

**MODIFICATION NO. 7
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:

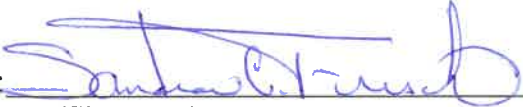
1. **Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
2. **Article IX, Section 9.7.**
 - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - c. The rest of Section 9.7 remains as originally written in the Contract.
3. **Article XI, Section 11.5.**
 - a. In the first sentence of the section remove “five (5)” and insert “six (6)” in its place.
 - b. In the first sentence of the section remove “June 30, 2023” and insert “June 30, 2024” in its place.
 - c. The rest of Section 11.5 remains as originally written in the Contract.
4. **Attachment 6.3** shall be replaced in its entirety with the attached.
5. **Attachment 9.2** shall be replaced in its entirety with the attached.
6. **Attachment 9.3** shall be replaced in its entirety with the attached.
7. **Attachment 9.4** shall be replaced in its entirety with the attached.
8. **Attachment 11.6** shall be replaced in its entirety with the attached.

[Signature on Following Page]

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

Governing Authority of Buckeye On-Line School for Success

By: 
(Signature)

By: 
(Signature)

Its: Superintendent

Its: President

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

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

Date: 1-24-2024

Date: 11/17/2022

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

- a. A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful
- b. A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted
- c. The address of the central base of operation

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- d. Provided by or supervised by a licensed teacher;
- e. Goal-oriented; and
- f. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

If the School has a Preschool, the description of the must include, at a minimum:

- a. Characteristics of the students the School expects to attract
- b. Ages of students eligible for preschool admission
- c. Description of preschool curriculum
- d. Description of how program complies with R.C. 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in the Ohio Administrative Code.

ATTACHMENT 6.3 EDUCATIONAL CURRICULUM

1. Educational Plan

Mission, philosophy, goals:

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.

Guided by the highest expectations, the Buckeye Online School for Success will serve as the foundation for the future of our students. As a center for educational and technological innovation, BOSS promotes 21st-century learning and we are the connecting link between students, parents, staff, and community.

Characteristics of the students the school expects to attract, including ages and grades of students:

Our student population is typically 25% students with disabilities and 40% economically disadvantaged. The school serves students who are in grades K-12, ages 5-22. BOSS serves students throughout the entire state of Ohio.

Description of curriculum :

BOSS uses Ohio's Learning Standards to define the content of our curriculum.

Relying on the vertical alignment built in the Common Core Standards in ELA and Math, teachers are able to assess students' knowledge and fill in the missing skills while moving forward in the curriculum. All students receive daily on-grade-level instruction in each content area. Students who are successful working at grade-level are given additional in-depth instruction and enrichment activities in those topics.

Tiered Intervention is the implementation of a process known as Response to Intervention (RTI). RTI is the practice of providing scientific, research-based instruction and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. In this process, students are assessed to determine their present level of achievement and then are provided instruction based upon that assessment. Tier I students are those at or above grade level, Tier II students are just below grade level and Tier III students are significantly below level. After assessment and placement in instructional groups, instruction is tailored to fill in the gaps in skills and knowledge for Tier II and III students. Assessments are given again to see if the instruction worked. If so, new instruction is planned and if not, another approach is tried. The process is repeated with the teachers being supported in their instructional decisions by analyzing data in teacher-based team meetings and being supported by teachers. This process holds teachers accountable for each student's success.

We assess students to identify the tier of each student's achievement using I-Ready, as well as classroom assessments, separating students into these tiers for intervention.

BOSS provides students with grade-appropriate Social Emotional Learning (SEL) lessons

Instructional delivery methods used:

BOSS offers families a high-quality virtual experience. As an e-school, we are unique in that we offer students a structured school day with our live, dynamic instruction. BOSS takes great pride in offering students a setting in which they can engage in real-time with their teachers and peers. BOSS also recognizes that many students need flexibility in their schedules. Through our cutting-edge platform, we have the ability to allow students to access their coursework at any time during the day. Through communication and commitment BOSS is a fantastic option for all learners.

BOSS uses an asynchronous curriculum from Lincoln Learning to provide instruction where gaps may occur in our curriculum. Currently, high school students use the Lincoln curriculum for Health, Fine Arts, and Foreign Language classes.

Educational program for each grade served:

The Junior-Senior High School consists of grades 6-12. Our students are instructed in our synchronous classroom by a live teacher on a traditional bell schedule. Students also have the ability to view daily recordings of the classroom instruction in the event of a missed class or for further clarification of the content presented. Currently, we offer over 75 courses each day to give our students a well-balanced and wide variety of curriculum options.

We are also excited to continue to expand our Canvas LMS platform as well as our Kaltura virtual classroom. Teachers now have the ability to utilize outside learning applications and programs directly in both platforms.

The Elementary School consists of grades K-5. BOSS Elementary is pleased to offer students the ability to attend synchronous classes with a live teacher with a structured schedule each day. Students have the ability to engage in a small classroom setting with their teachers and peers. Our teachers have developed a unique balance to incorporate activities throughout the school day to get students up and moving and having fun while learning.

Students in grades K-5 are also sent home a variety of materials such as workbooks, manipulatives, and much more to aid with the curriculum. BOSS elementary offers a very hands-on approach to learning.

Description of how curriculum aligns with Ohio Content Standards:

BOSS uses Ohio's Learning Standards to define the content of our curriculum, including the use of the extended standards as appropriate for students who take the alternate state assessments. We choose core curriculum and supplemental materials that are aligned to the Ohio Learning Standards to ensure that there are no instructional gaps in our students' learning. BOSS uses I-Ready as our district assessment to monitor and measure all students' growth throughout the year. Our Building Leadership Teams evaluate the effectiveness and implementation of our instructional resources and conduct a need assessment annually through the Decision Framework process.

Evidence/research of viability of curriculum:

The courses that we offer are aligned to the Ohio Learning Standards. The materials we have chosen were selected to be appropriate to a spectrum of learners. We will be able to continue meeting the needs of learners with these materials as we supplement them as needed to address any standards that they miss. We use a variety of consumable and non-consumable materials as well as subscriptions to online software to keep up with both changing standards and the needs of our students.

2. Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission:

Classroom-based: Classroom learning strategies include whole group, small group, independent learning, cooperative learning groups, peer to peer tutoring, and technology-based learning as appropriate to the lesson and group of students being instructed. Differentiation of instruction and assignments are paramount with our diverse learners and having a variety of strategies helps to facilitate that.

BOSS implements Positive Behavioral Interventions and Supports (PBIS) in all grades (K-12) to promote school safety and good behavior. With PBIS, BOSS teaches kids about behavior expectations and appropriate strategies

Non-classroom-based, including (if applicable):

Credit Flex or College Credit Plus: Credit Flex is available to our students. BOSS also participates in College Credit Plus, giving information regarding program opportunities to our students and parents. We help students to explore college possibilities by providing information about local colleges, setting up contact with college representatives, and supporting students through the application process as applicable.

Field Trips with academic enhancement component: Field trips are planned regionally to allow students throughout the state to have an opportunity to meet with their online classmates in person. The field trips we offer are academically enriching and provides students the opportunity to utilize appropriate social skills with their peers in the Community.

Tutoring: Students identified as needing intervention are required to attend daily intervention/tutoring for a forty-five minutes class period. Extended learning opportunities are offered after school throughout the school year.

Special Education: Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. BOSS utilizes a well-known therapy center that excels in whole child therapy.

BOSS and Aaris have a partnership and are dedicated to helping children build the skills they need to be successful in school and life.

Aaris utilizes an integrated approach with therapy services. The therapists are trained to understand the ways challenges can impact learning. BOSS and Aaris focus on the

student's strengths to improve the skills they need to be successful both socially and academically.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- a. Provided by or supervised by a licensed teacher;
- b. Goal-oriented; and
- c. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful

BOSS uses Securly to protect students online. Securly provides BOSS with web filtering based on given categories, google/drive searched based on google searches, etc

A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted

BOSS teachers are able to view students daily in the synchronous classroom through the use of webcams. Additionally, teachers are able to communicate with students and parents via ParentSquare using text, email, and telephone calls. Students are also able to meet teachers and staff at testing and field trips. All families are welcome to visit our East Liverpool office to meet staff members.

The address of the central base of operation

119 East Fifth Street
East Liverpool, OH 43920

ATTACHMENT 9.2
FISCAL SERVICES AGREEMENT

1. Fiscal Services Agreement, or
2. Current resolution waiving the requirement for the Board to employ or contract with the Fiscal Officer

NOTE: A resolution waiving the requirement for the Board to employ or contract with the Fiscal Officer must be approved by the Sponsor and submitted to the Ohio Department of Education. The resolution is only valid for one year and does not waive the requirement that the school have a designated fiscal officer.

Any changes made to a fiscal services agreement must be reported in writing to the Sponsor within five (5) business days.

BUCKEYE ON-LINE SCHOOL FOR SUCCESS

Administration

This EMPLOYMENT AGREEMENT ("Agreement") is made and entered into effective this 1st day of August, 2022, by and between Buckeye On-Line School for Success ("BOSS"), an Ohio nonprofit corporation and Ohio community school, and Adam Lewis ("Employee").

In consideration of the agreements contained herein and for other goods and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties, intending to be legally bound, agree as follows:

I. EMPLOYMENT. BOSS hereby employees Employee and Employee hereby accepts such employment on the terms and subject to the conditions set forth herein. Employee represents and warrants to BOSS that (s)he is free to accept employment with BOSS and that (s)he has no prior or other employment or work obligations or commitments of any kind to any third party which would hinder or interfere with his/her acceptance and full performance of his/her duties hereunder. Further, Employee agrees not to and shall not during the term hereof enter into any employment, consulting, or compensation arrangement or agreement with any third party that would interfere with his/her responsibilities under this Agreement without the written consent of BOSS.

II. AREA OF RESPONSIBILITY AND DUTIES. Employee will work generally as Treasurer and perform such other duties as may be required by BOSS, at its sole discretion. Any job description given to Employee, as may be modified by BOSS, or its designee, at his/her/its discretion, is attached hereto and incorporated herein as Exhibit A. In performing his/her duties and responsibilities under this Agreement, Employee agrees to abide by the following requirements:

(A) Employee agrees to devote his/her entire working time, attention, energy and skills to his/her employment with BOSS during the Effective Period. Employee agrees that (s)he will at all times and to the best of his/her ability, experience and talents, perform all duties that may be required of and from him/her pursuant to the terms of this Agreement in a trustworthy, ethical, legal and diligent manner and to the satisfaction of BOSS; it is agreed, however, that Employee shall not be required to perform any duty or act which is illegal.

(B) Employee shall work from August 1, 2022 through July 31, 2025; a period of three years provided, however, that the number of work days may be amended from time to time by BOSS, at its sole discretion.

(C) Employee shall work on-site at BOSS's primary location or other sites assigned by BOSS or the Executive Director at its/his/her sole discretion, a minimum of eight (8) hours per day. Employee agrees that the number of hours per day may be amended from time to time by BOSS at its sole discretion.

(D) Employee agrees to comply with, all applicable laws of the federal and state governments, BOSS' approved Community School Contract, and all bylaws, policies, procedures, rules, resolutions and regulations of BOSS as are in effect at any time during this agreement.

(E) Employee agrees to be thoroughly prepared for executing his/her job responsibilities, meetings and all other BOSS functions, as set forth herein or as otherwise required by BOSS and as otherwise assigned by the Executive Director.

IV. EFFECTIVE DATES AND TERMINATION. The "Effective Period" of this Agreement is from the 1st day of August, 2022, and shall continue in full force and effect through the 31st Day of July, 2025.

Notwithstanding the Effective Period of this Agreement and the orientation period, this employment is AT-WILL. At-Will means that Employee may, at his/her sole discretion, terminate the relationship

at any time, with or without advance notice, for any lawful reason or no reason at all. Similarly, BOSS, at its sole discretion, may terminate Employee's employment at any time, with or without advance notice, for any lawful reason or no reason at all, whether with or without cause. The At-Will relationship shall not be modified by anything in BOSS policies. The At-Will relationship may be modified only by a written document, signed by the Executive Director of BOSS or his/her designee. Employee may be terminated by the Board of Directors or by the Executive Director or his/her designee with counsel concurrence at their sole and absolute discretion, with or without cause. Employee specifically acknowledges that (s)he is an At-Will employee and that there have been no promises of continued employment from BOSS or any of its representatives.

V. COMPENSATION. Employee shall receive an annual salary of \$60,000 during the Effective Period, which shall be payable in 24 equal installments; subject, however, to Employee's termination of employment before the end of the Effective Period, in which event Employee shall be paid only through his/her last date of work. Pay for less than the Effective Period shall be prorated proportionately. Deductions authorized by law or policy shall be made by BOSS from the installments of compensation due to Employee. At the end of each year of this contract, the compensation level will be reviewed and adjusted at a minimum increase of 3% annually.

Subject to eligibility requirements, BOSS shall make available to Employee such fringe benefits as it provides to its employees in similar positions and with similar compensation, which benefits may be eliminated or changed by BOSS, at its sole discretion.

VI. CONFIDENTIALITY AND NONSOLICITATION/NONDISPARAGEMENT. In the course of employment with BOSS, Employee may have access to information pertaining to BOSS, BOSS students and operations and practices, including but not limited to services, techniques, computer programs, markets, marketing practices and procedures, marketing strategies, business plans and strategies, future financial plans, future marketing plans, records, teaching methods, student lists, grades, test results, credit and financial information, cost structures, office procedures and other trade secrets of BOSS ("confidential information"). During the term of this Agreement, and after termination of employment with BOSS for any reason, Employee shall not, directly or indirectly, disclose or convey confidential information to any person or entity or use any confidential information for Employee's own benefit, for the benefit of any other person or entity, or to the detriment of BOSS, without prior written consent of BOSS, except as may be required by a valid and enforceable order of a court or governmental authority. Further, Employee agrees to and shall take any and all reasonable steps to protect such confidential information from disclosure to any unauthorized third party.

Employee agrees that during and after any employment with BOSS, that Employee shall not employ, solicit for employment, enter into business with, or enter into any affiliation for business purposes with, or otherwise contract for the services of, any current or future employee of BOSS. This restriction lasts for two years from the end date of any employment with BOSS. During and after employment with BOSS, Employee shall not disparage, defame, commit libel, slander, or speak negatively about the Board, BOSS, or staff in a manner that may harm its reputation, enrollment or otherwise.

Employee hereby acknowledges and agrees that his/her actual or threatened breach or violation of this Section VI will in all likelihood cause substantial and irreparable damage to BOSS as a result of the disclosure and/or improper use of any confidential information, and shall entitle BOSS, without the requirement of posting a bond or other security, to equitable relief, including injunctive relief and specific performance. Such remedies shall not be the exclusive remedies for any breach of this Agreement, but shall be in addition to all other remedies available at law or in equity to BOSS. Further, Employee hereby agrees that if (s)he is held by any court of competent jurisdiction to be in violation, breach or

nonperformance of this Section VI, (s)he shall pay all costs of such related action or suit, including reasonable attorney's fees incurred by BOSS.

The rights, duties and obligations pursuant to this Section VI shall survive the termination of this Agreement, and shall continue to bind the parties hereto to their terms and provisions.

VII. ADDITIONAL AGREEMENTS. Employee and BOSS mutually agree to the following:

(A). This Agreement shall at all times be conditioned upon and subject to the requirements that at the time Employee enters into this Agreement and at all times thereafter, Employee shall hold a valid license (if applicable), issued in the manner prescribed by law.

(B). This Agreement and BOSS' obligations are conditioned upon the approval by BOSS, at its discretion of all FBI and BCI background checks of Employee. Employee hereby authorizes and consents to the release of all background checks to the Board of Directors, top Administration, Sponsor of the School, and the Ohio Department of Education. The fee for performing the background check is to be borne by Employee.

(C). Notwithstanding any specification or reference herein, this Agreement is subject to all applicable laws of the federal and state governments, the Contract, and all by-laws, codes, policies, rules and regulations of BOSS as are in effect at any time during the term of this Agreement, even if amended from time to time.

(D). Employee will provide evidence of a valid State driver's license and driver insurability under the applicable laws of the State.

(E). This Agreement and BOSS's obligations to Employee are conditioned upon BOSS actually being adequately funded, determined at BOSS' discretion, and remaining in operation for the term of this Agreement.

(F). All records, files, materials, documents and equipment relating to BOSS operations ("materials") which BOSS supplies to Employee or which Employee prepares, uses or comes into contact with, shall be and will remain the sole property of BOSS and shall be returned to BOSS upon termination of employment for any reason. The materials shall be in the same condition as when supplied by BOSS, normal wear and tear excepted. Employee shall have no right to enforce collection of any lien, debt or liability against BOSS through the sale, pledging, withholding as collateral, or any other action with respect to the materials.

VII. REPRESENTATIONS. Employee acknowledges and represents that (s) he has not relied upon any representation with respect to the subject matter of this Agreement, except as set forth herein and that (s)he has relied upon his/her own judgment in entering into this Agreement.

Employee acknowledges and represents that (s)he has not been induced to enter into this Agreement as a result of any representations by BOSS, its affiliates, its sponsor, agents or representatives, regarding the availability of additional employment opportunities with BOSS.

BOSS has relied upon Employee's representations made in the employment application and/or resume provided by Employee (such representations are incorporated by reference into this Agreement), and interview(s) with regard to Employee's education and work experience, in offering employment at BOSS. Employee's representations to BOSS are a material factor in entering into this Agreement.

VIII. MISCELLANEOUS PROVISIONS. This Agreement contains the complete agreement between the parties concerning Employee's employment with BOSS hereunder, and supersedes all other prior

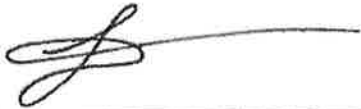
agreements or understandings (whether oral or written) between the parties with respect to the subject matter hereof. This Agreement may only be amended or modified in a writing executed by both parties.

The waiver by either party of a breach of any provision of this Agreement by the other party shall not operate or be construed as a waiver of any subsequent breach by such party. No waiver of any covenant, condition or limitation herein contained shall be valid unless in writing, duly executed by the party to be charged therewith. No evidence of any waiver or notification shall be offered or received in evidence at any proceeding or litigation between the parties arising under this Agreement, unless such waiver or notification is in writing and duly executed as aforesaid.

All agreements and covenants contained herein are severable. The invalidity or unenforceability of any provision of this Agreement as applied to a particular occurrence or circumstance or otherwise shall not affect the continued validity and enforceability or applicability of any other provision of this Agreement.

This Agreement shall be deemed to have been entered into and to be performed in the State of Ohio and shall be governed, construed and enforced in accordance with the laws of the State of Ohio.

IN WITNESS WHEREOF, the parties have executed this Agreement to be effective as of the day and date set forth herein above.



Employee Signature

1107 Wellesley Ave.

Employee Address

Staubenville, OH 43952

7/5/2022

Date

Buckeye Online School for Success

By: Dorald Thompson

Its: Executive Director

7-5-22

Date

ATTACHMENT 9.3 FISCAL LICENSURE

1. Treasurer's License

NOTE: Any updates or changes to the fiscal licensure must be sent to the Sponsor within five (5) business days.

STATE OF OHIO DEPARTMENT OF EDUCATION
5 Year School Treasurer School Treasurer License

ADAM LEWIS

THIS LICENSE AWARDED TO

OH3380401

EDUCATOR STATE ID

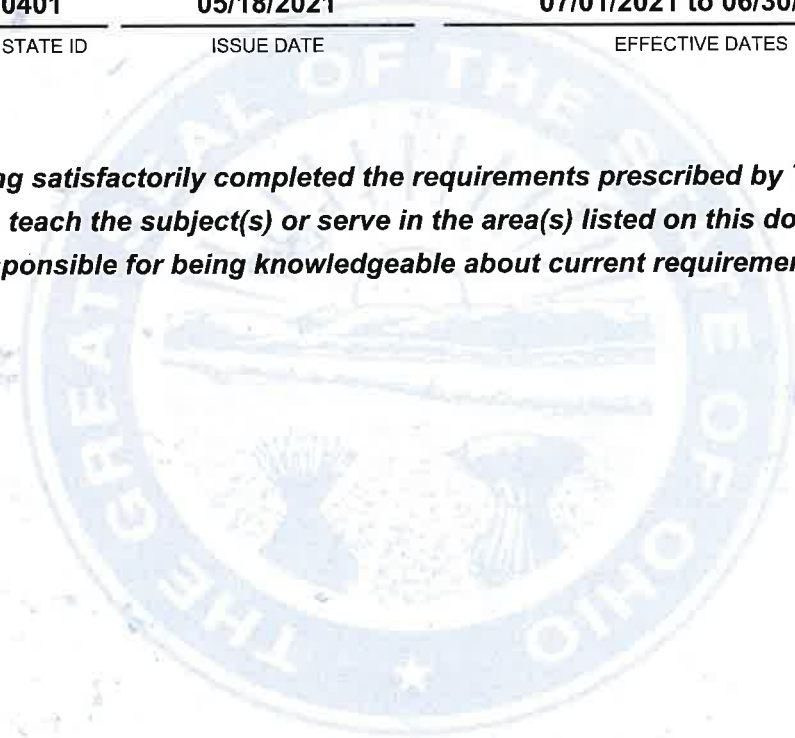
05/18/2021

ISSUE DATE

07/01/2021 to 06/30/2026

EFFECTIVE DATES

The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified. The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential.



This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.

Credential # 21988367

Employers may verify this credential by going to Educator Profile on education.ohio.gov and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.

Pasquale DeMauro

Superintendent of Public Instruction

ATTACHMENT 9.4
FISCAL BOND OR POOLED INSURANCE

1. Treasurer's Bond or Insurance Policy Declaration Page

NOTE: Any updates or changes to the bond shall be sent to the Sponsor within five (5) business days.

The Cincinnati Insurance Company
6200 S Gilmore Rd
Fairfield, OH 45014-51

Public Official Bond No. CBE1017071

KNOW ALL MEN BY THESE PRESENTS:

That Adam Lewis
of Steubenville State of Ohio (hereinafter called the Principal) and
The Cincinnati Insurance Company (hereinafter called the Surety), a corporation organized under the laws of the State of
Ohio with its principal office in the City of Fairfield and the State of Ohio are held

and firmly bound unto State of Ohio
(hereinafter called the Obligee) in the sum of _____
Fifty Thousand Dollars; (\$ 50,000.00) for the payment whereof
to the Obligee the Principal binds himself/herself, his/her heirs, executors, administrators, and assigns, and the Surety
binds itself, its successors, and assigns, jointly and severally, firmly by these presents.

Signed, sealed and dated this 10th day of August, A.D. 2022

Whereas the above named Principal has been duly appointed or elected to the office of Treasurer

Now, therefore, the condition of the foregoing obligation is such that if the Principal shall, during the period beginning on the
1st day of August, A.D. 2022, and ending on the 1st day of
August, A.D. 2023, faithfully perform such duties as may be imposed on him/her by law and
shall honestly account for all money that may come into his/her hands in his/her official capacity during such period, then
his/her obligation shall be void; otherwise, it shall remain in full force.

This Bond is executed by the Surety upon the following express conditions, which shall be conditions precedent
to the right of recovery hereunder:

First: That the Surety may, if it shall so elect, cancel this Bond by giving thirty (30) days notice in writing to _____
State of Ohio and this

Bond shall be deemed canceled at the expiration of said thirty (30) days; the Surety remaining liable, however, subject to
all terms, conditions, and provisions of this Bond, for any act or acts covered by this Bond which may have been commit-
ted by the Principal up to the date of such cancellation; and the Surety shall, upon surrender of this Bond and its release
from all liability hereunder, refund the premium paid, less a pro rata part therefor for the time this Bond shall have been in
force.

Second: That the Surety shall not be liable hereunder for the loss of any public moneys or funds occurring
through or resulting from failure of, or default in payment by, any banks or depositories in which any public moneys or
funds have been deposited, or may be deposited by or placed to the credit, or under control of the Principal, whether or
not such banks or depositories were or may be selected or designated by the Principal or by other persons; or by reason
of the allowance to, or acceptance by the Principal of any interest on said public moneys or funds, any law decision, ordi-
nance, or statute to the contrary notwithstanding.

Third: That the Surety shall not be liable for any loss or losses, resulting from the failure of the Principal to collect
any taxes, licenses, levies, assessments, etc., with the collection of which he/she may be chargeable by reason of his/her
election or appointment as aforesaid.

Witness:

(as to the Principal)

Principal



The Cincinnati Insurance Company

By Jeremy R Clark
Attorney-in-Fact: Jeremy R Clark

STATE OF Ohio
COUNTY OF Columbiana SS

Adam Lewis being
duly sworn, says that he/she will support the constitution of the United States and of the State of Ohio
and that he/she will faithfully, honestly, and impartially perform and discharge the duties of the office position to which
he/she has been appointed while he/she shall hold said office.



Sworn to by said Adam Lewis
Before me, and by him/her subscribed in my presence this 17
day of August, A.D. 2022
Esther Collins Notary Public

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That THE CINCINNATI INSURANCE COMPANY and THE CINCINNATI CASUALTY COMPANY, corporations organized under the laws of the State of Ohio, and having their principal offices in the City of Fairfield, Ohio (herein collectively called the "Companies"), do hereby constitute and appoint

Jeremy R Clark

of BOARDMAN OH their true and legal Attorney(s)-in-Fact, each in their separate capacity if more than one is named above, to sign, execute, seal and deliver on behalf of the Companies as Surety, any and all bonds, policies, undertakings or other like instruments, as follows:

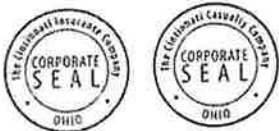
Fifty Thousand Dollars \$ 50,000.00

This appointment is made under and by authority of the following resolutions adopted by the Boards of Directors of The Cincinnati Insurance Company and The Cincinnati Casualty Company, which resolutions are now in full force and effect, reading as follows:

RESOLVED, that the President or any Senior Vice President be hereby authorized, and empowered to appoint Attorneys-in-Fact of the Company to execute any and all bonds, policies, undertakings, or other like instruments on behalf of the Corporation, and may authorize any officer or any such Attorney-in-Fact to affix the corporate seal; and may with or without cause modify or revoke any such appointment or authority. Any such writings so executed by such Attorneys-in-Fact shall be binding upon the Company as if they had been duly executed and acknowledged by the regularly elected officers of the Company.

RESOLVED, that the signature of the President or any Senior Vice President and the seal of the Company may be affixed by facsimile on any power of attorney granted, and the signature of the Secretary or Assistant Vice-President and the Seal of the Company may be affixed by facsimile to any certificate of any such power and any such power of certificate bearing such facsimile signature and seal shall be valid and binding on the Company. Any such power so executed and sealed and certified by certificate so executed and sealed shall, with respect to any bond or undertaking to which it is attached, continue to be valid and binding on the Company.

IN WITNESS WHEREOF, the Companies have caused these presents to be sealed with their corporate seals, duly attested by their President or any Senior Vice President this 16th day of March, 2021.



STATE OF OHIO)SS:
COUNTY OF BUTLER)

THE CINCINNATI INSURANCE COMPANY
THE CINCINNATI CASUALTY COMPANY

Handwritten signature of Stephen A. Ventre

On this 16th day of March, 2021 before me came the above-named President or Senior Vice President of The Cincinnati Insurance Company and The Cincinnati Casualty Company, to me personally known to be the officer described herein, and acknowledged that the seals affixed to the preceding instrument are the corporate seals of said Companies and the corporate seals and the signature of the officer were duly affixed and subscribed to said instrument by the authority and direction of said corporations.



Handwritten signature of Keith Collett

Keith Collett, Attorney at Law
Notary Public - State of Ohio
My commission has no expiration date.
Section 147.03 O.R.C.

I, the undersigned Secretary or Assistant Vice-President of The Cincinnati Insurance Company and The Cincinnati Casualty Company, hereby certify that the above is the Original Power of Attorney issued by said Companies, and do hereby further certify that the said Power of Attorney is still in full force and effect.

Given under my hand and seal of said Companies at Fairfield, Ohio, this 10th day of August, 2022



Handwritten signature of Ed H.



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	Buckeye On-Line School for Success
School IRN	000417
Building Principal/Leader	Don Thompson Executive Director
Board President	Josh Martin
Start of Current Contract Date	July 1, 2018
End of Current Contract Date	June 30, 2023
Management Company, if any	
School Mission	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.

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING			
The annual Local Report Card will show an increase in Overall School Rating from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	2 Stars	
RATING Met (1pt) Not Met (0pt)			

A3. PERFORMANCE INDEX

The annual Local Report Card will show an **increase** in performance index points from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	46.8% 56.1 out of 120	59.6% 65.0 out of 109.1	
RATING Met (1pt) Not Met (0pt)	Not Met	Met (1)	

A4. PROGRESS COMPONENT

The annual Local Report Card will show an **increase** in the Progress Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NA	2 Stars	
RATING Met (1pt) Not Met (0pt)			

A5. GAP CLOSING COMPONENT

The annual Local Report Card will show an **increase** in the Gap Closing Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	2 Stars	
RATING Met (1pt) Not Met (0pt)	NR		

A6. CHRONIC ABSENTEEISM

	<p>1. Meeting or exceeding the annual Ohio goal (8.2 percent or lower for 2022-2023); OR</p> <p>2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:</p> <ul style="list-style-type: none"> • If your current chronic absenteeism rate is 36.7% or higher, the goal will indicate a 1.1% improvement; • If your current chronic absenteeism rate is 36.6% or lower, the goal will indicate a 3% improvement 			
	Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
	ACTUAL	12%	12.7%	
	RATING Met (1pt) Not Met (0pt)	Met (1)	Not Met (0)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
	<p>Goal 20.2% All faculty and staff set forth the expectation to new and returning students that live attendance matters and is expected.</p> <p>Focused Learning classes are assigned to all students in grades 6-12 which is graded primarily on attendance. It also gives homeroom teachers a second opportunity each day to meet with their homeroom students to help keep students on track.</p> <p>This year an engagement grade has been built into all classes to encourage students to attend and participate in all live classes.</p> <p>Teachers contact students and families electronically when a student is absent (via ParentSquare)</p> <p>Daily one calls are sent (via ParentSquare) when a student is absent from school to alert parents and guardians.</p> <p>Weekly Principal announcements and Students of the Week are used to promote communication and engagement. The weekly message allows the students to see the principal and allows the principal to reinforce our school's message and initiatives. Keeping in the forefront. By celebrating our students of the week, students are more inclined to want to be recognized and work to meet those ideals in "student of the week" which cuts down on absenteeism.</p> <p>Our vision statement this year continues to be "Lifelong learning begins anew each day"</p>			

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	4 Year 68.4% 5 Year 66.9%	1 Star	
RATING Met (1pt) Not Met (0pt)	Met (1)	4 year not met 5 year met	

A9. 4-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 4-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	Met (1)	4 yr% =60.9%	

A10. 5-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 5-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	Met (1)	5 YR% = 72.6%	

A11. EARLY LITERACY COMPONENT

The annual Local Report Card will show an **increase** in the Early Literacy Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt)	NA	1 Star	

Not Met (0pt)			
---------------	--	--	--

A12. PROFICIENCY IN THIRD GRADE READING			
The annual Local Report Card will show an increase in the Proficiency in Third Grade Reading from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	33.3% NA	42.9% (1) MET	

A13. PROMOTION TO FOURTH GRADE			
The annual Local Report Card will show an increase in the Promotion to Fourth Grade from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	95.2% NA	100% (1) MET	

A14. IMPROVING K-3 LITERACY			
The annual Local Report Card will show an increase in the Improving K-3 Literacy from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)	28.6% NA	11.1% (0)	

A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS			
The school will implement a positive intervention behavior and support framework.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING	(1)	Yes (1)	

Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>2022-2023 is our 3rd year of school-wide PBIS implementation. Our school was awarded Bronze status from OLAC and our SSTR5 for our Tier 1 PBIS in 2021-2022. We use the following measures to monitor the effectiveness and progress of our PBIS framework</p> <ol style="list-style-type: none"> a. Monthly PBIS committee meetings to discuss fidelity to Tiered implementation, any current concerns, and review data b. Monthly Data chart includes the following measures <ol style="list-style-type: none"> i. Disciplinary Referrals ii. Online safety notifications (securely/gaggle) <ol style="list-style-type: none"> 1. These are based on flagged keywords 2. General threats include self-harm, suicide, harassment, sexual material, and violence to others iii. BOSS Bravos iv. Teacher Kudos c. Decision Making Rules to determine who needs tiered interventions and what to use for those interventions d. Annual parent, student, and staff surveys to assess effectiveness and or concerns e. Monthly communication with SSTR5 consultants on PBIS best practices, etc. f. Parent and Student representatives on our PBIS committee ensure perspectives that go beyond our faculty and staff g. PBIS Walkthroughs in K-12 to determine a random sampling of how well students understand our PBIS framework. 3 items asked in walkthrough: <ul style="list-style-type: none"> ✓ SW Expectations (Be responsible, Optimistic, Show Respect, Self-Motivated) ✓ Name/Acronym of SW Expectations (Be a Buckeye BOSS) ✓ Name of acknowledgment system (BOSS Bravos) 			

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS			
<p>The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.</p>			
Year	2020 - 2021	2021 - 2022	2022 - 2023

GOAL	NA		BOSS will perform higher than or equal to Ohio Virtual Academy in the Performance Index. BOSS will perform higher than or equal to Great Rivers Connections Academy in Graduation Rate	
ACTUAL	4 Year 68.4% 5 Year 66.9%	4 Year 60.9% 5 Year 72.6%		
RATING Met (2pt) Not Met (0pt)	NA	Met (2)		
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Performance Index	Graduation Rate
BOSS	43.5%	23.2%		
Ohio Virtual Academy	54%	34.3%		X
Great Rivers Connections Academy	50.2%	34.3%	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Reduce the percentage of SWD who tested 3 or more grade levels below in Reading on I-Ready			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL	Improve K-12 SWD at or above grade level Math: 5% Reading: 5%	Improve K-12 SWD at or above grade level Reading: 5%	Reduce the percentage of SWD 3 or more grade levels below in Reading
ACTUAL		Reading: At or above level increased by 4 percentage points. Reading: Early on grade level increased by 11 percentage points. 4% GROWTH	
RATING Met (1pt) Not Met (0pt)	NA	Not Met (0)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

BOSS will use the i-Ready diagnostic to measure growth in Reading 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 on 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.

Due to the fluidity of our student population, it is difficult to measure or track growth from year to year. As our population is constantly changing, we often do not have students for more than a few weeks or months prior to a testing window. As our population is transient, it is not realistic to necessarily see incremental growth each year as we often see a high turnover rate in population across the board.

Students with disabilities will work on their reading skills with their teachers, specialists, and outside service providers throughout the school year. Teachers, specialists, and outside service providers will use the window 1 scores to develop a plan to help students improve their overall skills.

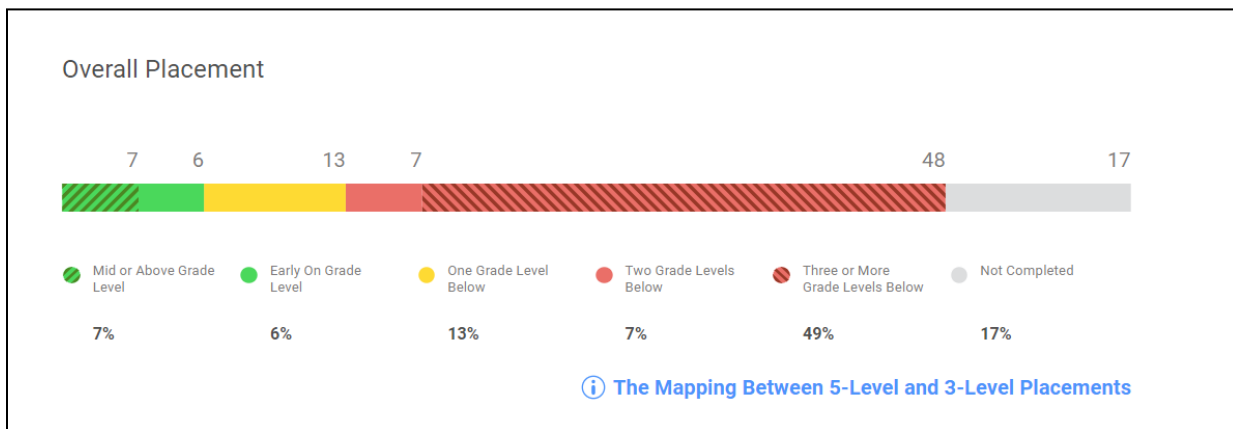
Out of 81 Students with disabilities who tested during Window 1, 60% were at least 3 grades below grade level.

13/81 = 16% at or above grade level

13/81 = 16% one grade level below

7/81 = 9% two grade levels below

48/81 = 60% three or more grade levels below



Strategies:

Implementing Direct, explicit Instruction for Reading and Math

Increase progress monitoring

Data talks with teachers

Using data to form instruction

Heggerty Phonemic Awareness instruction is incorporated into the daily ELA curriculum

iReady Mastery Checks, grades 3-8

Teacher Toolbox resources provided to all staff - site license Administrative monitoring of Adult Implementation (walkthroughs, lesson plans, TBT minutes)

Standards-aligned instruction

Emphasis on priority standards and spiral standards Ready Curriculum in Reading for grades K-8

Focus intervention periods daily

K-2 small group instruction with Reading Specialist

Small group instruction with IS, additional small group instruction with IS or reading specialist

i Ready teacher ASSIGNED lessons

ODE extended standards/small group with IS

Mastery Checks differentiated based on diagnostic data instructional groups

Focused Learning

accommodations/modified assignments for students with disabilities

one on one instruction

differentiating lessons with independent vs guided practices

B2. READING

GOAL: 5% Students taking the I-Ready Reading will increase at least one overall placement level

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	37.5% of students were at or above grade level Fall of 2020 50% of students were at or above grade level Spring of 2021	Percentage points increase on above or on grade level: 10 % points.	
GOAL	NA	Students taking the I-Ready Reading will increase at or above grade level by 5%	5% Students taking the I-Ready Reading will increase at least one overall placement level
RATING Met (1pt) Not Met (0pt)	NA	Met (1)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

BOSS will use the i-Ready diagnostic to measure growth in Reading 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 on 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.

34% of students were at or above grade level Fall of 2022

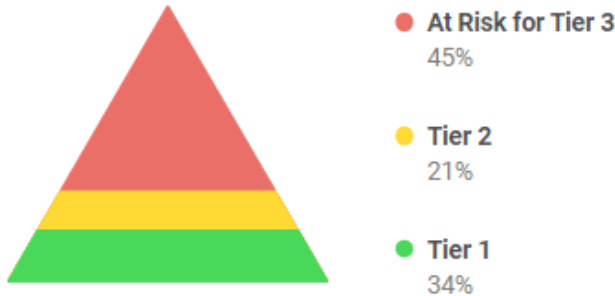
Due to the fluidity of our student population, it is difficult to measure or track growth from year to year. As our population is constantly changing, we often do not have students for more than a few weeks or months prior to a testing window. As our population is transient, it is not realistic to necessarily see incremental growth each year as we often see a high turnover rate in population across the board.

Subject: Reading
School: BUCKEYE ONLINE SCHOO...
Academic Year: Current Year
Diagnostic: Window 1
08/22/22 - 12/18/22

Criterion Referenced

Students Assessed/Total: 535/602

Overall Placement



Students will work on their reading skills with their teachers and specialists throughout the school year. Teachers and specialists will use the window 1 scores to develop a plan to help students improve their overall skills.

Strategies:

Implementation of differentiated reading interventions using Direct Instruction from iReady
 Heggerty Phonemic Awareness instruction is incorporated into the daily ELA curriculum, Tier I for K-1 classrooms, and is used as a Tier II intervention for 2nd grade
 iReady Mastery Checks, grades 3-8

Teacher Toolbox resources provided to all staff - site license Administrative monitoring of Adult Implementation (walkthroughs, lesson plans, TBT minutes)

Standards-aligned instruction

Emphasis on priority standards and spiral standards Ready Curriculum in Reading for grades K-8

Focus intervention periods daily

K-2 small group instruction with Reading Specialist

small group instruction with IS, additional small group instruction with IS or reading specialist

i Ready teacher ASSIGNED lessons

ODE extended standards/small group with IS

Mastery Checks differentiated based on diagnostic data instructional groups

Focused Learning

accommodations/modified assignments for students with disabilities

one on one instruction

differentiating lessons with independent vs guided practices

B3. MATH

GOAL: 5 % Students taking the I-Ready Math will increase at least one overall placement level

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	Students taking the I-Ready Math will increase at or above grade level by 5%	5% Students taking the I-Ready Math will increase at least one overall placement level
ACTUAL		Percentage points increase on above or on grade level: 11 % points.	
RATING Met (1pt) Not Met (0pt)	NA	Met (1)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

BOSS will use the i-Ready diagnostic 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 on 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.

Due to the fluidity of our student population, it is difficult to measure or track growth from year to year. As our population is constantly changing, we often do not have students for more than a few weeks or months prior to a testing window. As our population is transient, it is not realistic to necessarily see incremental growth each year as we often see a high turnover rate in population across the board.

Subject: Math | School: BUCKEYE ONLINE SCHOOLS

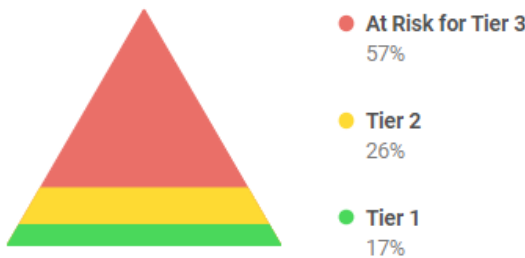
Academic Year: Current Year | Diagnostic: Window 1

08/22/22 - 12/18/22

Criterion Referenced

Students Assessed/Total: 559/602

Overall Placement



Students will work on their math skills with their teachers and specialists throughout the school year. Teachers and specialists will use the window 1 scores to develop a plan to help students improve their overall skills.

Strategies:

Students not in small groups are assigned targeted practice via Freckle that takes their iReady diagnostic scores and gives students practice at their level.

Teacher Toolbox resources provided to all staff - site license Administrative monitoring of Adult Implementation (walkthroughs, lesson plans, TBT minutes)

Standards-aligned instruction

Emphasis on priority standards and spiral standards Ready Curriculum in Math for grades 3-8

Simple Solutions Math curriculum in grades 4-6

Focus intervention periods daily

small group instruction with IS, additional small group instruction with IS

iReady teacher ASSIGNED lessons

ODE extended standards/small group with IS

Mastery Checks differentiated based on diagnostic data instructional group

Focused Learning

accommodations/modified assignments for students with disabilities

one on one instruction

differentiating lessons with independent vs guided practices

B4. IMPROVING EARLY LITERACY

GOAL: Based on the iReady Reading Diagnostic, 8% of K-3 students will increase at least one overall placement level from the fall to spring benchmark using the Diagnostic Growth Report.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL		The goal was 8% increase for K-3; they accomplished 25% which greatly exceeds the goal.	8% of K-3 students will increase at least one overall placement level from the fall to spring benchmark using the Diagnostic Growth Report.
ACTUAL	NA	25%	
RATING Met (1pt) Not Met (0pt)	NA	Met (1)	

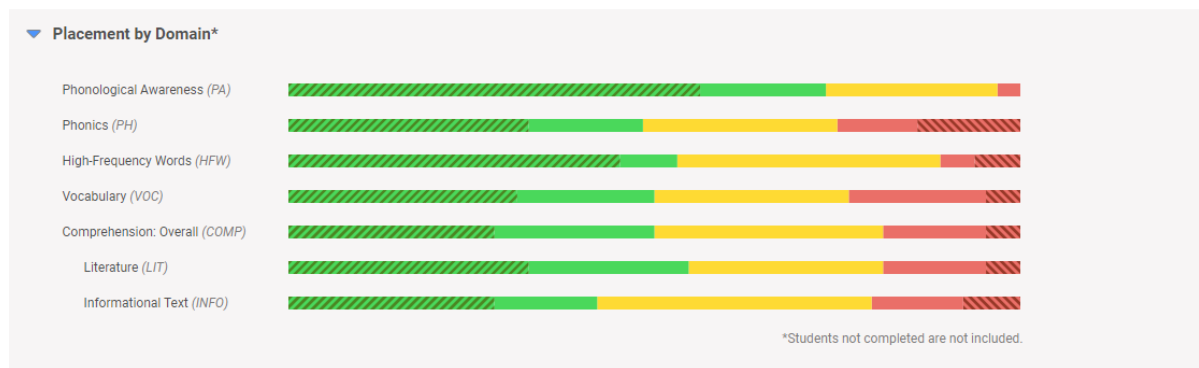
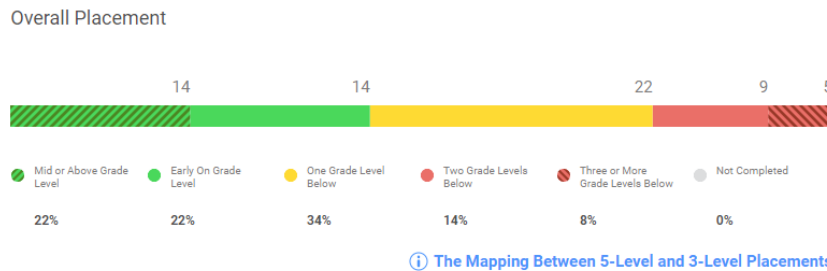
DESCRIPTION OF MEASURE AND MONITORING STRATEGY

2022-2023 BOY Diagnostic K-3

K-3 Reading iReady BOY Diagnostic Results	Students Mid to Above Grade Level	Students Early on Grade Level	Students One Grade Level Below	Students Two Grade Levels Below	Students Three or More Grade Levels Below

K-3	22%	22%	34%	14%	8%
K	29%	41%	29%	n/a	n/a
1st	25%	25%	45%	5%	n/a
2nd	18%	0%	64%	18%	n/a
3rd	17%	17%	13%	30%	22%

K-3 Overall Placement Data:



BOSS will use the i-Ready diagnostic to measure growth in Reading for all students in grades k-12. In addition to the Diagnostic Report, we will use the Diagnostic Growth Report to measure growth from BOY to EOY. 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 on 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.

Due to the fluidity of our student population, it is difficult to measure or track growth from year to year. As our population is constantly changing, we often do not have students for more than a few weeks or months prior to a testing window. As our population is transient, it is not realistic to necessarily see incremental

growth each year as we often see a high turnover rate in population across the board. Of our current 68 K-3 students, 40 are newly enrolled this year at BOSS.

At-risk students deemed to be “not on track” after the first diagnostic window will be placed on a RIMP to meet their individual needs. Results of weekly iReady reading lessons will be added to the RIMP quarterly to allow for monitoring and adjustments as needed.

Strategies:

Curriculum:

- Implementing Curriculum Maps/Pacing Guides for Heggerty, Foundations, Ready Math, & Ready Reading (where applicable)
- Implementing Foundations curriculum to address phonics domain and gaps in learning in K-3 classes, lessons delivered daily in Tier I; intervention support using grade level below
- Implementing Ready Reading curriculum K-3
- Heggerty Phonemic Awareness instruction is incorporated into the daily ELA curriculum, Tier I for K-1 classrooms, and is used as a Tier II intervention for 2nd grade
- iReady Mastery Checks, grade 3; pre-test, post-test data analysis; reteach skills

Instruction & Supports:

- Increase progress monitoring for Foundations-assessing each Unit; students not meeting 80% mastery of skills covered in each Unit will receive small group reteach lessons and additional supports
- Increase progress monitoring Personalized Instruction-weekly monitoring of time on task and lesson passing rate; Celebrating successes with students to increase engagement during daily allotted iReady PI time
- Data talks with students, teachers, Intervention Specialists, & admin to analyze, reflect, and determine an action plan with regards to:
 - iReady BOY, MOY, & EOY Diagnostic & Personalized Instruction data
 - Foundations formative assessment data-varies per grade level, but at the end of every Unit
- Vary teacher-led instruction as needed (whole group, small group, one-on-one; teacher modeling, think alouds, peer-led groups with teacher facilitating; I do, We do, You do)
- Use a variety of supplemental supports on students’ independent reading level (e.g., RAZkids, EPIC, and ReadWorks) to build fluency and comprehension
- Participate in dyslexia PD & training

Intervention & Acceleration:

- Implementing intervention/acceleration time into daily schedule-3x a week focus for reteach and 2x a week focus for pre-teaching
- Intervention:
 - Heggerty-use curriculum from previous grade level
 - Foundations-use curriculum from previous grade level
- Acceleration:
 - Pre-teach skills, build knowledge, activate prior knowledge & schema for upcoming units
 - Utilize supplemental resources: Scholastic News, RazKids leveled readers, EPIC, readworks
- Using data to form instruction & Monitor effects of interventions monthly and adjust interventions as needed
- Thoroughly understand and identify the students’ weaknesses (utilizing best practices with regards to reading development, scaffolded supports, differentiated instruction)
- Use i-Ready profiles and instructional aides to identify and support interventions (Scaffolding Report, Instructional Group Report, Individual Student Report).
- Tutoring available for 3rd graders deemed not on Track after the fall third grade ELA test results are received

Family Collaboration & Support

- K-3 Orientation for new students; explaining expectations & introducing/explaining iReady to students and their families
- Increase school to home communication:
 - iReady Diagnostic Reports for BOY, MOY, and EOY Diagnostics
 - Personalized Instruction Reports sent home quarterly and/or included with report cards
 - Foundations Unit Reports to families
 - Foundations newsletters to K-3 families
- Heggerty newsletters to K-1 families

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
<p>State the School’s Mission: 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>	
Year	2022 - 2023
GOAL	<p>Hold at least 4 parent meetings (1 per quarter) throughout the year via Zoom to help promote the importance of education, changes in state or district guidelines, and learning now and in the future.</p> <p>Continue to use ParentSquare to communicate with families quickly and effectively as needed</p>
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>BOSS would like to see our participation in Parent meetings continue and grow. We first successfully implemented parent meetings last year, but have enrolled over 200 new students this year. Our hope is that our new families will appreciate and participate in our quarterly meetings in the same manner as last year’s families.</p> <p>To illustrate and facilitate our school’s mission with families to create a community of learning, working together, through increased collaboration to actively support each student’s educational experience with BOSS.</p> <p>Strategies:</p>	

To share and to continue to reinforce our Vision Statement for 2022-2023 “Lifelong learning begins anew each day”

Use ParentSquare to communicate with parents regularly (phone, text, and email)

Use ParentSquare, our website, and Facebook to announce when Parent meetings will be held and what topics will be covered.

Use ParentSquare, website, and Facebook to post the Zoom link for Parent meetings

Host meetings via Zoom to allow for ease of access

The administration will monitor the use of ParentSquare via weekly report summaries provided by ParentSquare. The administration will also monitor the attendance of Parent meetings and use all data to determine if the programs are being used successfully and how to better incorporate parent involvement as needed.

C2 – PARENT SATISFACTION	
The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in-person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)	
Year	2022 - 2023
GOAL	<p>Complete a minimum of 4 parent questionnaires /exit tickets (1 per quarter) throughout the year tied to the parent night</p> <p>Information will be used by the administrative team to improve communication, evaluate the quality of our information shared at parent meetings, and plan future programs for the new school year.</p>
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
BOSS would like to see our participation in Parent meetings continue and grow. We first successfully implemented parent meetings last year, but have enrolled over 200 new students this year. Our hope is that our new families will appreciate and participate in our quarterly meetings in the same manner as last year’s families.	

To continue efforts to build a collaborative learning community to include families in providing meaningful, timely, relevant feedback to BOSS leaders to improve ongoing communication and quality of information shared throughout the school year

Strategies:

Google form with parent survey

ParentSquare to broadcast survey

Spreadsheet to collect responses of the survey, as well as parent communication through secretaries DLT will analyze responses and determine next steps Surveys will follow Parent Night programs for greater return Subsequent surveys, will be developed based on results

C3 – GOVERNING AUTHORITY

Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.

Year	2022 - 2023
GOAL	<p>The board will create 6 recorded messages to the student body throughout the year (December - May) on various topics and issues to promote student participation and lifelong learning.</p> <p>Each board member will read and record at least one children’s book for students as a part of <i>Read Across America Week</i> and promote a love of reading (A minimum of six new recordings to add to our digital library).</p>
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

As we have added two new board members this year, BOSS feels it is appropriate to use goals similar to last year to help these members realize the importance of participation in the online school community.

To foster staff, student, and family awareness of BOSS board members’ background, commitment, and active support in efficiency and efficacy in their respective roles to actively guide, govern, and support the success of BOSS.

Strategies:

Communication efforts from BOSS administration and ESCLEW office representatives.

Calendar of events provided to board members

Email reminders of upcoming events

Share feedback from students and parents with board members as received

Updates shared by BOSS leaders with board members at monthly meetings

Progress toward these goals shared at monthly meetings

C4 – STUDENT DISCIPLINE				
House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law** All students will be required to show a decrease in out-of-school suspensions (OSS) from the previous year.				
Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	NA	4-8	NA
	9-12	NA	9-12	NA
ACTUAL	K-3	NA	K-3	NA
	4-8	NA	4-8	NA
	9-12	NA	9-12	NA
RATING Met (1pt each grade level) Not Met (0pt)	K-3	NA	K-3	NA
	4-8	NA	4-8	NA
	9-12	NA	9-12	NA
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal	
K-3		0		
4-8		NA		
9-12		NA		

D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023

ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023
GOAL	Student Enrollment – 500 Days Cash Reserve - 15
RATING Met (1pt)	

Not Met (Opt)	
---------------	--