but may be used for non-disabled as well as differently-abled or special education students.

**VII. Training and Professional Development**

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

**VIII. Required Data and Reporting**

Staff must document each use of seclusion or restraint and report it to the building administration and the parent immediately. A written report of the incident must be created, 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.

The School shall report information concerning its use of seclusion and restraint annually to, and as requested by, the Ohio Department of Education.

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

**IX. Monitoring and Complaint Procedures**

The School shall establish a procedure for parents to submit written complaints regarding an incident of seclusion or restraint. The Principal or his/her designee must investigate every complaint and respond to the parent in writing within thirty (30) days of filing the complaint.

Parent(s) may choose to file a complaint with the Ohio Department of Education, Office of Exceptional Children, in accordance with the complaint procedures available concerning students with disabilities.

O.A.C. 3301-35-15; R.C. 3319.46.

Adopted on: June 18, 20 15

## **ATTACHMENT 6.12 ADMISSIONS POLICY**

1. Admissions and enrollment policy and procedures, including:
  - a. Specification that the school will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless at-risk limitations apply)
  - b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit to:
    - i. Students who have obtained a specific grade level or are within a specific age group,
    - ii. Students who meet the definition of “at risk,” or
    - iii. Residents of a specific geographic area
  - c. Wait list and lottery procedures
2. Enrollment and attendance policy, which must require that parents notify the community school in which their child is enrolled when there is a change in the parent’s or student’s primary residence
3. Student residency and address verification policy, which must requires schools to verify the address of enrolling students and annually verify the residency of attending students, and must specify the number and type of documents to be used for residency verification
4. Open Enrollment Policy, if applicable
5. At-Risk Definitions, including gifted, if applicable

**NOTE:** Any change in the admissions or enrollment policies must be reported in writing to the Sponsor within five (5) business days.

**206 General Notice of Non-Discrimination**

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding non-discrimination policies:

Donald Thompson, Executive Director  
119 East Fifth Street  
East Liverpool, Ohio 43920  
330.385.1987 (x 1500)

The language above will be posted on the School's website within two clicks of the home page; in all other School-related documents made available to students, parents, staff, and applicants (*e.g.*, student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.); and in a conspicuous place in the School building. This language will also be provided to parents, students, and employees prior to the start of each school year.

The designated individual will serve as the requisite coordinator for each of the following: **Policy 221 (Access to Equal Educational Opportunity), Policy 222 (Title IX Coordinator), Policy 228 (Section 504), Policy 264 (Sexual and Other Forms of Harassment), and Policy 305 (Nondiscrimination).**

Date adopted: September 20, 2013

**Access to Equal Educational Opportunity**

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Principal shall also ensure that any complaints are dealt with promptly in accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to students, their parents, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of:

Section 222.1 – Title IX Grievance Procedure; and/or

Section 223.1 – Title I Complaint Procedure; and/or

Section 228 – Section 504 of the Rehabilitation Act of 1973, Grievance Procedure.

*See also* Policy 206 General Notice of Non-Discrimination

DATE ADOPTED Sept. 20, 2018



**Admission and Lottery Standards**

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as "at risk" in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner:

- Each applicant will be assigned a number;
- The numbers will then be drawn at random by a disinterested third party;
- The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn;
- Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list;
- The school may separate the lottery and the waiting lists for each grade or age grouping;
- Students attending the previous year and students who reside in the district in which the school is located will have first preference for a position;
- Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School's total enrollment.

*R.C. 3314.06.*

See Policy 206 General Notice of Non-Discrimination, Policy 221 Access to Equal Educational Opportunity, Policy 241.3 Compulsory and Early Kindergarten Admission, Policy 241.5 Enrollment and Residency Policy, and Policy 241.6 Tuition for Out-of-State Students.

Adopted:

June 8, 2017  
Dec. 14, 2017

**241.3 Compulsory and Early Kindergarten Admissions**

The School shall admit or evaluate children seeking admission to kindergarten in accordance with the following:

- A. The School shall admit a child to kindergarten if the child is five years of age prior to \_\_\_\_\_ August 1, or   X   September 30 [check only one] of the year of admittance.
- B. Notwithstanding the provisions provided below, for a child who does not meet the age requirements for mandatory admission to kindergarten, but who will be five years of age prior to January 1 of the year in which admission is requested, the School shall evaluate the child for early admittance in accordance with this policy upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following such evaluation, the Board or its designee shall make a decision as to whether to admit the child based on the child's score on the evaluation and any other factors it deems relevant.
- C. For purposes of this policy, the Board-designated evaluation procedure will consist of a readiness test administered to a prospective kindergartner by the Board's designee.
- D. The School chooses not to admit a child seeking admission to kindergarten or first grade who will not be five prior to January 1 of the year in which admission is requested, and therefore the School has no Academic Acceleration Policy.
- E. First Grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

*R.C. 3321.01*

Adopted: 6/16/16  
Dec. 14, 2017

## 241.5 Enrollment and Residency Policy

The School admits students residing in the home district of \_\_\_\_\_, and [ ] contiguous districts, **OR**, [  ] statewide [check one] ("admissions areas"). The School serves grades K - 12 and/or ages \_\_\_\_ - \_\_\_\_ as per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child's parent resides in the School's admission areas. 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. Any one of the following documents can be used to establish proof of residency for verification of a child's ability to be enrolled. These items must be current, be in the parent's name, and include a street address. A post office box address cannot be used to validate residency records:

- A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill; or
- A utility bill or receipt of utility installation issued within ninety days of enrollment; or
- A paycheck or paystub issued to the parent or student within ninety days of enrollment that includes the address of the parent's or student's primary residence; or
- The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence; or
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence and as approved by the Ohio Superintendent of Public Instruction.

The School shall monthly review the residency records of students enrolled in the School and shall provide an annual verification to the Ohio Department of Education that students are entitled to attend the School. If there is a change in the location of the parent or student's primary residence, the student's parent must notify the School immediately.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the School 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 School and the Student's home district (district of residency) 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 may request additional documentation from the Parent, which may be provided to the student's home district.

*R.C. 3314.03(A); R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)*

See also Policy 204.8 Migrant Students; Policy 241 Admissions and Lottery Standards; Policy 241.3 Compulsory and Early Kindergarten Admissions; Policy 252 Missing and Absent Children; Policy 294 Student Records and Release of Information; Policy 297 Homeless Children and Youth Policy; and Policy 298 Grandparent Caretaker Policy.

DATE ADOPTED Sept. 20, 2018

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
12. Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home instruction has been provided to the Principal or his/her designee).

13. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
14. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

#### Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities without excuse prior to November 1, 2018 will be automatically withdrawn from the School. After November 1, 2018 a student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

#### Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of

tardiness or early dismissal per day (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for two (2) hours of that day).

Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for 80 minutes of that day).

Track tardiness and early dismissals to the nearest 60 minutes (not to exceed 60 minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

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 federal and/or state law.

#### Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) 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 the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members 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.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will

make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

**AIT Exemption:** The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an

additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

*R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191; O.A.C. 3301-69-02.*

DATE ADOPTED Sept. 20, 2018



## **ATTACHMENT 6.13 ATTENDANCE POLICIES**

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

**NOTE:** The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
12. Instruction at home from a person qualified to teach the branches of education in which instruction is required (after adequate certification of home instruction has been provided to the Principal or his/her designee).

13. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
14. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

#### Withdrawal

A student who fails to participate in one hundred five (105) consecutive hours of learning opportunities without excuse prior to November 1, 2018 will be automatically withdrawn from the School. After November 1, 2018 a student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

#### Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of

tardiness or early dismissal per day (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for two (2) hours of that day).

Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is 35 minutes tardy to school and leaves school 45 minutes early, the student shall be counted as absent for 80 minutes of that day).

Track tardiness and early dismissals to the nearest 60 minutes (not to exceed 60 minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

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 federal and/or state law.

### Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) 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 the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members 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.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will

make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year;  
and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication;  
and
3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay filing the complaint for an

additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

*R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-191; O.A.C. 3301-69-02.*

DATE ADOPTED Sept. 20, 2018



## Performance Accountability Framework Attachment 11.6

<b>School Name</b>	<b>Buckeye Online School for Success</b>
<b>School IRN</b>	<b>000417</b>
<b>Building Principal/Director</b>	<b>Andrea Dobbins, Principal/Donald Thompson, Director</b>
<b>Management Company</b>	<b>N/A</b>
<b>Contract Dates with the ESC of Lake Erie West</b>	
<b>Start Date: July 1, 2018</b>	<b>End Date: June 30, 2021</b>
<b>School Mission:</b> The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting edge technology.	

<b>A.01</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Achievement: Indicators Met</b>
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.</p> <p>The <b>Indicators Met</b> measure represents student performance on state tests. This measure is based on a series of up to 24 state tests that record the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 25 possible indicators.</p> <p><b>Goals</b> set for this standard should address 1.) The expected numeric increase; and 2.) at least one targeted grade or content area.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	6	2 (point in HS Government, and ELA)	4 (add at least one additional point in grade band 3-5, and grade band 9-12)	8
<b>ACTUAL</b>	0	3 out of 23  HS Government EOC Improvement Indicator Chronic Absenteeism		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>BOSS will place emphasis on students scoring limited and basic and progress them toward the next designation on state tests. 57% of BOSS students scored in the Basic or Limited range in 2016-2017. BOSS would like to decrease that number to 45% for 2017-2018 and continue moving more students toward proficient in upcoming school years.</p> <p>Teachers will continue to focus on analysis of student data. Teachers will produce a list of students scoring in each category along with a plan for student growth within the TBTs. Our quarterly diagnostic assessments will be utilized to monitor growth and to make adjustments to instruction as necessary. Based on the 16-17 LRC, we feel that targeting the areas of High School Government, and ELA are appropriate. Teachers have re-organized their curriculum maps to better address tested standards. They have also created study guides, aligned to the standards and released testing materials and have made these items available to students both in class and on our test prep webpage.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL</b>	<b>PROGRESS BEING</b>



		ASSISTANCE PROVIDED	MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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<b>A.02</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Achievement: Performance Index</b>		
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The <b>Performance Index</b> measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of all students.</p> <p><b>Goals</b> set for this standard should address 1.) The number of total PI points earned; and 2.) “Movement” (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio’s State Tests.</p>				

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	58.9%	66 out of 120 55%	70 out of 120 58%	85 out of 120 70%
<b>ACTUAL</b>	64.7 out of 120 53.9%	66.2 out of 120 55%		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the PI score.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>BOSS will place emphasis on students scoring limited and basic and progress them toward the next designation on state tests. 57% of BOSS students scored in the Basic or Limited range in 2016-2017. BOSS would like to decrease that number to 45% for 2017-2018. In addition, BOSS will strive to increase student participation in state testing. We will decrease 4.2% untested to 2.5% or less untested.</p> <p>BOSS met the goal of 2.5% or less untested. In 2017-2018 we had 1.1% students untested. Our goal would be to meet or exceed that target again 2018-2019.</p> <p>BOSS plans to continue to move toward our target of reducing students within the basic and limited designation to 45% or less.</p> <p>Teachers will continue to focus on analysis of student data. Teachers will produce a list of students scoring in each category along with a plan for student growth within the TBTs. Our quarterly diagnostic assessments will be utilized to monitor growth and to make adjustments to instruction as necessary. By the end of our current contract the goal will be to move into the overall C range on the LRC.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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A.03	ACADEMIC PERFORMANCE STANDARD	Progress
<p>The Progress component looks closely at the growth that all students are making based on their past performances. There are four measures within the component: <b>progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students</b> statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for each of the four groups listed.</p> <p><b>Goals</b> for this standard should address 1.) The overall letter grade; 2.) The overall percentage; 3.) Growth (identified as a percentage) for at least one of the individual measures listed above.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
GOAL	C	Overall Index-D (-3.0) Lowest 20%- C (1.0) SWD- C (-1.0)	Overall Index-D (-3.0) Lowest 20%- C (1.0) SWD- C (0.30)	Overall Index-D (-1.0) Lowest 20%- C (2.0) SWD- C (1.0)
ACTUAL	F (overall index -3.81) SWD -1.97 D Lowest 20% 0.32 C	Overall Index- F (-4.85) Lowest 20%- F (-2.41) SWD- C (-1.0)		
RATING (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY																		
<p>BOSS will increase or exceed 25% of the math and reading scores for students in the subcategory "students with disabilities" one proficiency level in all tested grades. By targeting students with disabilities the overall progress score should increase. Our teachers have focused on differentiation, student engagement, and increased communication with students, parents and all stakeholders. We are also utilizing and monitoring progress through our quarterly i-ready diagnostic assessments. We have also made staff schedule adjustments to allow more communication between the intervention specialists and the general education teachers. By the end of the contract period BOSS hopes to maintain a C with an overall index of (-1.0).</p>																		
<p>2016-2017 LRC Data</p>																		
<table border="1"> <thead> <tr> <th colspan="3" data-bbox="126 1581 760 1623">Ohio School Report Card Value-Added Measures</th> </tr> <tr> <th data-bbox="126 1623 451 1675">Accountability Measure</th> <th data-bbox="451 1623 565 1675">Index</th> <th data-bbox="565 1623 760 1675">Letter Grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 1675 451 1738">Overall</td> <td data-bbox="451 1675 565 1738">-3.81</td> <td data-bbox="565 1675 760 1738">F</td> </tr> <tr> <td data-bbox="126 1738 451 1791">Gifted</td> <td data-bbox="451 1738 565 1791"></td> <td data-bbox="565 1738 760 1791"></td> </tr> <tr> <td data-bbox="126 1791 451 1843">Lowest 20%</td> <td data-bbox="451 1791 565 1843">0.32</td> <td data-bbox="565 1791 760 1843">C</td> </tr> <tr> <td data-bbox="126 1843 451 1896">Students with Disabilities</td> <td data-bbox="451 1843 565 1896">-1.97</td> <td data-bbox="565 1843 760 1896">D</td> </tr> </tbody> </table>	Ohio School Report Card Value-Added Measures			Accountability Measure	Index	Letter Grade	Overall	-3.81	F	Gifted			Lowest 20%	0.32	C	Students with Disabilities	-1.97	D
Ohio School Report Card Value-Added Measures																		
Accountability Measure	Index	Letter Grade																
Overall	-3.81	F																
Gifted																		
Lowest 20%	0.32	C																
Students with Disabilities	-1.97	D																

2017-2018 LRC Data				
Accountability Measure	Multi-Year Index	Multi-Year Letter Grade	Single Year Index	Single Year Letter Grade
Overall	-6.13	F	-4.85	F
Gifted				
Lowest 20%	-1.14	D	-2.41	F
Students with Disabilities	-2.29	F	-1.00	C

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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<b>A.04</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Gap Closing</b>
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Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group; all students in Ohio.

**Goals** for this standard should address 1.) The component score; and 2.) At least one targeted area (reading, math or graduation rate).

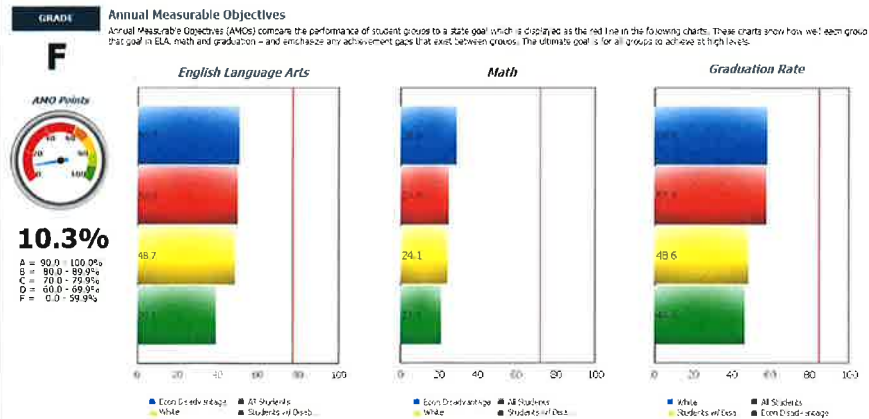
	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	30% F	15% F	20% F	25% F
<b>ACTUAL</b>	10.3% F	39.3% F		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the Overall Percentage.

### DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Given our transient student population, this is a challenge for our district. However, we have set a goal to continue to grow in the area of AMO each year of our contract. We plan to focus on Math and reading primarily targeting students with disabilities. BOSS will close the gap in math and reading by 10% for students in the subcategory “students with disabilities”. Our teachers have focused on differentiation, student engagement, and increased communication with students, parents and all stakeholders. We are also utilizing and monitoring progress through our quarterly i-ready diagnostic assessments. We have also made staff schedule adjustments to allow more communication between the intervention specialists and the general education teachers.

\*We were pleased to surpass our goal for the 2017-2018 school year. At this time we have opted to not adjust future goals due to the change in graduation rate calculations. This will be assessed further at the end of the school year and goals will be adjusted if necessary.

#### 2016-2017 LRC Data



2017-2018 LRC Data:

English Language Arts Math Graduation Rate

English Learners

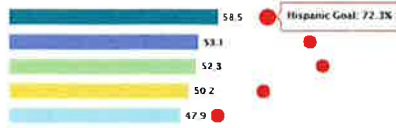
Performance Index by Subgroup



English Language Arts Math Graduation Rate

English Learners

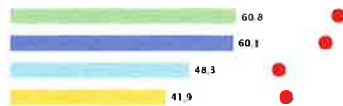
Performance Index by Subgroup



English Language Arts Math Graduation Rate

English Learners

Graduation Rate by Subgroup



THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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<b>A.05</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>K-3 Literacy</b>
<p>Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.</p> <p>The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.</p> <p><b>Goals</b> for this standard should address 1.) The component grade; and 2.) At least one measurable, targeted strategy aimed at improving student reading scores.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	43.1% C	45% C	47% C	50% B
<b>ACTUAL</b>	Not Rated K-3 Literacy was not calculated for this school because there were not enough students to evaluate	Not Rated K-3 Literacy was not calculated for this school because there were not enough students to evaluate		
<b>RATING (completed by sponsor)</b>				*Goals in this column will only address the Component Grade

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>K-3 Literacy Increase Performance Rate Strategies:</p> <p>In order to increase the K-3 students' reading level, we will focus on improving classroom differentiation through interactive lessons that utilize the three principles of UDL; multiple means of engagement, expression, and representation. We will also focus on aligning all lessons and graded materials to the Common Core State Standards. Finally, we will implement data track binders that monitor our supplemental programs and class assessment tools to determine if students are showing growth throughout the year.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL ASSISTANCE PROVIDED</b>	<b>PROGRESS BEING MADE (YES/NO)</b>



<b>SUMMARY RATING FOR THIS STANDARD:</b> THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

<b>PERFORMANCE SUMMARY:</b> THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

<b>A.06</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Graduation Rate</b>
<p>The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four year graduation rate and 40%- the letter grade for the five-year graduation rate.</p> <p>The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</p> <p><b>Goals</b> set for this standard should address 1.) The overall component letter grade; and 2.) The overall component percentage.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	4 Year 52% F 5 Year 52% F	4 Year 58% F 5 Year 55% F	4 Year 60% F 5 Year 57% F	4 Year 62% F 5 Year 59% F
<b>ACTUAL</b>	4 Year 57.9% F 5 Year 54.8% F	4 Year 60.1% F 5 Year 61.5% F		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the overall component percentage.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>Since the introduction of building level principals in 2012-2013, our graduation rate has incrementally grown from 4 year 43.7% to the current 4 year 60.1%. Again, given the transient student population at BOSS we graduate far more students than are ever calculated into our report card data. We take great pride in addressing the roadblocks that prevent many of the students that enroll with us from reaching their graduation</p>

requirements within a 4 year period. We have implemented homeroom periods to help monitor and guide students' overall academic progress and increased communication. We have adjusted attendance expectations and requirements and have held and will continue to hold all students to a higher standard. We will continue to monitor progress and adjust schedules, staffing, and policies accordingly to continue making progress toward a higher overall component score.

\*We were pleased to surpass our goal for the 2017-2018 school year. At this time we have opted to not adjust future goals due to the change in graduation rate calculations. This will be assessed further at the end of the school year and goals will be adjusted if necessary.

**THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.**

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

<b>A.07</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Prepared for Success</b>
<p>The Prepared for Success component looks at how well prepared Ohio's students are for all post-secondary opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.</p> <p>A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. "Bonus" points are potentially earned by students for meeting additional criteria associated with Advanced Placement scores, International Baccalaureate credits, or College Credit Plus credits.</p> <p><b>Goals</b> for this standard should include 1.) The letter grade for the component score; 2.) The overall percentage of the component score; and 3.) A specific strategy to show growth in one or more of these six measures.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	13.6% F	10% F	13% F	15% F
<b>ACTUAL</b>	8.7% F	12.4% F		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the overall component percentage.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>Our plan to make incremental increases will be to focus on the area of ACT participation. During the 2016-2017 School year we had 20.9% participate in the ACT. 2017-2018 we had 82.3% of our junior class participate in the state administration of the ACT. We are continuing to promote ACT prep skills in ELA and Math courses. We have provided ACT prep materials and strategies on our school test prep page. I believe that these concerted efforts will result in growth by the end of the contract period.</p> <p>*As a result of exceeding the goal set for 2017-2018 goals have been adjusted for the upcoming school years.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL ASSISTANCE PROVIDED</b>	<b>PROGRESS BEING MADE (YES/NO)</b>

<b>SUMMARY RATING FOR THIS STANDARD:</b>				
<b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b>				
<b>0 points:</b> Significantly	<b>1 point:</b> Below Goal	<b>2 points:</b> Progressing	<b>3 points:</b> Meets Goal	<b>4 points:</b> Exceeds Goal

Below Goal		Towards Goal		

**PERFORMANCE SUMMARY:**  
**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

<b>A.08</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>Other Academic Measure</b>
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Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.

**Goals** set for this standard should include a brief description of the assessment and the increase being expected.

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021																																																																																										
<b>GOAL</b>	<table border="1"> <thead> <tr> <th colspan="3">MATH</th> </tr> <tr> <th>Grade</th> <th>% Change Goal</th> <th>Q1</th> </tr> </thead> <tbody> <tr><td>K</td><td>42%</td><td>70%</td></tr> <tr><td>1</td><td>37%</td><td>25%</td></tr> <tr><td>2</td><td>18%</td><td>27%</td></tr> <tr><td>3</td><td>25%</td><td>29%</td></tr> <tr><td>4</td><td>10%</td><td>18%</td></tr> <tr><td>5</td><td>11%</td><td>22%</td></tr> <tr><td>6</td><td>2%</td><td>19%</td></tr> <tr><td>7</td><td>13%</td><td>24%</td></tr> <tr><td>8</td><td>6%</td><td>19%</td></tr> <tr><td>9</td><td>3%</td><td>37%</td></tr> <tr><td>10</td><td>7%</td><td>19%</td></tr> <tr><td>11</td><td>5%</td><td>3%</td></tr> <tr><td>12</td><td>0%</td><td>13%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">READING</th> </tr> <tr> <th>Grade</th> <th>% Change Goal</th> <th>Q1</th> </tr> </thead> <tbody> <tr><td>K</td><td>28%</td><td>78%</td></tr> <tr><td>1</td><td>34%</td><td>14%</td></tr> <tr><td>2</td><td>10%</td><td>42%</td></tr> <tr><td>3</td><td>13%</td><td>65%</td></tr> <tr><td>4</td><td>15%</td><td>41%</td></tr> <tr><td>5</td><td>12%</td><td>26%</td></tr> <tr><td>6</td><td>2%</td><td>35%</td></tr> <tr><td>7</td><td>13%</td><td>50%</td></tr> <tr><td>8</td><td>4%</td><td>42%</td></tr> <tr><td>9</td><td>1%</td><td>42%</td></tr> <tr><td>10</td><td>2%</td><td>28%</td></tr> <tr><td>11</td><td>0%</td><td>23%</td></tr> <tr><td>12</td><td>0%</td><td>46%</td></tr> </tbody> </table>	MATH			Grade	% Change Goal	Q1	K	42%	70%	1	37%	25%	2	18%	27%	3	25%	29%	4	10%	18%	5	11%	22%	6	2%	19%	7	13%	24%	8	6%	19%	9	3%	37%	10	7%	19%	11	5%	3%	12	0%	13%	READING			Grade	% Change Goal	Q1	K	28%	78%	1	34%	14%	2	10%	42%	3	13%	65%	4	15%	41%	5	12%	26%	6	2%	35%	7	13%	50%	8	4%	42%	9	1%	42%	10	2%	28%	11	0%	23%	12	0%	46%	K-12 students at or above grade level Math: 30% Reading: 35%	K-12 students at or above grade level Math: 35% Reading: 45%	K-12 students at or above grade level Math: 40% Reading: 50%
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12	0%	13%	13%	0%

READING				
Grade	% Change Goal	Q1	Q4	SChan pt
K	28%	78%	83%	
1	34%	14%	57%	
2	10%	42%	83%	
3	13%	65%	76%	
4	15%	41%	55%	
5	12%	29%	43%	
6	2%	35%	44%	
7	13%	50%	56%	
8	4%	42%	48%	
9	1%	42%	50%	
10	2%	28%	34%	
11	0%	23%	33%	
12	0%	45%	46%	0%

**RATING**  
(completed by sponsor)

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

BOSS will use the i-Ready diagnostic quarterly to measure growth in Reading and Math for all students in grades k-12. According to the curriculum associates website "*i-Ready* was built for the Common Core. It provides the data-driven insights that classroom teachers and school and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet these more rigorous expectations and to succeed on the accompanying assessments." Our plan for improvement will be the increased emphasis on participation, utilization of the program's built in instructional and remediation pieces, as well as differentiation, interventions and supports from the classroom teachers. We will also continue to focus collectively of all students k-12 performing at or above grade level. This assessment program provides a very good correlation to state tests and will be a great tool to utilize to monitor growth.

\*As a result of exceeding the goal set for 2017-2018 goals have been adjusted for the upcoming school years.

**THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.**

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**



A.09	ACADEMIC PERFORMANCE STANDARD	Comparative Data from Similar Schools
<p>In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare in the same components. ODE utilizes a method referencing six criteria to determine a “similar school” for local comprehensive districts. Because of the unique nature of Community Schools, “similar schools” should be comparable in ADM, percent poverty, and percent minority students. In determining “similar schools”, this can be any two schools within the state that are comparable in one of the areas to your school, this may include one or both being schools within the same management company.</p> <p><b>Goals</b> in this area should: 1.) Include the verbiage: “performing at rates higher than or equal to”; 2.) Identify at least two “similar” schools; 3.) Address at least one of the following areas as reported on the LRC: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
GOAL	N/A	#1 Below	#2 Below	#3 Below
ACTUAL	N/A	Wellsville School District Progress Component SWD D (-1.05)  BOSS Progress Component SWD (-1.00 C)		
RATING (completed by sponsor)				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY									
Name of School	Enrollment	% Poverty	% minority	% SWD	Perf. Index Score 2016/2017	Progress 2016/2017	Gap Closing 2016/2017	K-3 Literacy Rate 2016-2017	Graduation Rate 2016-2017
Buckeye Online School for Success	742	39.7	14.6	21.8	53.9% D	F Overall, D SWD, C Lowest 20%	10.3% F	Not Rated	57.9% 4 Year F, 54.8% 5 Year F
Quaker Digital Academy	678	49.6	13.5	10.7	54.5% D	F Overall, F SWD, F Lowest 20%	3.1% F	Not Rated	41.9% 4 Year F, 38.2% 5 Year F
Wellsville School District	822	84.6	12.4	18.2	68.9% D	F Overall, F SWD, C Lowest 20%	36.9% F	52.2% B	86.8% 4 Year C, 93% 5 Year B
<p>#1 BOSS will perform at rates higher than or equal to Wellsville School District under the progress component in the area of "Students with Disabilities"</p> <p>#2 BOSS will perform at rates higher than or equal to Quaker Digital in Performance Index.</p> <p>#3 BOSS will perform at rates higher than or equal to Quaker Digital in both 4 year and 5 year Graduation Rate.</p> <p>BOSS will meet or exceed these goals by closely monitoring progress and strategies listed along with each LRC component detailed throughout this document.</p>									

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.

MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:**

THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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NA.01	NON-ACADEMIC PERFORMANCE STANDARD	Mission Specific Goal
<p>The mission statement is unique to the school and determines what makes the school stand out from other schools.</p> <p>The <b>Mission</b> of the school is: The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting edge technology.</p> <p><b>Goals</b> set for this standard should address a specific area from the school's mission statement. Examples could include Character education, student behavior, STEM focus, College preparatory.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	BOSS will implement a quarterly district diagnostic to all students grades K-12. BOSS will look to increase student participation rate each year by 5% per school each year.  Goal: 75% student participation k-12	80%	85%	90%
<b>ACTUAL</b>	76%	83.3%		
<b>RATING (completed by sponsor)</b>				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
BOSS will implement a quarterly district diagnostic to all students grades K-12. BOSS will look to increase student participation rate each year by 5% per school each year. We will monitor and support this goal by increased communication throughout all staff members, district wide one-calls for students/parents to keep them informed. Teachers will continue to build supports and strategies based off of assessment results within the classroom to make the test data more meaningful for the students. With these strategies in place we are confident that 90% or higher will be participating in the quarter diagnostics before the end of the current contract.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)



**SUMMARY RATING FOR THIS STANDARD:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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<b>NA.02</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>Attendance</b>
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The Ohio Department of Education historically has ranked schools as proficient with a year ending attendance percentage of 93%.

The **Attendance rate** is measured by “Student Attendance Rate” means the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year. (OAC 3301-18-01). This number is expressed as a percentage.

**Goals** set for this standard should address 1.) Increasing student attendance to the proficiency rate of 93% or higher; and 2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include; increasing family involvement through activities at the school, implement student attendance incentive programs, create a peer mentoring system for students, etc.

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
GOAL	87.4	91%	92%	93%
ACTUAL	90.1	92.6%		
RATING (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>As measured on the LRC our goal is to meet or exceed 93% attendance by the end of the contract period.</p> <p>BOSS will continue to monitor attendance in a variety of manners to engage students and encourage participation in all academic classes.</p> <p>BOSS will explore attendance based incentive programs to implement in the upcoming school year.</p> <p>BOSS will continue to develop and improve the AIT plan as required by House Bill 410.</p> <p>BOSS will continue to develop and improve technology used to capture click data and engagement within our virtual platform.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL ASSISTANCE PROVIDED</b>	<b>PROGRESS BEING MADE (YES/NO)</b>

<b>SUMMARY RATING FOR THIS STANDARD:</b>
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THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

<b>NA.03</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>Parent Satisfaction</b>
<p>Parent/caregivers are key stakeholders in the success of Community Schools.</p> <p>The <b>Parent Satisfaction</b> increases communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p><b>Goals</b> set for this standard should address what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	50% Parent 65% Student 85% Staff	55% Parent 70% Students 90% Staff Participation	60% Parent 75% Students 95% Staff Participation	65% Parent 80% Students 98% Staff Participation
<b>ACTUAL</b>	Not Completed	<b>Not Completed</b>		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

We will devise and implement a fall and spring parent, student, and staff Satisfaction survey. This will be implemented and monitored both through or State and Federal Programs coordinator as well as the BLT. Our goal is to promote participation in the survey so we can yield the most accurate results as possible.

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL ASSISTANCE PROVIDED</b>	<b>PROGRESS BEING MADE (YES/NO)</b>

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**SUMMARY RATING FOR THIS STANDARD:**  
**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**  
**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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<b>NA.04</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>Governing Board Performance</b>
<p>All community schools are required to comply with all rules and regulations regarding a Governing Board.</p> <p>The <b>Governing Board Performance</b> is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p><b>Goals</b> set for this standard should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	3 out of 5 Board Members will attend the graduation ceremony  100% will pursue 2 professional development opportunities	3 out of 5 Board Members will attend the graduation ceremony  100% will pursue 2 professional development opportunities	3 out of 5 Board Members will attend the graduation ceremony  100% will pursue 2 professional development opportunities	5 out of 5 Board Members will attend the graduation ceremony  100% will pursue 2 professional development opportunities
<b>ACTUAL</b>	1 out of 5 Board members attended the ceremony  100% met the professional development requirement	2 out of 5 Board members attended the ceremony  100% met the professional development requirement		
<b>RATING (completed by sponsor)</b>				*Goals in this column will only address the Indicators Met numeric value.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
Board Members will attend the graduation ceremony as representatives of BOSS in the community.
Board Members will pursue 2 professional development opportunities relevant to their role on the board per year

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
<b>MONTH</b>	<b>EVIDENCE PRESENTED BY THE SCHOOL</b>	<b>TECHNICAL</b>	<b>PROGRESS BEING</b>

		ASSISTANCE PROVIDED	MADE (YES/NO)

**SUMMARY RATING FOR THIS STANDARD:**  
**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**  
**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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<b>NA.05</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>Organizational/Operational</b>
<p>All community schools are required to submit a variety of documents in Epicenter yearly.</p> <p>The <b>Organizational /Operational</b> contract must include a performance framework that defines your schools expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p><b>Goals</b> set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	N/A	On-time 98% Accuracy 95%	On-time 100% Accuracy 97%	On-time 100% Accuracy 97%
<b>ACTUAL</b>	N/A	On-time 100% Accuracy 97%		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>
<p>BOSS will maintain a 99% ontime rating for Epicenter submissions for the 2018-2019 school year. BOSS will maintain a 96% accuracy rating for Epicenter submissions for the 2018-2019 school year.</p> <p>This will be monitored by tracking the on time and accuracy of monthly submissions throughout the year.</p> <p>The administration will create a monitoring calendar for which a designated staff member will be responsible for the submission upload and will be reviewed each month by ESCLEW.</p>

<b>THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.</b>			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

<b>SUMMARY RATING FOR THIS STANDARD:</b>				
<b>THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.</b>				
0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal



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PERFORMANCE SUMMARY:  
THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR

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NA.06	NON-ACADEMIC PERFORMANCE STANDARD	Financial Performance and Sustainability
<p>All community schools are required to submit evidence of the financial performance and sustainability of the school to the sponsor.</p> <p>The <b>Financial Performance and Sustainability</b> framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.</p> <p><b>Goals</b> set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets. ( audits, debt, building ownership, enrollment, or cash balance)</p>		

	2016/17	2017/18	2018/19	Contract End Date: June 30, 2021
<b>GOAL</b>	Clean Audit with no more than 5 recommendations 25 Days Cash on Hand	Clean Audit with 4 or less recommendations 25 Days Cash on Hand	Clean Audit with 3 or less recommendations 25 Days Cash on Hand	Clean Audit with 2 or less recommendations 25 Days Cash on Hand
<b>ACTUAL</b>	N/A. Audit will be conducted 2017-2018 School Year 67 Days Cash on Hand- Met	Clean Audit with 2 recommendations 100 Days Cash on Hand- Met		
<b>RATING</b> (completed by sponsor)				*Goals in this column will only address the Indicators Met numeric value.

DESCRIPTION OF MEASURE AND MONITORING STRATEGY
<p>We will measure our financial performance by earning clean state audits with recommendations only an no findings.</p> <p>We will measure our financial sustainability through maintaining average monthly cash.</p>

THIS AREA WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR.			
MONTH	EVIDENCE PRESENTED BY THE SCHOOL	TECHNICAL ASSISTANCE PROVIDED	PROGRESS BEING MADE (YES/NO)

SUMMARY RATING FOR THIS STANDARD:

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF ACADEMIC SCHOOL YEAR.**

0 points: Significantly Below Goal	1 point: Below Goal	2 points: Progressing Towards Goal	3 points: Meets Goal	4 points: Exceeds Goal

**PERFORMANCE SUMMARY:**

**THIS AREA WILL BE COMPLETED BY THE SPONSOR AT THE END OF THE ACADEMIC SCHOOL YEAR**

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