Request for Approval of New Internet-based or Computer-based Community School

Ohio Revised Code 3314.013 allows for no more than five new internet-based or computer-based community schools to open per year. All new community schools of this nature or existing community schools wishing to begin operation as internet-based or computer-based schools must receive approval from Ohio's superintendent of public instruction, based on measures outlined in Ohio Administrative Code (OAC) 3301-102-09. The Ohio Department of Education will evaluate applications based on these criteria:

(1) The sponsor's experience with online schools, which must include, but may not be limited to:

    (a) The number of years and number of online schools for which the sponsor provided monitoring and technical assistance since the inception of such activities; and

    (b) The degree to which the online schools met Ohio's operating standards for online schools (October 2011, education.ohio.gov), on the effective date of those standards;

(2) The operator's experience with online schools, which must include but may not be limited to:

    (a) The operator's experience managing the daily operations of an online school or providing program oversight and support to an online school since the inception of such activities; and

    (b) The degree to which the online schools met Ohio's operating standards for online schools (October 2011, education.ohio.gov), on the effective date of those standards.

(3) The sponsor's schools' records of academic performance in all years under its sponsorship, including:

    (a) Assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code; and

    (b) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;

(4) The operator's affiliated schools' records of academic performance in all years under its operation as measured by:

    (a) Report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code;

    (b) Comparable performance ratings of out-of-state schools with which the operator has experience.

(5) A preference for operators with previous experience in Ohio.

Eligibility Requirements

Criteria	Yes	No	Not Applicable
Applicant meets Ohio definition of an internet-based or computer-based community school.	☐	☐	☐
Applicant's sponsor has at least five years of experience overseeing community schools in Ohio.	☐	☐	☐
Applicant's sponsor has at least three years of experience overseeing internet-based or computer-based community school(s) in Ohio.	☐	☐	☐
Applicant's sponsor received an overall rating of "Effective" or higher on its most recent sponsor evaluation, if rated.	☐	☐	☐
Applicant's proposed enrollment area is within the permitted sponsorship territory outlined in the sponsor's agreement with the Department.	☐	☐	☐
Applicant's operator has at least five years of experience managing community/public charter schools.	☐	☐	☐
Applicant's operator has at least three years of experience managing internet-based or computer-based community/public charter schools.	☐	☐	☐
Applicant's operator received an academic performance score of at least 1 point on its most recent operator report.	☐	☐	☐

Applicant Affirmation

I have conducted appropriate due diligence to certify the correctness and accuracy of the information provided in this application. I attest that the application requesting approval for a new internet-based or computer-based community school meets all eligibility requirements listed above.

Name: Dr. Dean Goon   **Position:** Board Chair

Organization: Great River Connections Academy

Signature: _(signed)_   **Date:** 1/18/2018

Timeline for Form Submission:

Applicants should note the timelines listed below:

Jan. 21, 2018: The applicant must work closely with a sponsor and operator to complete the application. Sponsors must submit the completed form electronically *via Epicenter by 11:59 p.m. on Jan. 21, 2018* to receive consideration. Only complete applications will be considered. The Department will not review any late or incomplete applications after the deadline.

Feb. 15, 2018: The applicant will receive a decision from the Department on the status of its application.

Feb. 28, 2018: The Department will post application results on its website along with a list of applications and their review and outcome status.

INCOMPLETE APPLICATIONS WILL NOT BE SCORED.

If you have questions about the application, please email community.schools@education.ohio.gov.

Submission Instructions:
Sponsors must submit the internet-based or computer-based community school application, all required documents and supporting materials to the Office of Community Schools via Epicenter.

Instructions for Submitting the Application in Epicenter:

1) Log on to Epicenter at epicenternow.org
2) Click the Sign In link at the top of the screen.
3) Enter your username and password.
4) Click on Document Center.
5) On the Document Center page, click the Submission Upload button.
6) For Entity Type, select school.
7) For Submission Type, select **Internet-based or Computer-Based Community School Application**.
8) For Entities, select the appropriate sponsor by checking the box next to the sponsor's name.
9) Enter required information.
10) Click Upload New File button to upload your document.
11) (Optional) Type a brief message to the reviewer.
12) Click Submit.

Internet-based or Computer-based Community School Application Form

Applicant Information

Proposed Internet-based or Computer-based Community School

School Name: Great River Connections Academy

Address: TBD

Primary Contact

Name: Dr. Dean Goon   **Title:** Board Chair

Phone: 740-262-6607   **Email:** dgoon@mvnu.edu

1) Is the proposed internet-based or computer-based school a new or existing school? New

2) If the proposed school is an existing school, please provide the school's IRN. n/a

3) Attach a copy of the application submitted by the applicant to the sponsor for the proposed school.

4) **(New School Only)** Attach a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

Proposed School Information

1) Please describe the proposed internet-based or computer-based community school, being sure to address these items:
   - Reasons applicant believes Ohio would benefit from an additional internet-based or computer-based community school;
   - Community and student population (demographics, ages, and grade levels) school intends to serve;
   - Enrollment area (specific counties in Ohio)
   - Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning
   - Expectations of academic performance, including academic achievement status or proficiency, academic growth, postsecondary readiness and expectations for mission-specific performance measures
   - Expectations of any nonacademic school or student goals to which the school will hold itself accountable

Sponsor Information

Organization Name: Ohio Council of Community Schools   **Organization IRN:** 016998

Address: 3131 Executive Parkway, STE 306 Toledo, Ohio 43606

Primary Contact

Name: Jason Wall   **Title:** Vice President

Phone: 614-545-8592   **Email:** jason@ohioschools.org

1) Identify all internet-based or computer-based schools overseen by the sponsor. For each of the sponsor's internet-based or computer-based community schools, provide the following:
   - Name and unique school identifier of each internet-based or computer-based community school (in Ohio, the IRN is the unique school identifier)
   - Calendar years for which the sponsor provided monitoring and technical assistance for each internet-based or computer-based community school

Unique school identifier	School name	First calendar year of sponsorship	Most recent calendar year of sponsorship	Total years of sponsorship
	See attachment 4			

Sponsor's Experience with Online Schools

1) Describe the sponsor's experience with internet-based or computer-based community schools. Please indicate the number of internet-based or computer-based community schools the sponsor has provided monitoring and technical assistance to since the inception of such activities.

2) Describe the sponsor's assessment of the degree to which its sponsored internet-based or computer-based schools meet the operating standards for online schools, and comply with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet-based or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.

3) Has the sponsor ever terminated or nonrenewed sponsorship of an internet-based or computer-based school? Explain the circumstances leading to the decision to terminate the sponsorship for each internet-based or computer-based school. Describe specific actions taken by the sponsor and timeline for each action. If the sponsor had not terminated or non-renewed sponsorship with an internet-based or computer-based school, please describe what circumstances would lead the

sponsor to the decision to terminate sponsorship and specific actions the sponsor will take including timeline for each action.

Operator Information

If the school plans to work with an operator to manage the operations of the school, please provide the following.

Organization Name: Connections Education LLC   **Organization IRN:** 015029

Address: 10960 Grantchester Way, Columbia, MD 21044

Primary Contact

Name: Susan Stagner   **Title:** Vice President of State Relations

Phone: 443-986-1440   **Email:** Susan.Stagner@pearson.com

1) Is the operator registered with Ohio's secretary of state? Yes, since 2005

2) Is the operator affiliated with any other operators throughout Ohio? (Affiliated means any individual, organization, or nonprofit organization that is connected officially to the operator.)

No

If yes, please list all operators with whom the operator is affiliated.

Operator's Experience with Online Schools

1) Describe the operator's experience with internet-based or computer-based community/public charter schools in and outside of Ohio.

2) Describe the operator's assessment of the degree to which each of the operator's affiliated internet-based or computer-based schools are meeting the operating standards for online schools.

3) Has the operator ever terminated its agreement with an internet-based or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet-based or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator had not had to terminate agreement with an internet-based or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet-based or computer-based school and the specific actions the operator will take, including the timeline for each action.

Academic Performance of the Sponsor's Schools

No submission is required of the sponsor. Please note this section pertains to all community schools, not just internet-based or computer-based community schools. For this section, the Department will review the sponsor's schools' records of academic performance ***in all years under its sponsorship*** including assessment of the sponsor's schools' student performance, as aligned with the evaluation system described in section 3314.016 of the Revised Code and report cards and performance ratings issued for the sponsor's community schools under section 3302.03 of the Revised Code.

Academic Performance Record of Operator's Affiliated Schools' Records

This section applies to affiliations with all community/public charter schools, not just internet-based or computer-based community schools, over the operator's history. For this section, the Department will review the operator's affiliated schools' records of academic performance ***in all years under its operation*** including report cards and performance ratings issued for the community schools under section 3302.03 of the Revised Code and comparable performance ratings of out-of-state schools with which the operator has experience.

1) If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in Ohio since the operator's first year of operation. For each internet-based or computer-based community/public charter school managed by the operator, provide the following:
   - Name and unique school identifier of each school (in Ohio, the IRN is the unique school identifier);
   - Type of school (site based or online);
   - First and most recent calendar years for which the operator managed the daily activities of the school; and the
   - Total years the operator managed the school.

2) If the operator managed the operations of schools outside Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside Ohio. For each school managed by the operator outside Ohio, identify the following information:
   - School's unique identifier;
   - School's name;
   - Type of school;
   - State of location of school;
   - List each school year with affiliation;
   - List overall state report card rating for that year; and the
   - URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system.

NOTE: If the Department discovers that any of the information provided above is inaccurate, the applicant will automatically be ineligible to receive further consideration.

Alignment to iNACOL National Standards for Quality Online Programs

This section examines whether the proposed internet-based or computer-based community school meets the standards developed by the International Association for K-12 Online Learning for operating a quality online program.

The applicant, sponsor and operator must work collaboratively to complete the Online Program Self-Evaluation Form on pages 22 through 32 of the iNACOL National Standards for Online Programs report. All three entities must come to a consensus and assign the proposed school a single rating for each standard based on the rating scale in the report. Please attach a copy of the completed Online Program Self-Evaluation Form to this application. The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed **4 Points**	This part of the application demonstrates a model of best practice. This part of the application scored **between 90 percent and 100 percent of the total possible points**.
Well Developed **3 Points**	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored **80 percent or more of the total points, but less than 90 percent of the total possible points**.
Adequately Developed **2 Points**	This part of the application demonstrates good implementation, but somewhat lacked depth or detail. This part of the application scored **70 percent or more of the total points, but less than 80 percent of the total possible points**.
Poorly Developed **1 Point**	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored **less than 70 percent of the total possible points**.
Not Addressed **0 Points**	The application does not demonstrate a model of best practice or this part of the application does not address the standards for quality online programs.

Preference for Operators with Previous Experience in Ohio

The superintendent of public instruction may approve up to five new internet-based or computer-based community schools each year. If the Department receives more than five applications for new internet-based or computer-based community schools each year, it will give preference to qualified applicants managed by operators with experience managing schools in Ohio.

1) Does the operator have previous experience managing community schools in Ohio? _15_____

2) How many years of experience does the operator have managing community schools in Ohio?

   15
   _____

3) List all consecutive and non-consecutive years of experience the operator has managing community schools in Ohio.

   15
   _____

Application Scoring

The Ohio Department of Education will rate each applicant using the criteria included in the internet-based or computer-based community school application rubric. The Department will calculate a composite score by adding the scores from each of the sections in the rubric. In addition the Department will review information on the sponsor's and operator's experience for statutory compliance. In cases where a section is not applicable, the points per section for the remaining applicable sections will be adjusted to maintain the same proportional weight within the calculation.

The superintendent of public instruction will consider each applicant's score and related information approving or disapproving its application. The Department will determine annually the minimum threshold of total points an applicant must earn to be recommended for approval. The superintendent of public instruction may approve up to five applications for new internet-based or computer-based community schools to open for the 2018-2019 school year.

Applicant Affirmations

I have conducted appropriate due diligence to certify the correctness and accuracy of the information provided in this application. I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet-based or computer-based schools.

Name: Dr. Dean Goon   **Position:** Board Chair

Signature: _Dr. Dean Goon_   **Date:** 1/18/2018

Sponsor Affirmations

I have conducted appropriate due diligence to certify the correctness and accuracy of the information provided in this application. I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet-based or computer-based schools.

Name: Jason Wall   **Position:** Vice President

Signature: _____   **Date:** 1/18/18

Operator Affirmations

I have conducted appropriate due diligence to certify the correctness and accuracy of the information provided in this application. I attest that the information provided on this application is correct and accurate. I understand and agree to comply with all requirements that apply to internet-based or computer-based schools.

Name: Susan Stagner   **Position:** Vice President of State Relations

Signature: *Susan L. Stagner* **Date:** 1/18/2018

Internet-based or Computer-based Community School Application Rubric

Application Submission Date: ___19 January 2018___

Applicant Name: ___Great River Connections Academy___

Sponsor Name: ___Ohio Council of Community Schools___   **Sponsor IRN:** ___016998___

Operator Name: ___Connections Education LLC___   **Operator IRN:** ___015029___

The internet-based or computer-based community school application consists of five sections: Proposed School Information, Sponsor's Experience with Online Schools, Operator's Experience with Online Schools, Sponsor's Schools' Records of Academic Performance in all years under its sponsorship, and Operator's Affiliated Schools' Records of Performance in all years under its operation. The Department does not score a sixth component, Preference for Operators with Previous Experience in Ohio, and will consider the component only if it receives more than five qualified applications for internet-based or computer-based community schools in Ohio. A committee will review all documentation and determine whether to grant approval of the internet-based or computer-based community school.

Section A: Proposed School Information

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
The application described the proposed internet-based or computer-based community school, including: • The reasons the applicant believes Ohio would benefit from an additional internet-based or computer-based community school	0	1	2	3	4

• The community and student population (demographics, ages and grade levels) school intends to serve • The enrollment area (specific counties in Ohio) • The education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning • The expectations of academic performance, including academic achievement status or proficiency, academic growth, postsecondary readiness, and expectations for mission-specific performance measures • The expectations of any non-academic school or student goals to which school will hold itself accountable					
				Total Points Earned	**/4**

Comments:

Section B: Sponsor's Experience with Online Schools

Review Criteria		At least 5 Years	6-7 Years	8-9 Years	10 or more Years
Number of years sponsor has overseeing community schools in Ohio		1	2	3	4
Review Criteria		**At least 3 Years**	**4-5 Years**	**6-7 Years**	**8 or more Years**
Number of years sponsor has overseeing internet-based or computer-based community schools in Ohio		1	2	3	4

Ohio | Department of Education

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
The application described the sponsor's experience with internet-based or computer-based schools, including: • The number of internet-based or computer-based community schools the sponsor has overseen • The number of years the sponsor has providing monitoring and technical assistance to the schools	0	1	2	3	4
The application described the sponsor's assessment of the degree to which each of its sponsored internet-based or computer-based schools meet the operating standards for online schools, and comply with all applicable laws and rules. **AND** If applicable, the application described specific steps taken by the sponsor to correct each internet-based or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.	0	1	2	3	4
The application described instances where sponsor terminated or nonrenewed sponsorship with an internet-based or computer-based community school, including: • Circumstances leading to the decision to terminate sponsorship for each internet-based or computer-based school • Specific actions taken by the sponsor and timeline for each action **OR**	0	1	2	3	4

Ohio | Department of Education

If sponsor did not terminate or non-renew sponsorship with an internet-based or computer-based school, application described: • Circumstances that would lead the sponsor to the decision to terminate sponsorship • Specific actions the sponsor will take including timeline for each action					
				Total Points Earned	**/20**

Comments:

Section C: Operator's Experience with Online Schools

Review Criteria		At least 5 Years	6-7 Years	8-9 Years	10 or more Years
Number of years of operator's experience with community/public charter schools		1	2	3	4
Review Criteria		At least 3 Years	4-5 Years	6-7 Years	8 or more Years
Number of years operator has managing internet-based or computer-based community/public charter schools		1	2	3	4
Review Criteria	**Not Addressed**	**Poorly Developed**	**Adequately Developed**	**Well Developed**	**Fully Developed**
The application described the operator's experience with internet-based or computer-based community/public charter schools in and outside Ohio	0	1	2	3	4
The application described operator's assessment of the degree to which each of the operator's affiliated internet-based or computer-based schools meet the operating standards for online schools	0	1	2	3	4

	0	1	2	3	4
The application addressed instances where the operator terminated its agreement with each internet-based or computer-based community school, including • Circumstances leading to the decision to terminate its agreement with each internet-based or computer-based school • Specific actions taken by operator and timeline for each action **OR** If operator did not terminate its agreement with an internet-based or computer-based school, the application described: • Circumstances that would lead the operator to the decision to terminate its agreement with the internet-based or computer-based school • Specific actions the operator will take including timeline for each action	0	1	2	3	4
				Total Points Earned	**/20**

Comments:

Section D: Sponsor's Schools' Records of Academic Performance

The Department will assign a composite weighted score based on the cumulative performance of all schools overseen by the sponsor from academic years 2002-2003 through 2016-2017. From academic years 2002-2003 through 2011-2012, the total points will be weighted at 50 percent. For academic years 2012-2013 through 2016-2017, the total points will be weighted at 50 percent. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Ohio | Department of Education

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	20
2.50 – 3.49	3	15
1.50 – 2.49	2	10
0.50 – 1.49	1	5
0.00 - 0.49	0	0

Review Criteria	Points Earned 0	Points Earned 1	Points Earned 2	Points Earned 3	Points Earned 4
Academic Years: 2002-2003 through 2016-2017	0	5	10	15	20
				Total Points Earned	/20
Comments:					

Section E: Operator's Affiliated Schools' Records of Academic Performance

The Department will assign a composite weighted score based on the cumulative performance of all schools managed by the operator from academic years 2002-2003 through 2016-2017. The weighted points will be converted to points earned from 0 to 4. The score will then be converted to points from 0 to 20, which will be applied towards the total section points.

Weighted Points	Points Earned for Academic Performance Component	Section Points
3.50 – 4.00	4	20
2.50 – 3.49	3	15
1.50 – 2.49	2	10
0.50 – 1.49	1	5
0.00 - 0.49	0	0

Operator Managing Schools in Ohio Only:

If the operator only managed schools within Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For academic years 2002-2003 through 2011-2012, the total points will be weighted at 50 percent. For academic years 2012-2013 through 2016-2017, the total points will be weighted at 50 percent.

Operator Managing Schools Both In and Outside Ohio

If the operator managed schools both in and outside Ohio, the Department will assign percentage weights to the operator's affiliated schools' records of academic performance in all years under its operation based on the following. For all schools in Ohio from academic years 2002-2003 through 2011-2012, the total points will be weighted at 40 percent. For all schools in Ohio from academic years 2012-2013 through 2016-2017, the total points will be weighted at 40 percent. For all schools outside Ohio from academic years 2002-2003 through 2016-2017, the total points will be weighted at 20 percent.

Review Criteria	Points Earned 0	Points Earned 1	Points Earned 2	Points Earned 3	Points Earned 4
Academic Years: 2002-2003 through 2016-2017	0	5	10	15	20
				Total Points Earned	/20
Comments:					

Section F: Alignment to iNACOL National Standards for Quality Online Programs

The Alignment to iNACOL Standards for Quality Online Programs section examines whether the proposed internet-based or computer-based community school meets the standards developed by the International Association for K-12 Online Learning for operating a quality online program.

Ohio | Department of Education

The applicant, sponsor, and operator must work collaboratively to complete the Online Program Self-Evaluation Form on pages 22 through 32 of the iNACOL National Standards for Online Programs report. All three entities must come to a consensus and assign the proposed school a single rating for each standard based on the rating scale in the report. Please attach a copy of the completed Online Program Self-Evaluation Form to this application. The Department will use the assigned ratings to score the application based on the following:

Points	Criteria
Fully Developed **4 Points**	This part of the application demonstrates a model of best practice. This part of the application scored **between 90 percent and 100 percent of the total possible points**.
Well Developed **3 Points**	This part of the application demonstrates excellent implementation, comparable to other examples. This part of the application scored **80 percent or more of the total points, but less than 90 percent of the total possible points**.
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Poorly Developed **1 Point**	This part of the application demonstrates partial implementation, but additional work is needed. This part of the application scored **less than 70 percent of the total possible points**.
Not Addressed **0 Points**	The application does not demonstrate a model of best practice or this part of the application does not address the standards for quality online programs.

Review Criteria	Not Addressed	Poorly Developed	Adequately Developed	Well Developed	Fully Developed
Institutional Standards: The institutional standards address the vision, mission, philosophy and beliefs of an online program, and the elements critical to the operation of an online program. The standards examine: • Mission Statement • Governance • Leadership • Planning • Organizational Staffing • Organizational Commitment • Financial and Material Resources • Equity and Access	0	1	2	3	4

Ohio | Department of Education

• Integrity and Accountability					
Teaching and Learning Standards: The teaching and learning standards focus on how an online program develops or chooses its curricula, how the program's teachers deliver the curriculum to students, and how students' progress in the curriculum is assessed. These standards examine: • Curriculum and Course Design • Instruction • Assessment of Student Performance	0	1	2	3	4
Support Standards: The support standards address the organization's academic, administrative, guidance and technical services critical to meeting the needs of all participants in the online program. These standards examine: • Faculty • Students • Guidance Services • Organizational Support • Parents/guardians	0	1	2	3	4
Evaluation Standards: The evaluation standards examine the continual program improvement efforts to ensure the program is meeting its intended purposes and identifying improvements. These standards examine: • Program Evaluation • Program Improvement	0	1	2	3	4
				Total Points Earned	**/16**
Comments:					

Section G: Preference for Operators with Previous Experience in Ohio (Not Scored)

The Preference for Operators with Previous Experience in Ohio section is not scored and will only be considered if the Department receives more than five qualified applications for internet-based or computer-based community schools in Ohio. If there are more qualified applications than the Department can approve, the Department will consider the total years of experience the operator has managing community schools in Ohio.

Internet-based and Computer-based Community School Scoring Sheet

Applicant Submission Date: 19 January 2018

Applicant Name: Great River Connections Academy

Sponsor Name: Ohio Council of Community Schools   **Sponsor IRN:** 016998

Operator Name: Connections Education LLC   **Operator IRN:** 015029

REQUIRED RESPONSES AND DOCUMENTS   (Not Scored)

☐ **Applicant Information**
☐ **Sponsor Information**
☐ **Operator Information**
☐ **Preference for Operators with Previous Experience in Ohio**

APPLICATION RESPONSES

Application Component	Points Earned	Points Possible
Section A: Proposed School Information		4
Section B: Sponsor's Experience with Community and Internet-based or Computer-based Community School(s)		20
Section C: Operator's Experience with Community/Public Charter and Internet-based or Computer-based Community School(s)		20
Section D: Sponsor's Schools' Records of Academic Performance		20
Section E: Operator's Affiliated Schools' Records of Academic Performance		20
Section F: Alignment to iNACOL National Standards for Quality Online Programs		16
Section G: Preference for Operators with Previous Experience in Ohio		
Total Points		**/100**

*The Department will determine annually the minimum threshold of total points earned to be recommended for approval.

RECOMMENDATION:

_____ **Approved**   _____ **Rejected**

_____

_____

Attachment Information
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THE BENEFITS OF SPONSORSHIP.
THE ADVANTAGES OF CHOICE.

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3131 Executive Parkway, Suite 306, Toledo, OH 43606
MAIN 419-720-5200 FAX 419-720-5205
ohioschools.org

Attachment 1

Great River Connections Academy
New School Application

THE BENEFITS OF SPONSORSHIP.
THE ADVANTAGES OF CHOICE.

Page 2

3131 Executive Parkway, Suite 306, Toledo, OH 43606
MAIN 419-720-5200 FAX 419-720-5205
ohioschools.org

New School Application

Ohio Council of Community Schools

Contract Effective Date: July 1, 2018

School Opening Date: Fall 2018

Name of School: Great River Connections Academy

Location of School: TBD in the Columbus City School District

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LIST OF EXHIBITS

NEEDS ASSESSMENT

A. NEED

Great River Connections Academy (GRCA) will provide a high quality, full-time virtual school option to students of all backgrounds in grades K-12. The current landscape for Ohio Internet-based community schools, or eSchools, has been shifting with several schools closing down or reaching enrollment capacity.

The school that our selected partner Connections Education (Connections) currently supports in Ohio, Ohio Connections Academy (OCA), is nearing its desired school size for enrollment and yet there is still significant demand from parents to enroll in a school partnering with Connections. OCA saw the largest growth ever in the fall of 2017 and now has reached capacity for this school year while a healthy waiting list exists. Additionally, we asked our partner, Connections, to conduct an analysis that included consideration of several scenarios to ensure there was sufficient demand to open an additional eSchool including the potential closure or not of current eSchools. Both of these results, the analysis and actual enrollment growth at OCA support opening another eSchool in Ohio implementing the Connections virtual model. Parents are also becoming more informed on the differences in the quality of eSchools in Ohio. As a result, the demand for schools implementing the Connections model, such as OCA, has increased. GRCA will serve to replicate the success of OCA, the highest performing statewide eSchool for the last seven years.

GRCA, a statewide online school, will locate in the City of Columbus for several reasons including:

- A statewide school located in the middle of the state can better serve and access students in all four regions.
- Most of the Founding Board members reside in metro Columbus.
- GRCA will be able to collaborate and share best practices with administrators, teachers, and staff of the largest teaching center for OCA which is also located in the Columbus area.
- The Columbus area is the fastest growing metro area in Ohio for both potential students and career oriented partnerships with businesses.
- Columbus offers the largest population of teacher and administrative talent in Ohio including the largest teacher education program at The Ohio State University.
- As the state capital, Columbus offers easier access to government resources such as the Ohio Department of Education.
- Columbus has several teaching universities in the region including Capital University, Mount Vernon Nazarene, Ohio Dominican University, The Ohio State University, Ohio Wesleyan University, etc. that offer possible partnerships for research.

GRCA will be tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom including:

- Students whose families seek more involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;
- Students who require a flexible school schedule;
- Students who have been bullied; and
- Students who are at risk of academic failure, who may particularly benefit from intensive, personalized instruction.

THE SCHOOL'S MISSION, VISION, AND VALUES

A. MISSION

GRCA's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

The school's name is derived from state history as Ohio comes from the Iroquois word meaning "great river."

Measuring the Mission

GRCA will strive every day, through our Governing Board, our School Leader, our staff, and our partnership with Connections Education (referred to in this renewal application as Connections), to work towards achieving our mission and objectives. All key stakeholders, including the Board, the School Leader, teachers, administrators, support services will believe in our stated mission. Through day-to-day actions at the school and the actions of the Board, GRCA will maintain and abide by the mission.

GRCA will use data to analyze the effectiveness of the mission and vision including feedback from parent and employee satisfaction surveys and the results of the state accountability system.   Assessments including summative assessments such as Ohio's State Tests in English Language Arts, Math, Science, and Social Studies; formative assessments such as the DIBELS**®** Next, the Longitudinal Evaluation of Academic Progress® (LEAP), and Scantron; Advanced Placement® (AP) exam scores; college entrance exam scores; and college and other post-secondary school acceptances will be used. Other school specific measures will be included that account for the unique student population served which includes highly mobile and some at-risk students.

B. VISION

The vision of GRCA will be to reach students throughout Ohio for whom an innovative, personalized learning approach provides the best pathway to school success. GRCA will implement a uniquely individualized learning program for each student in a way that cannot be offered in the traditional educational model. GRCA will combine the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. In the near future, GRCA will be one of the highest performing statewide eSchools for those students who need a personalized, flexible education, even for a short period of time, due to academic or non-academic needs.

C. VALUES

The Core Values of GRCA are the following:
- Students come <u>first</u>
- Parents are <u>partners</u>
- Our success is <u>achievement</u> in the classroom
- <u>Accountability</u> and <u>leadership</u> are keys to our success
- <u>We</u> are responsible for our success

Our mission statement, vision, and core values, which make up our organizational beliefs, will all work in tandem to reinforce our high expectations of our staff and our students and encourage all members of our community to succeed.

GRCA believes that all students can and must learn at relatively high levels of achievement. It will be our job to create an environment in our classrooms that results in this high level of performance. With our support and help, students can master challenging academic material, and we will expect them to do so. We will work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.[1] We will work diligently to ingrain the idea that student success is paramount at our school and expect our teachers to act and react accordingly.

EDUCATIONAL PROGRAM

GRCA will provide a comprehensive and rigorous full-time, virtual educational option for students throughout Ohio. The school will deliver instruction primarily through virtual digital learning strategies providing students with choice over time, place, path and modality of learning. GRCA's instructional methods, educational philosophy, and program will include unique elements from Connections. Connections will provide specific educational products and services, always with the oversight and approval of the Board. The following descriptions of Connections' unique core model elements explain how the needs of the students and families will be met through this value-added program. Connections is committed to continual improvement. Accordingly, Connections' routinely updates its systems and techniques to incorporate best practices and lessons learned. Connections will continually improve its offering to GRCA.

- *Assessment Objective Performance Reports (AOPR)*: These reports provide real-time student performance data on essential skills and standards. They identify the objectives students should master by the end of that grade level based upon the Ohio Learning Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

- *Collaboration Among Students:* Using Adobe Connect in LiveLesson sessions, teachers will group students in break-out rooms to allow collaboration. Teachers "visit" each room to observe student collaboration, redirect, etc. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers will assign additional collaboration opportunities or have students work together in the virtual space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.

- *Curriculum-Based Assessments:* Teachers use curriculum-based assessments (CBAs), via telephone conversation or in one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

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[1] SolutionTree http://www.solution-tree.com/

- *Connexus® Education Management System (EMS):* Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software will deliver assignments and track activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. Connexus is continually updated and improved upon for the success of schools and families. All new releases and updates of Connexus are automatically provided.

- *Interactive Reviews:* Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

- *Intervention Indicators:* Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first step of multitiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions. The intervention indicators are triggered if a student does not perform well on formative assessments or if a previous year's test scores show academic need.

- *Longitudinal Evaluation of Academic Progress (LEAP)*: This formative assessment tool is used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.

- *Learning Coach:* A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.

- *LiveLesson® Session:* A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- *Multitiered Instruction:* The school will employ a multitiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- *Personalized Performance Learning™ (PPL):* This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- *Progression Plan:* Within Connexus, there is a Progression Plan tool which will assist teachers and administrators to implement the Progression Plan which defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use progression plans for students to ensure they are on target for graduation and meeting their college and career goals.

- *Scantron Performance Series®:* Students in grades 9-11 will be assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. GRCA will use a version aligned with the Ohio Learning Standards and will provide teachers with reports and information to address individual student needs.

- *Student Status/Escalation Process:* The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- *Synchronous Contact:* In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real communication and helps to build a relationship between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers will document all synchronous contact with a student within the student's log in Connexus. GRCA will meet the requirements of a virtual provider to maintain synchronous contact with students.

- *Teacher:* The school will employ highly qualified, Ohio-credentialed teachers, as required by law, who are also specially trained in virtual delivery and personalized instruction. Teachers will work from either a school office location and/or work remotely to deliver instruction to a virtual classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments. Teachers will maintain a one-on-one relationship with each student.

- *Teachlet® Tutorials:* Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- *WebMail:* This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

A. CURRICULAR PLAN

Research Based Educational Plan

Support for the need to expose students to virtual learning is evident in the 2015 article, *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, when Tuan Nguyen states "…. about 92% of all distance and online education studies find that distance and online education is at least as effective, if not better, than traditional education."[2]

High-quality Teaching: Teachers will be equipped with skills and technology to maximize student learning. Research, focusing on virtual learning, echoes the critical importance of teacher quality and preparation. In November 2015, Mary F. Rice, Theron (Bill) East and Daryl F. Mellard published a study (*Teacher Preparation and Promising Practices in Online Learning*[3]) which analyzed effective teacher preparation and practice for the virtual learning environment. In the study, "...administrators indicated teacher preparation and ongoing support (e.g., coaching and professional development) was very critical. In fact, they agreed this topic was one of the most critical of all topics covered in the forum. Administrators considered teacher preparation and support very important because they believed that teachers are the most important component of successful online learning once devices are in students' hands and working properly."

Through Connections' award-winning Professional Learning model,[4] teachers gain an understanding of their role as facilitator, distinguish changes to the virtual environment and its impact on student learning, and adapt to those changes while transitioning to their role as a virtual instructor at GRCA. Throughout each level of professional learning, teachers engage in reflection opportunities and share their reflections with colleagues and school leaders. According to Rick DuFour and Douglas Reeves in their article, Professional Learning Communities Still Work (If Done Right) (October 2015),[5] educators "...prefer professional development that helps them plan and improve their instruction, is teacher-driven, includes hands-on strategies relevant to their classrooms, is sustained over time, and recognizes that teachers are professionals with valuable insights." Teachers are most satisfied when they are part of a learning community focusing on lesson planning, using data to personalize instruction, designing engaging content, and ensuring that all curriculum is aligned to state and national standards.

Timely and Actionable Feedback: The unique ability of a virtual teacher to communicate one-on-one with students and offer timely and actionable feedback is key to student success in a virtual learning environment. According to a 2014 study,[6] 77% of students view face-to-face comments as "very" or "extremely effective." Whether the teaching is virtual or face-to-face, as described in this study, feedback is a critical element in supporting student learning. Professional learning topics delve deeply into ways that teachers can reach students individually at GRCA, so that they are receiving timely and actionable feedback. Teachers at GRCA use collaboration in professional learning to discuss topics such as "...the main purpose of feedback is to improve the student's ability to perform tasks he or she has not yet attempted...In other words, we need to start from where the learner is, not where we would like the learner to be. We need to use the information we obtain from looking at the student's work—even though that information may be less than perfect—and give feedback that will move the student's learning forward."[7] In his 2012 article, "Seven Keys to Effective

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[2] Nguyen, Tuan (2015). "The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons," MERLOT Journal of Online Learning and Teaching, 11(2). http://jolt.merlot.org/Vol11no2/Nguyen_0615.pdf

[3] http://centerononlinelearning.org/wp-content/uploads/Superintendent_Topic_7_Summary_November2015.pdf

[4] In April 2015, the Connections Professional Development Model was recognized with a silver award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA). In May 2016 Connections was recognized as a Codie Award finalist for Best Professional Learning Solution for K-20 Faculty and Administrative Staff.

[5] http://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html

[6] Turnitin.com (2014). Instructor Feedback Writ Large: Student Perceptions on Effective Feedback

[7] http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx

Feedback," Grant Wiggins notes, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent."[8] These qualities and instructional strategies are characteristic of the type of feedback that teachers at GRCA will provide to students.

Personalized Instruction: Students clearly benefit from instruction that is personalized in terms of pace, content, sequence, and style. In a study published in 2016,[9] students in a developmental math class experienced between a 13% and 27% increase in course completion using personalized learning in a digital platform. Robert Marzano and Michael D. Toth explain that "Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."[10] A goal of personalization via virtual instruction is for the student to demonstrate increased content knowledge and critical thinking. Instruction is personalized for every student, every day and professional learning supports teachers in implementing instructional practices that maximize student performance. Students will work together on collaborative projects as well.

Data-Driven Instruction: Research on data-driven decision making states "…educators should consult and factor in multiple sources and types of student data to get a more complete view of student progress or achievement. These additional sources of data may be formal (e.g., chapter tests, class projects, or performance assessments) or informal (e.g., class discussions, homework assignments, or formative assessments). Looking at a broader array of data can help teachers avoid putting too much weight on a single measure of student performance and, therefore, reduce the risk of making inaccurate and invalid decisions about student learning and teaching effectiveness."[11] Training and professional development will guide teachers through this process and continuously seeks ways to ensure teachers are comfortable with the importance of using data to personalize instruction. At GRCA, teachers will be provided tools and clear guidance on how to analyze and use student performance data to provide targeted instruction, intervention, lesson modifications, remediation, and enrichment.

Curriculum Aligns to Ohio Learning Standards

Students will benefit from a top-quality curriculum, provided by Connections, that supports the Ohio Learning Standards[12] and meets the National Standards for Quality Online Courses (v2)[13] established by the International Association for K-12 Online Learning, iNACOL. The standards address content, instructional design, student assessment, technology, and course evaluation and support. Connections was an early adopter of iNACOL's National Standards for Quality Online Courses and has implemented these standards since 2007.

Connections currently supports another approved eSchool in the state, OCA, and is currently providing curriculum aligned to the Ohio Learning Standards. Connections courses have been tested against state standards for rigor, depth, and breadth, and are subject to continuous improvement based on state assessment outcomes, user feedback, and standards alignment.

In order to serve OCA, Connections mapped each course to the Ohio Learning Standards. The standards drive what is included in the courses. The analysis is done by examining the course content, which includes unit and

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[8] http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx
[9] "Using personalized learning, a developmental math professor increases her course passing rate". Website blog. Pearson Education Blog. Pearson Education, 2016.
[10] www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf
[11] Mertler, Craig A. Introduction to Data-Driven Educational Decision Making (2014), http://www.ascd.org/publications/ books/sf114082/chapters/Introduction_to_Data-Driven_Educational_Decision_Making.aspx
[12] http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards
[13] https://www.inacol.org/resource/inacol-national-standards-for-quality-online-courses-v2/

lesson objectives, activities, resources, and assessments to ensure alignment to the standards. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments. Instructional content and activities that align to the Ohio Learning Standards are integrated in units and embedded within lessons where the content and concepts are a natural fit within the scope and sequence of a course.

Curricular Tools

Connections high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers as well as technology-based content. The school will use a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective virtual animated Teachlet tutorials, which introduce challenging topics and provide interactive practice, will also be included along with proprietary interactive virtual tools and simulations, including a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, will allow teachers and students to interact with one another in real time in the virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they missed them or want to refresh themselves on the topics covered.

Elementary and Middle School Curriculum

Students in grades K-5 will be enrolled as elementary school students and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success.

Although students in a full-time virtual school have flexibility in their daily schedules, elementary and middle school students will take seven to nine courses per year with a minimum of six courses. The lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8. In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis.

High School Curriculum

GRCA will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path will be monitored along the way by the student, parents, teachers, and their school counselor. GRCA will provide a comprehensive program with four levels of academic coursework aligned to Ohio Standards: Foundations, Standard, Honors, and Advanced Placement® (AP). While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels enable differentiation based on student needs and college and career goals. Students will work with an academic placement advisor or their school counselor to determine appropriate course level placement.

The high school model will include both teacher- and student-directed instruction, with feedback and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

High school courses include extensive use of Teachlet tutorials to engage students with the concepts and ideas they need to complete the lessons. Courses incorporate graded asynchronous virtual discussions which are required for all students creating opportunities for collaboration and interaction among students, increases problem solving skills, and provides opportunities for a "real-world" audience. The high school model also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses thereby thwarting their plans or aspirations.

Like all Ohio public schools, GRCA students that desire to participate, and qualify, will participate in the state's College Credit Plus program. GRCA will also accommodate those students who seek a Career and Technical Education (CTE) course by either providing it directly or in partnership with the local CTE planning district.

Student Mastery of Standards and Closing Achievement Gaps

Both administrators and teachers will focus on helping students master grade-level academic content as designed by the standards and closing achievement gaps between relevant student subgroups. The data available in Connexus will support this focus and provide a variety of data points to assess progress. Teachers and administrators will track many metrics, some of which are content-based (how successful is the student in class) and others which are formative assessment-based (what conclusions can I draw from the analysis of their LEAP/Scantron or state test results). When considering all of these, the teacher will provide support via LiveLesson sessions. Teachers may encourage student(s) to attend targeted LiveLesson sessions where more individualized instructional support can be given, based the teacher's perspective of their performance and particular achievement gaps.

Teachers will access the AOPR reports which provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items and display students' performance against the objectives allowing teachers to identify and react to individual student needs.

At both the section and individual student levels, the AOPR can be generated displaying the essential skills and standards for a course and exactly where in the curriculum each are assessed. The AOPR will provide real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method enhances the multi-tiered instruction model; identifies essential skills and standards by subject/grade level; identifies how and where these essential skills and standards are assessed; provides a RTI model; provides access to and analysis of real-time data to determine mastery/proficiency; incorporates data-driven decisions throughout instruction; maximizes use of the instructional support programs, resources, and data; identifies the need for tiered interventions for non-mastered/proficient skills and standards; and identifies students' response to the implemented interventions.

Meeting the Needs of Students and Differentiating Instruction

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms many instructional tasks are not matched to students' skill levels. Through its differentiated educational program, the school's proposed placement process will align with the needs of the students. GRCA will aim to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students will be provided with curriculum materials and instructional resources appropriate to their achievement level.

The centerpiece of instruction at GRCA will be the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that will be developed at the beginning of the school year by the Ohio-credentialed teacher in consultation with the student and the student's Learning Coach (usually the parents/guardians). The PLP will be built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Connections curriculum aligned to the Ohio Learning Standards. All daily lessons will be provided to students and families virtually. Lesson Guides are viewable by Learning Coaches of students in grades K-5 when using the Learning Coach login. These guides provide additional information to assist Learning Coaches as they support their students. Lessons direct students step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that are shipped to them or provided virtually.

B. INSTRUCTIONAL PRACTICES

Instructional Strategies and Practices

Asynchronous and Synchronous Learning

The Connections program provides an asynchronous model that uses synchronous support.[14] In synchronous learning, students and teachers work together at the same time in the same virtual place (LiveLesson sessions). Typical synchronous instruction involves teacher-facilitated lessons, group projects, and class discussions. In asynchronous learning, students work at their own pace and place, completing coursework within defined time limits. Students and instructors are not necessarily interacting in real time.

Schoolwork that students perform on their own time typically includes:
- Viewing pre-recorded virtual classroom sessions at home,
- Reviewing course materials virtually or offline,
- Completing assignments, and
- Collaborating with other students via secure message boards.

Some students thrive with one-on-one attention while others crave the space to work through problems independently at their own pace. Offering a combination of the two learning approaches allows virtual schools to create a more personalized learning experience that supports different learning styles.

There are many benefits to **asynchronous** learning. Through asynchronous instruction and materials, students are provided the flexibility to:
- Learn at their own pace, place, and peak times, unconstrained by others' schedules;
- Work at their own level, moving as quickly or slowly through course materials as needed;
- Review difficult materials as often as needed; and
- Explore resources that may be unavailable in the traditional classroom.

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[14] http://www.connectionsacademy.com/blog/posts/2014-09-26/Real-Time-or-Anytime-Learning-Synchronous-and-Asynchronous-Learning-Explained.aspx

There are also several benefits to **synchronous** learning. Interactivity is the key to synchronous instruction, allowing:

- Students to demonstrate their knowledge and practice their communication skills.
- Students to ask questions to deepen their understanding.
- Students to build relationships with their teacher and fellow classmates.
- Teachers to engage students in discussions, problem solving, and group projects.
- Teachers to focus class time on bridging skills gaps.
- Teachers to build one-on-one relationships with students.

Teachers can record class discussions and instructional sessions, making them available as asynchronous materials to reinforce learning or accommodate student scheduling conflicts. Together, these two approaches provide teachers and students the best of real-time and any-time learning.

Personalized Performance Learning

Each student deserves an instructional program that maximizes his or her potential. This is the purpose of the **Personalized Performance Learning** process—an academic road map for each student that provides differentiated instruction in a unique, tailored way. Personalizing a student's program will be an ongoing process. Students, Learning Coaches, and teachers will meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, practice items, additional activities using Teachlet tutorials, manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Starting at the time of placement and course assignment, information given during the enrollment process will be used to select courses based on a student's individual learning needs.

- **Regular Communication**. At the start of school, Learning Coaches and teachers will establish a regular communication schedule, at least once every two weeks with students. Teachers review progress daily and will communicate with students and Learning Coaches frequently. Students will be encouraged to contact their teachers as often as they wish or find necessary.

- **Review of Student Background and Interests.** Teachers, Learning Coaches, and students will discuss student strengths, interests, learning styles, and previous school performance during Welcome Calls held at the beginning of the school year.

- **Performance Testing**. Students in grades K-1 will take the DIBELS ® Next. Students in grades 2-8 will take the LEAP tests for both English Language Arts/Reading and Math at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-11 will take the Scantron Performance Series assessment.

- **Set Goals.** Goal setting will be based on all of the information gathered in the initial process and some initial student work samples. Teachers and Learning Coaches will work together to set goals for the student and to accomplish these during the school year.

- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. They will inquire about the student's daily routines and make adjustments to the student's virtual learning schedule. Students in grades K-8 may also add one or more elective courses to their schedule. Students in grades 9-12 will have a six-week add/drop period that can be used to adjust their schedule, as needed.

- **Differentiated Leveled Courses**. As part of a student's Personalized Learning Plan (PLP), teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, or AP courses. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

Teaching Pedagogies and Supporting Teachers

GRCA has engaged Connections, through the Statement of Agreement (Attachment B), to provide professional learning and training for teachers. Professional Learning focuses on developing skills needed to teach in the virtual environment. Training focuses on the program and the curriculum including aligned student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Professional Learning

Teachers will benefit from ongoing and effective professional learning which begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers will be provided with an interactive program manual as a resource to training course segments and specific Connections professional learning courses. Teachers will build a strong foundation for teaching in the virtual environment with student success as a focus. Professional learning communities and weekly teacher updates will keep teachers up-to-date and on the road to being experts in virtual learning.

Teacher professional learning is critically important in ensuring that the staff is optimally effective at teaching in a virtual environment and addressing the Ohio Learning Standards in their daily instructional practice. The school will use the *National Standards for Quality Online Teaching* published by the International Association for K-12 Online Learning (iNACOL)[15] and the Connections *Core Standards for Facilitating Student Learning*, as guides for pinpointing necessary teacher skills and professional development requirements.

The *Core Standards for Facilitating Student Learning* are:
- Provide high quality instruction resulting in student learning,
- Personalize student programs,
- Monitor student performance and provide timely feedback and intervention,
- Monitor student participation,
- Communicate frequently,
- Document and review all interactions, and
- Collaborate and develop professionally.

GRCA will provide its teachers with a comprehensive teacher professional learning program to equip them with the following:
- Strategies and best practices for virtual learning and instruction,
- Information on the forms of assessment and how to utilize test results to guide instruction and monitor student progress, and
- Information on how to foster a virtual school community.

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[15] National Standards for Quality Online Teaching, iNACOL, www.inacol.org,
http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf

Teacher Training

GRCA will provide its teachers with a comprehensive teacher training program to equip them with the following:

- A working knowledge of the curriculum and Ohio Learning Standards
- The ability to utilize and navigate the tools of Connexus
- The ability to develop Personalized Learning Plans (PLP)
- Knowledge of program processes and policies

As the school year progresses, each teacher will receive formal and informal observations of their LiveLesson sessions and phone calls. These observations will be both announced and unannounced. Teachers will receive feedback on their delivery of instruction as well as their use of the instructional time. In addition, teacher feedback and grading practices will be reviewed electronically and discussed one-to-one with supervisors every other week. These meetings, in conjunction with grade band department meetings, will allow opportunities for tailored professional learning throughout the school year based on the observed needs. In addition, teachers will map out their curriculum-based assessment (CBA) questions at the onset of each semester so their teams can review the alignment to the standards and the flow of the curriculum.

Administrators will conduct their reviews of data on a weekly and monthly basis, compiling information to share with their teachers in their one-to-one meetings that occur every other week. Teacher Leaders will observe teacher instruction throughout the school year and will support the use of program tools and that teachers are facilitating lessons that enhance student learning. Teacher Leaders will be able to see where their peers need assistance with implementing our program and provide helpful side-by-side support.

School Calendar

GRCA will follow a traditional school year calendar that includes 920 hours of "learning opportunities" during which instruction is provided by school staff. The Board will approve the school calendar annually. The school will observe any special observance days as required by state law. To support the mission of a virtual school, the school calendar may be extended to allow families more flexibility in completing work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). Although there is more flexibility in a virtual school program than in a traditional school regarding when instruction occurs, students are still expected to follow the school calendar as shown in Attachment C.

The Board-approved school calendar includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed as student's still have access to their virtual course, learning content, and personalized learning plan.

A student who attends a full school year must participate in a minimum of 920 hours of learning opportunities. Ohio Administrative Code 3301-102-02(M)[16] defines "learning opportunity" as the following:

> (M) "Learning opportunity" means classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the community school's contract and are
> (1) Provided by or supervised by a licensed teacher;
> (2) Goal oriented; and
> (3) Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity.

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[16] http://codes.ohio.gov/oac/3301-102-02v1

The GRCA school day will be set at a minimum of 5.5 hours per day and maximum of 10 hours per day. A student who is enrolled less than a full school year is required to participate in a minimum of 5.5 hours of learning opportunities for every day on the school calendar that he/she is enrolled, beginning with date of enrollment and continuing through the end of the school year, or the date of withdrawal. The required total hours of learning opportunities will vary by student based upon enrollment and withdrawal dates. Note that these are the minimum hours required by the state and that students will still be responsible for mastering all material, which may require additional time.

C. ASSESSMENT

Assessment Tools & Evaluating Student Progress

The primary interim assessments will be the formative assessments: Longitudinal Evaluation of Academic Progress (LEAP), Scantron® Performance Series (SPS), and DIBELS® Next, described herein. GRCA will adhere to the same accountability measures, administer the same state assessments, and follow the same proficiency measures as all public virtual community schools in Ohio, in addition to using its own internal assessment tools. GRCA's various assessments will combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability. GRCA will use assessments that are aligned with the curriculum, performance goals, and state standards.

GRCA's assessment efforts will begin with a thorough placement process and progress review, including virtual placements tests where indicated which help to customize the student's academic program and formulate the PLP. GRCA will also utilize ongoing online and offline assessments to measure student progress on the curriculum and a technology-based assessment tool to measure student gains over the school year. GRCA will use the following tools to evaluate the progress of students.

- **Placement Tests:** During enrollment in the program, each new student will take part in a placement process that includes review of previous school records and assessment results, review with parents, and use of placement tests as needed to help evaluate the appropriate set of courses for the student. Connections' Academic Placement Advisors and the school's Counselors will then determine a grade-level and/or course placement in consultation with parents/guardians.

- **Formative Assessments:** GRCA will utilize a variety of formative assessments selected for their appropriateness for each grade level. These assessments align with state standards as well as the curriculum. For students in grades K-1, DIBELS® Next measures will be used for reading readiness and LEAP will be used for Math. For students in grades 2-8, the LEAP assessments in both reading and math provide essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated tests and reports key accountability data on progress throughout the academic year. GRCA will use the Scantron® Performance Series (SPS) assessment for students in grades 9-11 for pre-, mid-, and post-testing.

- **Ongoing Informal Assessments:** Students engage in formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding which require students to apply and integrate new skills in a thoughtful manner, and regular virtual quizzes and tests to measure understanding of newly presented material.

- **Unit Assessments and Offline and Virtual Portfolio Assignments:** Throughout each logical unit of study, students will be required to complete a series of offline and virtual assessments. Offline assessments include written compositions, science lab reports, short-answer questions, essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Virtual assessments include quizzes and unit tests. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Virtual assessments provide students and

families with immediate objective feedback while offline assessments provide valuable reflection, feedback, and expertise from credentialed teachers. Student progress reports and grades include a combination of quizzes, tests, work samples, and teacher feedback.

- **Curriculum-Based Assessments:** GRCA will use curriculum-based assessments (CBAs) as a quick and effective way to gather additional information on students' understanding of concepts through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

- **Baseline Achievement Data:** Whenever possible, standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for the Ohio State Tests that students take while enrolled at GRCA, which are proctored face-to-face at a physical location, are included in Connexus along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year and to inform course placement and instructional needs.

- **State-mandated assessments:** GRCA will aim to meet or exceed all of Ohio's goals and grade level requirements. GRCA students will participate in the Ohio State Tests and other assessments depending upon grade level, or course enrollment, as required by law. GRCA will set up in-person, proctored locations throughout the state based on the geographic locations of the students. While the teaching/learning center may be enlisted as a testing site, most testing will occur at other locations. Testing sites may include hotel conference rooms, public library meeting rooms, local schools, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking. Results of these annual assessments will be reported to the Board, OCCS, and the ODE as well as communicated directly to parents when required by state law.

Using Assessments to Increase Student Growth/Achievement and College and Career Readiness and Make Instructional Adjustments

Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized tests that students will take while enrolled at GRCA are included in Connexus, along with internal pre-, mid-, and post-test LEAP/Scantron data. This data is used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Formative assessments provide educators with critical information about student progress and can be used to adjust the teacher's approach and the pace of instruction throughout the year. Formative assessments are often used as tools for uncovering opportunities for instructional intervention because they give teachers information about where additional practice and support may be needed. Research has shown that timely and specific feedback from formative assessments can enable teachers to make a significant impact on student learning. In *Formative Assessment in Seven Good Moves* posted to the Association for Supervision and Curriculum Development (ASCD) website, Brent Duckor stated, "The research is clear: What teachers do in their classrooms matters. But which practices really make a difference?" John Hattie (2012) conducted an extensive meta-analysis, looking at 800 meta-analyses that focused on locating a specific student achievement outcome and identifying an influence on that outcome. Formative assessment topped his list of the most influential practices that improve student outcomes."[17]

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[17] Dukor, Brent. "Formative Assessment in Seven Good Moves". Educational Leadership, Mar 2014. Available (paywall) at:
http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Formative-Assessment-in-Seven-Good-Moves.aspx

Teachers will review assessment data as a regular part of their daily routine. Teachers will review unit tests and align CBA questions accordingly. Teachers will review student progress on the benchmark assessments and student membership in various subgroups. During this review, teachers will note which students, in which subject areas, need additional assistance to achieve mastery. In addition, teachers will identify what a student must know to move forward in a course in order to be successful in the next course in the sequence. The instructional methodology depends on teachers monitoring data sets that indicate if a student is or is not learning. These data sets guide teachers towards identifying a student's specific skill set that needs remediation. The tools within Connexus, such as the AOPR for students in grades K–8, are helpful in showing alignment between assessments and the curriculum. With support from the administrative team, teachers will use that data to determine the difference between a whole group reiteration and a small group remediation. The school will also uses this data to help determine additional instructional sessions. Students may be asked to participate in required tutoring sessions and/or supplemental programs to help build their foundation skills. Students who are excelling have the opportunity to participate in small group LiveLesson sessions as well as join the National Honor Society.

Additionally, teachers will spend several days of professional development, throughout school year, learning how to look at and understand the data results. Teachers will use this data to drive instruction and identify at-risk students. Staff will meet regularly to evaluate students' progress and make changes as needed in the instructional program.

Data Collection and Monitoring Systems

GRCA will use Connections proprietary Education Management System, Connexus, as the foundation for the virtual school. Connexus is a combination of a learning management system, student information system, and communication tool that enhances all aspects of a virtual school from enrollment, student engagement and attendance tracking, curriculum, human resources, teaching/learning, and evaluation. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system is designed to guide students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents will be able to access Connexus 24 hours per day from any Internet connection.

In Connexus, we will use key functions that are critical to maximizing the virtual academic experience and performance of enrolled students for both the education program and school operations. GRCA will have personalized access to Connexus through the creation of a GRCA-branded registration page, login page, and Connexus menu bar. Connexus allows teachers, students and parents to:

- View daily, weekly, and monthly schedules at a glance
- Access all lessons and course assignments
- Monitor progress through an up-to-the-minute grade book
- Monitor student engagement through teacher dashboard and proprietary escalation system
- Ohio-specific "Learning Opportunities" tracking system
- Receive alerts through secure WebMail messages
- Communicate with teachers and other students and families via message boards
- Provide ratings and written feedback about specific lessons and overall learning experiences

Connexus will store all needed data about students, their attendance, and their performance. This data will be accessible for viewing by appropriate school staff, teachers, and parents/guardians on a moment-by-moment, day-by- day basis. Universally used Connections' tools such as the Issue Aware (IA) ticketing system ensure high levels of accountability, transparency, stakeholder involvement, and communication. Connexus provides a

myriad of tools for continual capture and strategic analysis of data about student learning. Data will be used for formal reporting to various stakeholders on the students' and the school's instructional progress.

The powerful Grade Book, embedded in Connexus, will enable students and parents to track progress on a daily basis, and to see up-to-the-minute information on grades, assessments, and overall lesson completion. Learning Coaches, teachers, and students will have access to a Grade Book that tracks all results and serves as the basis of changes in the student's learning plan. Teachers provide detailed feedback beyond the simple right/wrong grading of many traditional assessment vehicles. GRCA will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

GRCA recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. GRCA will ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. GRCA will follow the provisions of the Regulations of the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Confidentiality Section of IDEA, and other student data privacy laws.

In Connexus, access to student information and data will be controlled by a central team of administrators, trained in FERPA, using a complex system of roles, permissions, and locations. Only users in a particular location, who have permissions at that location, will be permitted to access student data that is permissioned using roles and locations. Data points and reports will be assigned to roles, including vendors who use student data for accounting and billing purposes. Access to the reports and all student data will be controlled by these roles. Only users in a location with the correct roles will meet the requirements to access the data. All data accessed via Connexus will be accessed through forced SSL for privacy and security purposes. Private data transmitted between systems for data reporting purposes will always be transmitted with secure FTP or over a private VPN that provides encryption. Additionally, every year school administrators are offered training on personally identifiable information (PII) and are asked to acknowledge in a statement the importance of FERPA and protecting PII.

D. SPECIAL STUDENT POPULATION

As a public school, GRCA will comply with the *Ohio Operating Standards for the Education of Children with Disabilities* and associated memorandums, the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A.§§ 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. GRCA will provide a free and appropriate public education (FAPE) to children with disabilities, as identified under such Acts. These supports include, but are not limited to, identifying, evaluating children with disabilities, and planning individualized education programs that meet each student's unique needs, in accordance with state and federal requirements. GRCA special education leaders and intervention specialists will work closely with the general education teachers to ensure that every student receives accommodations, modifications and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment according to each student's IEP.

GRCA will have an open enrollment policy: any eligible public school student in Ohio can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, etc. GRCA complies with Section(s) 3314.06, and, if applicable, 3314.061 of the Ohio Revised Code.

Students with Disabilities

Virtual schools open up a vast range of possibilities and options for the delivery of the full continuum of special education and related services to eligible students. Services for students with disabilities (according to students' needs) include, but are not limited to:

- Direct special education intervention support for a student, as outlined within their individualized education program (IEP), which may be provided via small group or individual LiveLesson virtual classes, and/or one-on-one sessions over the telephone.

- Direct related service support (e.g., speech-language, occupational or physical therapy, etc.) provided virtually, face-to-face, home-based, at community sites, or therapist offices. The location of service is determined based on student needs and appropriateness of the location for the service.

- Ongoing progress monitoring for every student, including frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent, and teacher through their respective home pages.

- Regular progress reporting to parents at least as frequently as general education progress reporting.

- Ongoing support and guidance from special education staff to the general education teachers to provide appropriate accommodations and modifications, as per a student's IEP, to the general education curriculum.

- Careful logging in Connexus of every conversation, contact, (by phone, WebMail message, LiveLesson session, or other means) and consultation with the student and/or parent as well as general education teachers.

- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.

- Conduct triennial evaluations, or more frequent as appropriate, or, if no new data is needed, conduct a review of the records.

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the IEP, or conduct an Annual Review. Prior Written Notice detailing the decisions of the IEP team are provided to parents along with Parental Rights after each meeting.

Identifying Students with Disabilities (Child Find)

Child Find is the process of locating, evaluating, and identifying children (Birth – 21 years) with disabilities who may be in need of special education and related services. GRCA will follow federal and state laws in identifying children who may need these services. If a parent shares a concern or makes any Child Find requests during the enrollment process, those concerns will be addressed immediately upon enrollment. If, after enrollment, GRCA is made aware of a child who may have special needs, GRCA special education staff will contact the parents of the child to discuss the next steps in the evaluation and identification process. This process is provided at no cost to the family.

Students who are English Learners

GRCA will meet the needs of English Learners (EL) as required by state and federal law. GRCA will employ EL teachers with the required English for Speakers of Other Language (ESOL) endorsement. GRCA will implement the Pearson English Learning System© (PELS) as the basis for its ESL curriculum. The PELS program is correlated to the English Language Proficiency Standards outlined in the WIDA framework.[18]

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[18] http://assets.pearsonschool.com/correlations/WIDA%20PRIME_Correlation_LC2013%20Grades%206-10.pdf

Once identified as an EL, a student will receive support based on English proficiency via LiveLesson sessions by a certified EL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

GRCA will designate an EL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all EL students. The EL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to EL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited EL students for academic progress using state-specific criteria, and comply with state and federal law pertaining to EL students.

GRCA staff will have access to Connections' EL experts who will support the school and its efforts to identify and educate ELL students.

Identifying English Learners

GRCA will follow state procedures and use required criteria and procedures to identify EL students. Incoming families will fill out a Home Language Survey (HLS). Every student who answered "yes" to one of the HLS questions will have their records reviewed to determine the need for possible further language testing. If an enrolled student has transferred from another state that uses WIDA ACCESS 2.0, he or she may have already participated in the yearly language proficiency assessment. If administered within the last calendar year, the EL Lead Teacher will use those test results to determine the student's English language proficiency. If none of the student's records indicate former language testing, a trained test administrator will administer the screener assessment and the results determine whether the student will or will not be identified as an EL student.

GRCA will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. This documentation will be mailed to the parents in the language they understand, (unless clearly not feasible, for example, if the language is rare other options such as a verbal interpreter might be used instead.). A copy will be retained in the student's files for a minimum of one year.

Students who are At-Risk of Academic Failure

Intervention Indicators are displayed in Connexus, on the Teacher Homepage, to facilitate a teacher's identification of students who may be in need of additional instruction or intervention in math, reading, or both. These indicators are data-driven codes and are the first step of multitiered instruction. The indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. Intervention indicator codes are used to identify students who may be at-risk of failure, assist teachers in determining and implementing appropriate instructional interventions, and monitor the effectiveness of interventions.

In addition, at both the section and individual student levels, Assessment Objective Performance Reports (AOPR) can be generated displaying not only the essential skills and standards for a course but also exactly where in the curriculum each of these is assessed and how a student is performing on the standards. Real-time student performance on each of the essential skills and standards is displayed based upon individual assessment items that measure standards-based objectives that students should master by the end of that grade level. Data can be sorted to identify students who have mastered or not mastered specific objectives. Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade.

Students who are working below grade level based on performance on mandated assessments also benefit from intervention programs that focus on building proficiency in reading and math skills. Parents will be notified in the fall if their students qualify for these programs and their cooperation is secured for a series of intensive LiveLesson sessions with the student and his/her teacher focusing on areas needing improvement. The student will continue in the regular curriculum while receiving intervention as the LiveLesson sessions allow for focused remediation on topics likely to be problematic on the next mandated assessment.

Academically Advanced or Gifted Students

Gifted and high achieving students will thrive at GRCA. Through the placement process, they will be provided the most appropriate curriculum, pacing, and teaching approaches from day one. Furthermore, teachers will work closely with curriculum specialists and Learning Coaches to ensure a steady flow of enrichment activities for students working above grade level. Students will further benefit from the advantages of virtual gifted education as they will be able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students sometimes face in more traditional school settings.

GRCA will implement the robust gifted program for students in grades 3-8 and the Honors and Advanced Placement® (AP) program for high school students. The gifted program will provide gifted students the opportunities and challenges they need to be successful while learning at their own pace. Students are identified as gifted through formal evaluation in the areas of intellectual ability, subject matter aptitude/ achievement, creativity/divergent thinking, and problem solving/critical thinking. The gifted program will incorporate the same educational standards as the standard offering but will also include enrichment activities which will expand upon lesson topics and promote higher-level thinking and understanding. Gifted learners will be grouped together and given opportunities for group interaction through LiveLesson sessions.

The high school program will further offer a rigorous college preparatory curriculum that will provide opportunities for students to enroll in Honors and AP courses. Honors courses will offer advanced students opportunities to participate in extension projects, investigations, and activities that require integrated skills application and higher-level thinking. Placement in these courses will be carefully considered and included alongside continuing gifted supports. Course selection will be made in close consultation with students and their parents. Through these supports, gifted students across the K-12 spectrum at GRCA will be supported academically and emotionally, and will be provided the resources and supports needed for the realization of their exceptional potentials.

Response to Intervention

Timely intervention is critical. Schools must implement an instructional model that is designed to address both academics and behavior through a systematic problem-solving approach. GRCA's multitiered instructional model will aim to help all students meet with continuous academic and behavioral success. GRCA will use a wide range of evidence-based instructional strategies and resources for all students with fluid movement between the tiers and levels of support. Teachers will increase the frequency and intensity of the intervention, or instructional support, based on students' responsiveness and learning/behavioral needs. Through the use of early identification and implementation of research-based strategies and tools, GRCA will reduce the number of students who are at risk for learning and behavioral challenges.

Data from Connexus will be used by teaching staff throughout the year to implement a structured system of instructional supports, similar to a Response to Intervention (RTI) model. These supports will include curriculum that is based on state and national standards, a high quality core instructional program, use of universal screeners, data-based decisions, tiered supports and services, involvement and engagement of Learning Coaches, and ongoing professional learning.

Students who are struggling with the evidence-based and standards-aligned core curriculum will be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be monitored closely. For students demonstrating a more intensive need (Tiers II and III), the tiered approach will allow for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III will be made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support. Teachers will have a great deal of formative data to help identify students' greatest area of instructional need. A teacher's Home Page will show, for each student, an icon indicating if a student is at risk of being below proficient at the conclusion of the school year and if interventions have been identified and provided. The teacher may use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. However, in cooperation with the SST, data will be collected at regular intervals to demonstrate that these student-level decisions are effective for each student. All efforts will be made to meet each student's needs within the general education program.

Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to the Connections research-based core reading and math curriculum that is aligned with Ohio Learning Standards. The core curriculum includes teacher use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through multiple types of assessments. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers will regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. The vast number of instructional tools will allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Tier II

When students do not make progress despite differentiated instruction within the core curriculum, teachers will consider Tier II support. Tier II will begin after a general education teacher has tried a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not responding successfully. Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines it as Tier II. Intervention will be explicit, systematic, and targeted to the greatest area of student learning needs. Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session.

Students may be assigned a research-based supplemental instructional support (SISP) program that provides them with instruction and practice with the foundational skills needed to improve their performance in grade level work. For example, students in elementary school may participate in SISPs, such as Study Island, Headsprout®, Raz-Kids, Reading Eggs, Reading Eggspress, SuccessMaker® Reading, Math-Whizz®, WritetoLearn™, and Imagine Math (previously known as Think Through Math). Teachers will be provided with training to support students in using these programs, and analyzing the reports available to assist them in monitoring student progress.

Tier III

Tier III includes the most intensive and frequent level of instructional support and is the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions are facilitated and monitored by the general education teacher who increases the occurrence of synchronous direct instruction through the

extensive use of LiveLesson sessions and other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs. Students enrolled in the Tier III level of intervention receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Tier III teachers increase focus on core curricular content and incorporate additional resources to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

E. SCHOOL CULTURE AND CLIMATE

GRCA will promote a positive academic environment as well as reinforce student intellectual and social development through tailored academic courses and programs that promote socialization such as physical education and field trips.

GRCA will provide a safe, positive, productive, and nurturing educational environment for all of its students, and convey this commitment through its written policies and its collaboratively developed school culture. The Board believes that:

- Every student deserves and is capable of both academic and emotional success.
- Students perform best when they have some control over the time, place, path and/or pace of their learning.
- Technology facilitates personalized learning and constructive engagement with others.

The school culture embodies these values by providing students with everything they need to thrive: top-quality curriculum; specially trained, highly qualified teachers; and real connections linking school, family, and community. The school has high expectations for students and staff. The school respects and will reflect a diverse student body and staff.

Strategies for a Safe School

GRCA will strictly prohibit any form of bullying/cyber-bullying, harassment, hazing, or other destructive actions that may cause emotional and/or physical harm to students and staff. School policies regarding these prohibited behaviors will be properly documented in the school handbook. The school handbook will also contain the Terms of Use policy, which includes expectations for using the school's education management system, Connexus®. This policy will apply to all school-related activities, including but not limited to virtual activities such as participation in LiveLesson sessions, clubs, activities, WebMail messages, discussions, and message boards, as well as any in-person events. The school handbook will state that every student is encouraged, and every staff member is required, to report any situation believed to be prohibited behavior directed toward a student. All reports will be investigated with appropriate disciplinary consequences as laid out in the school handbook.

GRCA will provide a safe and supportive environment by keeping students safe from online predators and solicitors. GRCA is committed to following and implementing health and safety requirements applicable to virtual schools. Students should be able to learn in a safe and comfortable environment. GRCA will require two courses focused on safety:

- **Internet Safety -** An Internet Safety Course for students, parents, and Learning Coaches is provided by Connections. The i-SAFE course provides information about the various threats, challenges, and safety protocols needed to work and learn in a virtual environment. It contains valuable information about practicing safe behaviors online. This course is also required training for all school staff. In addition, all computer technology issued to GRCA students will contain filtering software.

- **Students in Distress: Recognizing and Responding -** This Connections course is required for all staff and designed to help teachers and other school staff become familiar with the signs of distress such as bullying/cyber-bullying, neglect and abuse, depression, or other issues that would keep students from doing their best and to help teachers know how to respond promptly and professionally when they observe such signs or behaviors.

Operationally, GRCA staff will follow outlined protocols for reaching disengaged students while considering student safety. Internal processes of teachers creating "Child Welfare," "Child Concern," "Student Escalation," and "Truancy" Issue Aware (a project management system) tickets allow the appropriate groups of staff and administrators to respond to the varying concerns a student presents. All members of school staff must complete the trainings upon hire and complete refresher courses in accordance to state/federal laws. School staff and administrators will have immediate access to trainings and guides through Connexus to stay familiar with procedures and to use as a reference. Completion of trainings will be tracked to ensure all staff members have completed them in a timely manner.

School Counselors will offer continued support on safety protocols for staff, students, and families throughout the school year. School staff members will be asked to involve additional parties as appropriate to address concerns and to always keep student safety and well-being at the center of the conversation.

Connections Technical Support will be able to assist families with installing programs that enable automatic blocking of adult, phishing, and identity theft sites via DNS filtering. Technical Support can also assist families with modifying browser security settings that limit potential malicious activity and installing web protection software, such as K9 Web Protection (software may change during the contract).[19]

We provide information on Student Behavior Management and face-to-face events in Attachment D.

Family Involvement

Communication with parents and Learning Coaches will be frequent and purposeful throughout the school year. Teachers will communicate students' formative and summative progress to Learning Coaches. Communication will serve three main objectives: 1) to help the teacher monitor the student's progress, 2) to keep parents "in the loop" with current school happenings and their child's performance, and 3) to help the school grow and improve from parent feedback.

The school will regularly distribute information through school newsletters, the Connexus home page, and "Must Read" WebMail messages to ensure parents are informed. WebMail is the proprietary email system securely located within Connexus. Communication will continually make students and best practices stronger and more effective. All communication between teachers and parents or students will be documented in the log section of Connexus, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals. The school will send a newsletter to parents as well. Learning Coach Link, a communication provided through Get Coaching! is also sent monthly to Learning Coaches and Caretakers via WebMail message. The school will also use its website to communicate relevant, up-to-date information to parents, students, and the community.

Families are key components of supporting the mission of GRCA. Through formal and informal channels from field trips to surveys, families will have an avenue to provide feedback and input. This ensures that the school is on a cycle of continuous school improvement and that all stakeholders are valued. Families may participate in GRCA in many ways, including:

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[19]http://www1.k9webprotection.com/

- **Parent representation on the Board:** The Board will encourage a parent to serve on the school board.

- **Public Comment:** Parents may make public comments at board meetings.

- **Closed Facebook Groups:** Families can join a closed Facebook Group in their region in order to plan events among themselves, get advice from other families and generally create comradery among the parents.

- **Club ORANGE:** Parents can also join Club ORANGE, an exciting club that will bring together parents who reach out to their local communities to spread the word about GRCA and provide support and encouragement to new and prospective students and parents.

- **Field Trips:** Parents attend and participate in field trips with their student and may also suggest potential field trip locations to school administrators.

- **StarTrack and Course Ratings:** Parent input is gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson in the curriculum, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and an opportunity to provide text feedback.

- **Family Support Programs:** GRCA will implement a three-part family support program designed to make the learning experience more engaging and rewarding for students and their families. Each part of this comprehensive program, available to all Learning Coaches and families, focuses on one key success factor, and expands upon the great foundation of support already in place. The family support includes Learning Coach Central, on Connexus, as well as ongoing parent support, including a parent orientation.

Parent Satisfaction Survey

Parents will participate in a formal annual satisfaction survey to help identify what the school is doing well and how the school can improve. An independent evaluator will conduct an independent parental evaluation that measures such items as parent satisfaction with the curriculum, teachers, and other aspects of the program. The independent evaluation results will be used to ensure effective parent satisfaction with the program. Faculty and administration will use these results to undergo continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring success of the program to maximize each student's potential. The results of parent satisfaction surveys will be used to drive improvements to the curriculum, instruction, and program. The results will be analyzed and an annual report presented to OCCS. An independent survey conducted in February 2017 of other schools supported by Connections, families is provided in Figure 1.

Figure 1. 2017 Parent Satisfaction Survey Results

Connections Academy
2017 Parent Satisfaction Survey Results

95% of parents agree that the curriculum is high quality.

95% of parents agree their children are satisfied with the program.

95% of parents are satisfied with teachers' helpfulness.

93% of parents are satisfied with the variety of learning activities.

92% of parents would recommend Connections Academy to other families.

93% of parents agree that our technology tools improve their child's learning experience.

Extra-Curricular Activities

Clubs and Activities

Included as an integral part of the academic program provided by Connections (student experience package), students will also be offered access to over 25 nationally-facilitated virtual clubs and special events (e.g., virtual talent show, virtual art gallery, fashion design challenge, photography contest). National clubs are academically-focused and teacher facilitated. In addition, a virtual yearbook allows each student to create a personal page including photos, videos, responses to poll questions, and autographs collected from friends.

GRCA will offer over educational 20 clubs and activities including clubs such as Art Club, Music Club, College Planning Club, First Generation Club, Debate Club, Music Club, Pens and Lens, Robotics Club, Science Club, and the *Monitor*: Student Newspaper. In addition to national Clubs and Activities, GRCA will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events.

Field Trips – Grades K-12

Students will have the opportunity to participate in regular field trips and outings throughout Ohio, facilitated by program staff and Community Coordinators (parent volunteers). GRCA will offer a wide range of field trips. Field trips provide students with additional opportunities to socialize with their peers and are designed to help both students and Learning Coaches connect to their school and to each other. Students may go on trips to museums, farms, science centers, cultural centers, and unique experiential learning opportunities throughout the state.

These field trips along with in-person state testing days will constitute GRCA's plan for fulfilling the requirement for teachers to visit with students throughout the school year.

Suspension and Expulsion Policy

We include our Suspension and Expulsion Policy in Attachment E.

F. PROPOSED OUTCOMES

The Board and School Leader will work to define and research the annual school goals. GRCA will develop and revise as necessary specific and measurable tools for successful learning outcomes, based upon the academic progress of its students and the school's performance on several non-academic measures. School Administration will use Connexus to watch each of these variables very closely to monitor the school's overall success. The School Leader, in collaboration with the staff and with the school leadership team, as well as Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Board will approve these school goals and the performance of the administration and staff members will be evaluated in part by using the school goals. GRCA will be accountable for academic success of students. GRCA will develop and implement best practices to support the flexibility and innovative atmosphere inherent in virtual schools and strive to be competitive within Columbus City School District to stimulate continued improvement in all of its public schools.

Academic Goals

Figure 2 lists the academic goals for GRCA for the contract term.

Figure 2. Academic Goals

GRCA Academic Goals	2018-19	2019-20	2020-21	2021-22	2022-23
State Test Achievement: All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level. Data source: State test scores	75%	78%	80%	82%	85%
Academic Growth: % of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category. Reading and Math will be calculated separately and averaged. Data source: State test scores	NA	50%	52%	55%	60%
K8 & HS Successful Course Completion: % of core courses passed in Mathematics, ELA, Science, and Social Studies. Data source: Connexus Section Performance Report	80%	84%	88%	90%	92%
HS Cohorts % on-track: Average of the on-track metrics of four current cohorts. For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Enrolled and not Validated by State as Excluded from Denominator)	60%	65%	70%	72%	75%
Post-Secondary Plans: % of graduates accepted to one or more post-secondary options (2 or 4 year college, accredited vocational school, and/or military service branch), based on Post-Graduation Plans. Data source: Connexus data calculation	50%	52%	56%	60%	65%

Mission Specific Goals and Metrics

Figure 3 lists the mission-specific goals for GRCA for the contract term.

Figure 3. Mission-Specific Goals

GRCA Mission-Related Goals	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Onboarding and Orientation Tasks- % of onboarding tasks complete within one week of enrollment. Data source: Connexus report	88%	89%	90%	91%	92%
Parent Satisfaction: % of positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools. Data source: Independent Parent Satisfaction Survey	75%	78%	80%	82%	84%
Student Retention: % during school year retention as reported at end of year; Data source: Connexus Data Report	68%	70%	72%	74%	75%

Monitoring Goals

As a public school, GRCA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole.

The school will account for its progress against its student performance measures to all stakeholders, including parents/guardians, OCCS, the ODE, and greater community partners periodically. In addition, the Board may contract with an outside evaluator (such as a college or university) to assess the school's overall performance against its mission on a longer-term basis.

At least once annually, the school will account for its progress against student performance measures to the Board for presentation at a public Board meeting.

SCHOOL GOVERNING AUTHORITY

A. GOVERNANCE

The Board is incorporated as an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Board will be a good and effective steward of public money and provide independent governance of the school's administrators.

The Board members are parents, educators, and business and community leaders who are committed to bringing an innovative virtual community school for students in grades K-12 to Ohio. Board members have unique skills and expertise in virtual education, technology, internal controls, and financial analysis. The Board will seek to recruit at least one parent of an enrolled student to be a member. All Board members will be independent of Connections and meet the qualifications per state law. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

Articles of Incorporation and Code of Regulations

In Attachment F, we provide a copy of the articles of incorporation as a public benefit corporation, along with corresponding Code of Regulations as filed with the Ohio Secretary of State's office.

Board Composition

Each Board member brings unique skills and expertise to support the school and make decisions regarding the operation of the school, including budgeting, curriculum, and operating procedures. Most Board members have community ties across the state. There is a wide range of expertise on the Board demonstrating the capacity for initial start-up operations and the successful launch of the school for fall of 2018. The Board currently consists of four members: Dr. Dean Goon, Bonnie Smith, Gene Schuster, and Todd Jones. In Attachment G, we provide a resume for each member and have sent BCII/FBI background check information under a separate cover to protect their personal information.

Roles and Responsibilities of the Board

Figure 4 lists the roles and responsibilities of the Governing Board.

Figure 4. Roles and Responsibilities of the Governing Board

Roles and Responsibilities of the Governing Board	
Approve the school budget	Manage liabilities wisely
Employ Ohio-licensed and bonded fiscal officer	Exercise sound legal and ethical practices and policies
Protect the legal interests of the school and adhere to all applicable laws	Advocate good external relations with the community, school districts, media, neighbors, parents, and students
Evaluate and monitor the activities and success of the School Leader and other members of the school leadership team	Hire independent contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements
Authorize major expenditures, substantial program changes, etc.	Review and renew the contract with the virtual education service provider
Establish a framework for the budget	Comply with state and federal reporting requirements
Act as fiduciary of the school	Practice strategic planning
Ensure that the school is achieving its vision and mission	Ensure adequate resources and manage them effectively
Elect the officers of the corporation and determine their terms	Assess the organization's performance including monitoring achievement of accountability framework
Oversee services and activities of the virtual education service provider	Attend mandatory training annually that is relevant to effective leadership
Set Board policy	Act as tribunal for disciplinary hearings

Roles and Responsibilities of the Governing Board	
Provide academic program approval	Approve real estate transactions
Practice financial management strategies	Negotiate and enter into a contract with OCCS
Govern the operations of the school but leave daily operations to the School Leader	

ORGANIZATIONAL CAPACITY

A. OPERATIONS

Organizational Structure

The operating structure of GRCA will be similar to that of a traditional educational environment. The Board will oversee and support the School Leader and administrative team, who while implementing the policies and procedures of the Board, will in turn supervise and support the teaching staff. The Board will oversee the management of the community school and be legally accountable for its operations. The Board will set policy and select contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services.

The Board will contract with Connections for educational and operational support, with the approval and oversight of the Board. The Board will maintain ultimate control of the virtual school. The Statement of Agreement details the respective roles of the Board and Connections and the services provided. Connections reports to and supports the Board and the Board will exclusively manage the relationship and contract with Connections. The Governing Board will provide oversight for all major decisions affecting the school. The organization chart is provided in Figure 5. A staffing chart is provided in Attachment H.

The School Leader will be selected by the Board with the assistance of Connections and serve at the Board's pleasure but will be employed and supervised by Connections under the guidance of the Board. Connections, with input from the Board, evaluates the School Leader annually and, based on that evaluation, the Board approves the School Leader's compensation. Since the Board helps select, evaluate, approve compensation for, and retain the power to fire the School Leader, the Board has influence over the School Leader. Working with the School Leader, Connections will hire and employ the instructional staff with Board approval.

Figure 5. Organization Chart
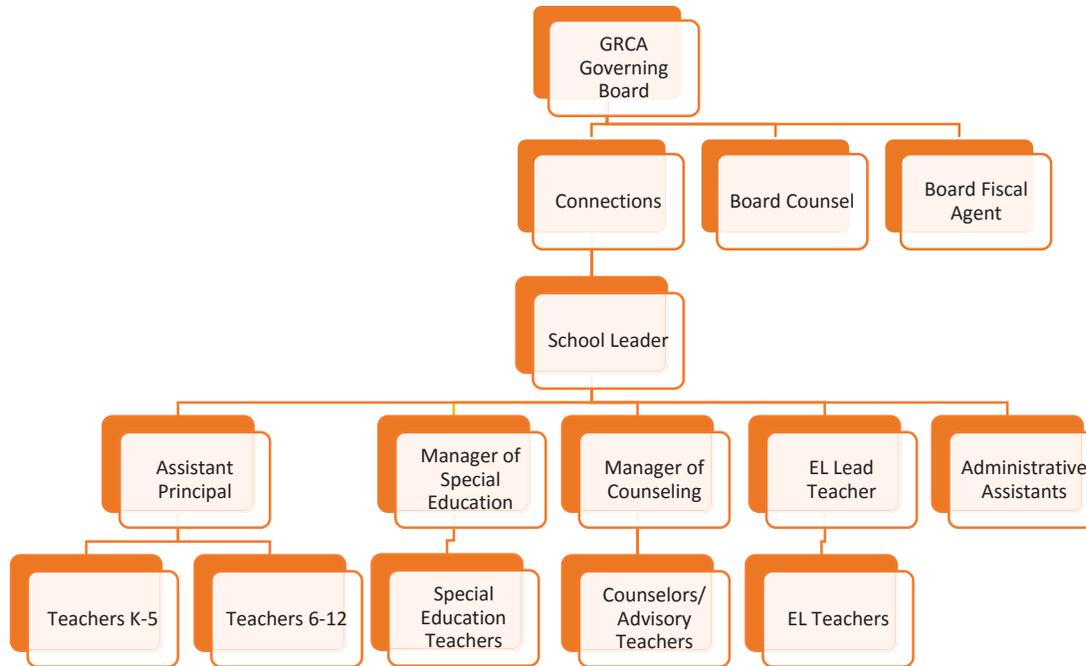
Roles and Responsibilities of School Leader

The School Leader will implement the policies and procedures of the Board while supervising the teaching staff. The School Leader will be responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. The School Leader will manage the teachers ensuring that each student successfully completes his/her instructional program. The School Leader will be responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program. In addition, through professional development opportunities, the School Leader will have access to the experience, expertise, and best practices of his/her colleagues leading schools supported by Connections throughout the nation.

Hiring a School Leader

The School Leader will be selected by the Board with the assistance of Connections and serve at the Board's pleasure but will be employed and supervised by Connections under the guidance of the Board. Through the Statement of Agreement, Connections will assist the School Leader as he/she recruits the staff. The School Leader will be responsible for the daily oversight and employment decisions of school staff with the approval of the Board. Recruiting and hiring processes of the School Leader will begin immediately upon school approval, as the School Leader needs to be hired prior to teacher and staff recruitment.

The search process will begin with posting the job and advertising for the position through multiple avenues. The Board will review the job description to ensure it is clear about expectations and delineation of roles. Strategies to attract highly qualified staff will be implemented to include posting on several targeted recruitment sites as well as post on the professional and institutional websites which may include iNACOL, National Charter School Association, Teachers-Teachers.com, and National Association of Secondary Principals. The interview process will consist of the following stages as approved by the Board: 1) prescreening digital interview; 2) live digital interview; 3) in-person interview with representatives from the Board; 4) professional reference check; and 5) virtual panel interview. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, and a social media background check, as well as others checks and pre-employment requirements as required by state law.

The School Leader will ideally hold an advanced degree with a minimum of five years teaching experience and some management or administrative experience. A former School Leader who has experience in a virtual school setting or is technologically proficient with good communication skills is ideal. The School Leader will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The School Leader will be responsible for the overall school operation working with parents, students, support staff, and teachers who virtually facilitate the student instructional program. The School Leader will hold appropriate administrative certification and undergo all required background checks.

Education Service Provider

The Board has chosen to contract with Connections for the benefit of a smooth school start up, quality academic materials for students, and national best practices expertise and guidance in virtual education as described in Attachments A and B. Connections will be a critical partner in achieving the mission, with strong oversight by the Board, to empower children with knowledge, skills, and character traits to be successful in their education through an engaging, personalized learning experience at the full-time virtual school.

Connections will assist with curriculum, technology, and other support services in compliance with Ohio law. GRCA will contract with Connections for support services including human resources, curriculum, training, facilities, technology, and budgeting. Connections will leverage its vast personnel and material resources and professional expertise to ensure a timely and successful start for GRCA.

The Board is independent from Connections and has complete legal, fiduciary, and oversight authority of GRCA. The Board is responsible for the contractual relationship with Connections. The Board will regularly review services received from Connections. Connections will be responsible for reporting to the Board and will be answerable to the Board. Furthermore, the Board will conduct an annual review of Connections. The design, performance criteria, and methodology will be developed by the Board in consultation with Board Counsel.

While the evaluation will be conducted annually, feedback from the Board, the School Leader, and interested parties is expected to be received by Connections on a routine and as needed basis to address the needs of the school and ensure the needs of the students are being met in a timely and thorough manner.

B. ENROLLMENT AND MARKETING

Recruitment Process and Marketing Plan

The Board will contract with Connections to recruit students. Marketing will include broad reach media channels covering all geographies as well as reaching out to diverse students and families in the state. GRCA will reach families in poverty, academically low-achieving students, students with disabilities, and English Language Learners.

Upon approval of the school, GRCA will actively recruit families that represent the full cultural, demographic and socioeconomic range in Columbus and throughout Ohio. GRCA, in conjunction with its partner, Connections, will use a variety of means to inform families about its services and provide them an opportunity to enroll. A copy of the plan is provided in Attachment I. The Statement of Agreement in Attachment B refers to the marketing campaign as the Public Information Campaign or PIC.

Admissions Policy

GRCA will abide by all applicable federal, state, and local statutes, policies, and guidelines for student enrollment and will not impose enrollment requirements that are inconsistent with these policies and guidelines. GRCA will not discriminate in its admissions policies or practices on the basis of ethnic group identification/ethnicity, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language or prior student academic achievement. Additionally, there are no fees to attend GRCA as it is a free public school.

Connections, through its contract with the Board, will implement and conduct the enrollment process on behalf of GRCA, in accordance with enrollment, placement and withdrawal policies and procedures adopted by the Board, consistent with local, state, and federal law.

These policies and guidelines will also be compliance with the McKinney-Vento Act regarding homeless students. The School Leader or his/her designee will serve as the liaison for homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents.

Through its marketing outreach and application guidance activities, GRCA will regularly disclose full details about its program and encourage families to carefully consider its academic and parental involvement demands before applying. GRCA will also provide tools (such as contact with other parents, with permission, and contact with a Connections counselor, if desired) to help parents decide whether GRCA is truly the right fit for their children and themselves. Students will be subject to the current Ohio age restrictions for public school admission and funding. Upon enrollment, all students will be notified and strongly encouraged to complete the student orientation course.

Projected Enrollment and Rationale for Size of School

Figure 6 lists the projected enrollment for GRCA. Our anticipated enrollment reflects responsible growth for GRCA allowing the school to provide a quality educational option to students and families while also maintaining fiscal sustainability. Ensuring the school provides for the academic needs of students while also being fiscally viable is an important role of the Board. Based upon virtual learning trends and Ohio-specific enrollment predictions, the school could responsibly grow from 1,000 students to 1,786 students over a five-year period. Our Board based our enrollment projections on national and Ohio-specific data regarding virtual school growth and enrollment and what is feasible to maintain, based on current virtual school enrollment numbers in the state.

We also worked with Connections using their experience in Ohio and throughout the country to determine the appropriate enrollment projections. Connections has shown continued positive enrollment growth since its first supported school opened its virtual doors in 2002 with 400 students. Since that time, enrollment has consistently, and with control, increased to over 65,000 students in 32 states for the 2016-17 school year. In addition, Connections delivers virtual courses to over 340,000 students. In total, over 400,000 students in the U.S. and 48 countries received virtual education from Connections in 2016-17.

Figure 6. Projected Enrollment or GRCA

School Year	Grades	Enrollment
2018-19	K-12	1,000
2019-20	K-12	1,250
2020-21	K-12	1,563
2021-22	K-12	1,751
2022-23	K-12	1,786

Demand for School

The demand for another eSchool implementing the Connections model, GRCA, is rooted in the demand for enrollment at OCA and that school nearing the final size it desires to be. Figure 7 shows the enrollment for OCA based on ODE October school payment reports. For the last three years, OCA has shown steady growth and we expect that to continue. Yet, OCA does not have the capacity to meet this quickly increasing demand. The expected demand of current online school parents switching to a higher quality online school could be significant. Since OCA has been the highest performing statewide online school for the last seven years, we believe there is more than enough demand for both GRCA and OCA. In fact, both schools may not come close to meeting the potential demand in the state.

Figure 7. OCA Enrollment[20]

	School Year		
	2015-16	**2016-17**	**2017-18**
OCA FTE Enrollment	3,103.07	3,322.11	3,643.41
Growth %		7.1%	9.7%

FINANCIAL VIABILITY

A. BUDGET

Budget Assumptions for Start Up and Year 1

The pre-operational budget, Attachment J, includes the hiring of a school leader on April 1, 2018 and other administrative staff beginning June 1, 2018. Costs for professional services and direct costs associated with the planning for the first year of operations are also included. Start-up expenses will be assumed by Connections and the school will not have any debt associated with these costs contributed by Connections.

Enrollment growth for the first five years of operation has been budgeted based upon the projected demand for the program in conjunction with state guidelines. State revenues are budgeted using a per-student funding rate of $6,010 plus allocations for other categorical funding sources including facility, CTE, Casino and other grant funding. The school also intends to apply for Federal Title funding.

Through the Statement of Agreement, the school will contract with Connections for the comprehensive education program. This budget includes anticipated Connections fees that were calculated using the Fee Schedule provided in the Statement of Agreement in Attachment B.

For staffing, the budget assumes a combined average student-to-teacher ratio of approximately 30:1 and uses average wages that are based upon comparable wages paid at OCA. A summary of staffing for each year of the charter term is included in Attachment H.

The budget also includes costs associated with the provision of technology. The school will provide a computer (or related technology device) for each student enrolled in the program, unless the parent or guardian opts out. Additionally the school will provide each requesting household with an Internet subsidy payment in the amount of $16.95 per month in order to offset a portion of the Internet access costs needed to participate in the school program.

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[20] Source: Ohio Department of Education Community School Payment Reports for Ohio Connections Academy

Fiscal Officer

The school anticipates contracting with Massa Financial Solutions (219 E. Maple Street, Suite 202 North Canton, OH 44720, 330-697-1062) to provide treasury and financial services on behalf of the school. Costs associated with procuring their services have been appropriately included in the school's budget plan.

Loan for Upfront Costs

Start-up expenses will be assumed by Connections and the school will not have any debt associated with these costs contributed by Connections.

ESP Management Fee

The management fees are included in the Fee Schedule attached to the Statement of Agreement in Attachment B.

Fundraising

The Board does not anticipate relying upon fundraising efforts to generate capital or to supplement the per pupil allocations (PPA). The Board will focus the school's greatest level of attention on instructional activities and will evaluate any need to pursue fundraising opportunities in the future.

ATTACHMENT A
EXISTING DESIGN APPLICANTS

TABLE OF CONTENTS

LIST OF FIGURES

The members of our Board are dedicated to providing a quality educational option for students. In order to do so, we need to leverage the experience, expertise, and lessons learned of a qualified, proven partner.

The Board chose Connections Education (Connections) because of its dedication to providing high quality professional educational services to children of all backgrounds. This partnership will create a virtual school that is setting new standards of excellence in the virtual school arena and will positively impact student learning. Our Board has conducted extensive due diligence in evaluating a virtual school program provider as well as the virtual school experience from a parent, user, and instructional designer perspective.

Connections has a proven record of success in collaborating with public virtual schools, consistent strong ratings from parents, proven acceptance of students to highly regarded colleges and universities, positive relationships with strong governing boards, and passionate testimonials from families about their successful experiences. The Board was also impressed with Connections' fiscal responsibility and experience developing fiscally-responsible and sustainable best practices. Ultimately, the Board selected Connections for its solid national reputation working with Ohio Council of Community Schools (OCCS), Ohio Connections Academy (OCA), charter schools, school districts, and state departments of education across the country.

While Connections will assist with curriculum, technology, and other support services in compliance with Ohio law, the Board will maintain responsibility for ensuring GRCA meets all educational, fiscal, and programmatic goals outlined in the contract.

The Board will regularly review the services. Under the Statement of Agreement, Connections will be subject to a performance review, conducted at the Board's discretion. The Board is responsible for determining the appropriate services for the school and ensuring the performance of Connections with its obligation under the Statement of Agreement, as well as ensuring compliance with Ohio law. A draft copy of the Statement of Agreement is in Attachment B of this application.

For the questions in this attachment, information is provided for OCA as that is the school that is being replicated and out of the schools across the nation supported by Connections, GRCA will most closely resemble OCA as it is another other virtual school in Ohio supported by Connections.

A. ACADEMIC PROGRAM

Provide evidence that the schools implementing the program are making academic achievement and growth progress as measured by their states' systems of accountability.

In 2016 (the most recent year with complete data), the performance of students in schools supported by Connections on average exceeded students on state assessments from the same states in reading and was equal to students from the same states in science.

Equally important is understanding how students perform on state assessments when they enroll with a school supported by Connections beyond the first year. In the three testing areas mandated by the federal government (math, reading, and science), the performance of schools supported by Connections when compared to the state's performance improves as the length of enrollment increases. This growth in performance is true regardless of the starting point of the students. For example, in reading first year students already outperform the state, students with additional years of enrollment outperform the

state average at a greater margin. On the other hand, in a subject like math where student performance for first year students is below the state average, the gap between schools supported by Connections and state performance narrows for students that have been enrolled for multiple years.

In Attachment L, we have included the last three years of OCCS compliance reports for OCA. For each year, OCA has met Academic Compliance Goals and outscored the comparative schools in most academic measures in each year.

We have also included the section from OCA's 2016 charter renewal document to OCCS, in Attachment M, that provides additional data on OCA academic performance as compared to the state proficiency averages and other eSchools.

How are the schools that have implemented the proposed design meeting the mission- related goals they have established?

Figure A-1 shows OCA's performance on mission-related goals.

Figure A-1. OCA Performance on Mission-Related Goals

OCA Mission-Related Goals	2016-17	2015-16	2014-15
State Test Achievement: All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level.	86.6%	100.0%	96.7%
Academic Growth: % of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category.	52.6%	60.6%	71.2%
K8 & HS Promotion: % of full academic year students who promote to the next grade or earn at least 1/4 of the required HS credits for a standard diploma.		94.5%	94.3%
K8 & HS Successful Course Completion: % of core courses passed.	91.5%		
HS Cohorts % on-track: Average of the on-track metrics of four current cohorts. For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Enrolled and not Validated by State as Excluded from Denominator)	69.1%		
12th Grade Graduation Rate: % of full academic year 12th graders who graduate.		92.3%	91.5%
Post-Secondary Plans: % of graduates accepted to one or more post-secondary options (2 or 4 year college, accredited vocational school, and/or military service branch), based on Post-Graduation Plans.	62.3%	52.8%	53.9%
Parent Satisfaction: % of positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.	82.3%	82.2%	81.9%
Student Retention: % during school year retention as reported at end of year	78.0%	76.6%	75.7%

What are attendance and graduation rates of the schools?

Figure A-2 lists the attendance and graduation rates for OCA for the last three years.

Figure A-2. OCA Attendance and Graduation Rates

OCA	End of Year Average Attendance Rate	4-Year Adjusted Cohort Graduation Rate
2016-17	100%	Not yet available
2015-16	100%	67.6%
2014-15	98%	71.7%

B. ORGANIZATIONAL CAPACITY AND COMPLIANCE

What are the student and staff retention rates for each school?

Figure A-3 lists the student and staff retention rates for OCA for the last three years.

FigureA-3. OCA Student and Staff Retention Rates

Ohio Connections Academy		
School Year	Student Retention Rate	Staff Retention Rate
2016-17	86%	93%
2015-16	70.3%	95%
2014-15	66.3%	92%

What is the name and contact information of your current authorizer/sponsor?

The current authorizer for OCA is the Ohio Council of Community Schools (OCCS). Our contact is Jason Wall, M.Ed., Vice President of Policy

Ohio Council of Community Schools
3131 Executive Parkway, Suite 306
Toledo, OH 43606

Please submit compliance reports from your current authorizer/sponsor for the last three school years.

Compliance reports from OCCS for OCA for the 2016-17, 2015-16, and 2014-15 school years are included in Attachment L.

Do any schools have existing issues related to legal compliance? (For example, corrective action, probation, or suspension of operations (or threatened) by the authorizer/sponsor for deficiencies or noncompliance. If so, please explain and note how it was remedied.)

OCA does not have any existing issues related to legal compliance.

Have any charter contracts been terminated, revoked, or non-renewed? If yes, please detail the reasons.

OCA has not had a charter revoked or non-renewed.

Have any management agreements been terminated or non-renewed? Please list reasons for any positive answers under this section.

OCA has not terminated or non-renewed the management agreement with Connections.

What is the school's (or EMO/CMO's) process for attracting and retaining high quality employees?

The quality of teachers is also very important to the Board. In partnering with Connections, high quality Ohio-certified teachers knowledgeable in their content areas will be attracted to join the team. With their solid content knowledge and passion for individualizing instruction, Connections' professional development will provide teachers with the necessary skills and pedagogy to teach virtually and maximize their skill set. The professional development of teachers in a virtual environment is essential. Teachers never stop learning, so they can continue to excel at teaching. High quality teachers paired with superior professional development opportunities will create a school where students will benefit.

Connections will provide human resources services to ensure GRCA is staffed by well-trained and effective virtual learning professionals. Connections has extensive experience in recruiting, screening, and onboarding staff for high-quality virtual schools. Under the discretion of the Board, Connections and the School Leader will recruit, select, and hire appropriately certified instructional staff, as required by federal and state law.

Virtual learning requires an additional skill set and professional development. A focus on individualizing education for students and a high level of comfort with technology will be included in screening candidates for teaching positions. In partnering with Connections, high-quality teachers knowledgeable in their content areas will be attracted to join the team.

The school will recruit staff through a variety of channels, including traditional methods for posting job opportunities, plus networking with educational organizations and special outreach to teachers and administrators who are seeking an alternative environment. In addition, all candidates will undergo thorough screening procedures including background checks, comprehensive reference checks, an optional technology skills assessment, as well as any additional checks as required by state law.

The principles of equal employment opportunity are vital to the school's success and extend to all aspects of employment including recruiting, hiring, assigning, training, compensating, promoting, transferring, and terminating staff as well as providing benefits, educational assistance, and social and recreational programs. GRCA will be committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a local human rights commission, disability, sexual orientation, age or genetic information, or other category protected by federal and/or state law.

Continued success in equal employment opportunity depends not only on the commitment and involvement of those directly responsible for staffing the school but also on the dedication of all employees. Assuring equal employment opportunity is a fundamental and direct responsibility of everyone.

What are the frequency and results of parent satisfaction surveys?

OCA parents are sent a survey once a year. The results are provided in Figures A-4, A-5, and A-6.

Figure A-4. OCA Parent Satisfaction Survey Results for 2017
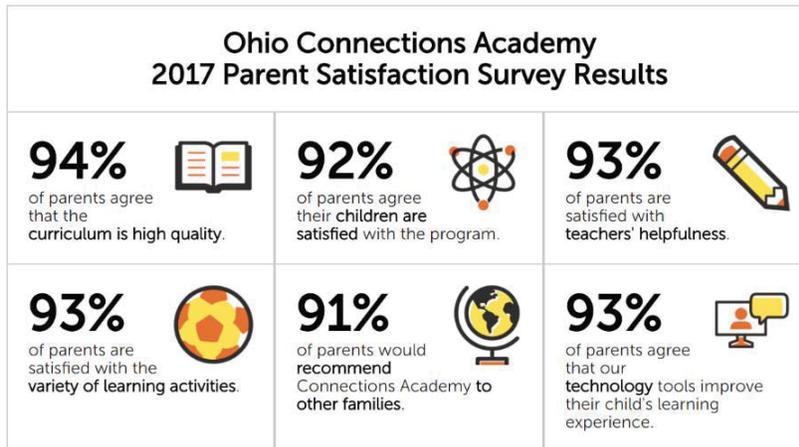
Figure A-5. OCA Parent Satisfaction Survey Results for 2016
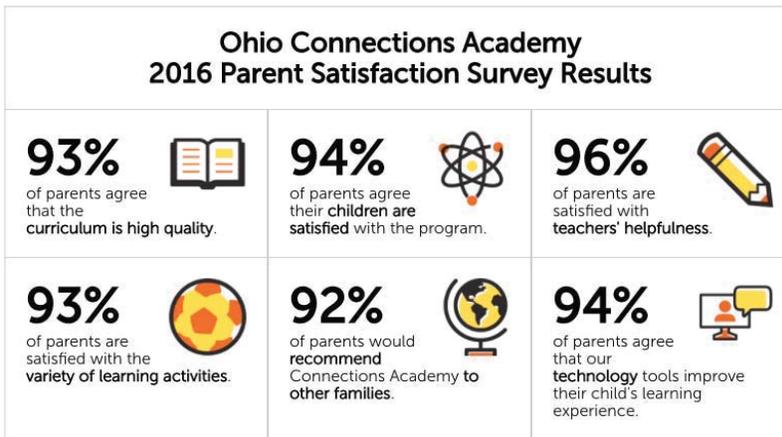
Figure A-6. OCA Parent Satisfaction Survey Results for 2015
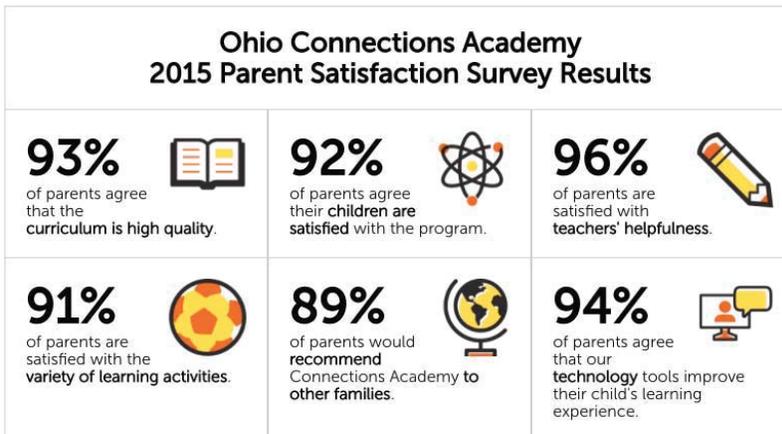
C. FINANCIAL VIABILITY

Are any schools on financial probation, or have they filed for bankruptcy?

OCA is not on financial probation and has not filed for bankruptcy.

What are the ending fiscal year net assets of all schools for the past three years?

Figure A-7 lists the ending fiscal year n**et assets (excluding GASB 68) for OCA.**

Figure A-7. Ending Fiscal Year Net Assets for OCA

Ohio Connections Academy	
School Year	**Ending Fiscal Year Net Assets**
2016-17	**$10,681.91**
2015-16	**$10,293**
2014-15	**$10,001.06**

What are the schools' student enrollment targets for the past three years?

OCA's average targeted enrollments for the past three years was 3,518; of which 3,500 were funded on average.

For the last three school years, please submit all monthly and year-end financial statements and audit reports.

The Audits and Financial Statements for OCA for the last three school years are provided in Attachment N.

D. CAPACITY TO REPLICATE

What are your plans to replicate this model for the upcoming school year?

In the upcoming school year, 2018-19, we plan to replicate the school model of OCA only at this one school, GRCA.

What resources exist which will support replication?

Connections will provide resources to GRCA for start-up support at no cost to the school. As an added measure, Connections offers standard contractual language to protect GRCA from deficits by offering service credits as needed. The Board chose Connections because of its dedication to providing high quality professional educational services to children of all backgrounds. The Board will benefit from Connections' 16 years of experience being a high quality partner virtual school provider in the nation, and 14 years of experience in Ohio. Connections can leverage its significant resources to the benefit of the school. This partnership will create a virtual school that is setting new standards of excellence in the virtual school arena and will positively impact student learning.

As Connections has grown, it has added qualified and effective personnel increasing its capabilities, expertise, resources, facilities, and personnel. The Board is confident that Connections has the resources necessary to ensure the academic success of students attending GRCA and help the school become a leader in virtual learning.

Please provide contact information for at least two of your existing sponsors/authorizers.

Figure A-8 contains contact information for three of Connections' existing authorizers.

Figure A-8. Contact Information for Three Connections' Authorizers

School Name	Authorizer	Contact
Oregon Connections Academy	Santiam-Canyon School District	Todd A. Miller Superintendent Santiam Canyon School District PO Box 197 Mill City, OR 97360 503.897.2321 todd.miller@santiam.k12.or.us
Oklahoma Connections Academy	Oklahoma Statewide Virtual Charter School Board	Dr. Rebecca Wilkinson 2500 North Lincoln Blvd, Suite 4-37 Oklahoma City, OK 73105 (405) 522-0717 Rebecca.Wilkinson@svcsb.ok.gov
California Connections Academy @ Ripon	Ripon Unified School District	Dr. Ziggy Robeson Superintendent, Ripon Unified zrobeson@sjcoe.net 916-764-0086

E. MANAGEMENT PARTNERSHIPS

Provide a copy of the proposed or a current management agreement.

A copy of the proposed management agreement with Connections is provided in Attachment B.

ATTACHMENT B
STATEMENT OF AGREEMENT WITH CONNECTIONS

CONNECTIONS EDUCATION LLC
CHARTER SCHOOL VIRTUAL LEARNING PROGRAMS
STATEMENT OF AGREEMENT

Customer Name: GREAT RIVER CONNECTIONS ACADEMY

Contact Person: **Dean Goon, Ed., Board President**

Phone Number: **(740) 262-6607**

Email Address: **dgoon@mvnu.edu**

Effective Date: **July 1, 2018**

Great River Connections Academy ("School") and Connections Education LLC ("Connections") are hereby entering into this Statement of Agreement ("Agreement") whereby School, by and through its Governing Board, is contracting with Connections to receive access to certain virtual education products through Connexus®, Connections' education management system ("EMS"), along with associated support services, as more fully set forth herein (collectively "the Education Program").

1. **Defined Terms**: Capitalized terms within the Agreement, not otherwise defined herein, have the meanings ascribed to them in the Index of Defined Terms, attached hereto and incorporated herein by reference.

2. **Connections Responsibilities**:

   a. <u>Education Program</u>. Provide the Curriculum which, when supplemented with Teacher provided additions and modifications, meets the State of Ohio Standards. The Curriculum shall include, at a minimum, the following:

   i. Connections complete Course offering, including core and elective subjects, augmented by a mix of supporting online and offline instruction and intervention resources;

   ii. Access to teacher directed extended learning activities; nationally facilitated non-School directed extracurricular activities, activities, and special events described in the Program Guide;

   iii. To the extent permitted by Ohio law, access to courses taught through the International Connections Academy ("iNaCA");

   iv. In accordance with the license terms set forth in Section 5 below, a license to use all required curricular and instructional materials that are part of Connections' complete offering, including textbooks, ancillary materials such as workbooks, kits, texts and other instructional resources (collectively "Instructional Materials"). Instructional Materials will be provided in compliance with Students' individualized education plan ("IEP") or 504 Plan;

   v. Access to online lesson content, instructional materials, including Teachlet® tutorials, Longitudinal Evaluation of Academic Progress ("LEAP") and other intangible educational resources included in Courses.

b. Connexus® Access.

    i.   In accordance with the license terms set forth in Section 5 below, a license for the duration of the Term to access and use Connections' proprietary technology platform, known as Connexus®, for purposes of utilizing the Education Program set forth in Section 2 of this Agreement, including providing web-based access from non-school sites to the Education Program to Students, Caretakers of Students, Learning Coaches, Teachers and Administrative Staff;

    ii.   Access to other technologies, including those offered through Connexus, including the Connexus student information system, lesson scheduling tools, accountability tools, messaging, video and audio streaming, and message board forum; and the ability to track Student progress.

c. Operations Services. Under the direct oversight of the Governing Board, and subject to the Delegation of Responsibility set forth in Section 3.b.ii. below, provide services critical to the operation and integrity of the Education Program of the School ("Operations Services"), including: (1) conducting the recruitment, search and recommending for selection the final job candidates Connections believes to be best suited to fill the roles of Teachers and Administrative Staff (collectively "School Staff"); and (2) conducting the recruitment, search and hiring of the final job candidate Connections believes to be best suited to fill the role of Lead School Administrator, who shall be designated as the Principal or Executive Director ("Lead School Administrator"). All School Staff and the Lead School Administrator shall be licensed and/or credentialed in accordance with Ohio law and the Charter. Selected candidates for all School Staff positions will be presented to the Governing Board for a final hiring determination and the selected candidate for the Lead School Administrator position will be presented to the Governing Board for an opportunity to object to Connections' final hiring determination. If the Board objects, Connections will repeat the process, and will facilitate or provide interim administrator services in the event of a vacancy in the Lead School Administrator role. Connections will facilitate the evaluation of School Staff at least annually based on a combination of competencies and goals, which will be submitted annually to the Governing Board for its consideration and approval. Connections may also employ one or more persons who shall be designated as Principals and/or Assistant Principals. All School staff and Assistant Principals shall report to the Lead School Administrator or his or her designee. Operations Services shall be provided in accordance with the Charter, federal and state law, and the authority conferred to Connections by the Governing Board, including all policies and procedures set forth in the Governing Board approved Student and employee handbook. To the extent any School operational practice, including any aspect of the delegation of authority from the Governing Board to Connections in Section 3.b.ii. below, is determined to violate the Charter, federal or state law, the parties agree to negotiate in good faith an amendment to this Agreement to cure such determined violation.

i. <u>Lead School Administrator</u>. The Lead School Administrator shall be responsible for the day to day delivery of the Education Program and supervision of all School Staff, and shall be the primary interface between Connections and the Governing Board, as well as the primary interface between the Governing Board and the School Staff. The Lead School Administrator may also from time to time be referred to as the Principal or Executive Director. Connections will consult with the Lead School Administrator on the recruiting, selection, training, supervision, oversight, discipline and dismissal of Teachers, Administrative Staff and clerical staff. The Lead School Administrator shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include, but not be limited to: reporting regularly to the Governing Board; supervising School Staff and the Assistant Principal, if there are any, inspiring Teachers to teach and facilitate student learning; inspiring Students to engage in learning, and Learning Coaches to engage in their Student's learning, consistent with the school's mission. The Teachers shall report to the Lead School Administrator or such individual as shall have been designated by him or her. The Lead School Administrator shall work primarily under the direction of the Connections SVP School Operations, or his/her designee, subject to the oversight of the Governing Board. The Lead School Administrator shall comply with Connections practices and protocols in the delivery of the Educational Program, and shall report to Connections as to the implementation of such practices and protocols.   In consultation with Connections, the Lead School Administrator will promptly investigate and take action to address any complaints or concerns raised by the Governing Board or others regarding the performance or conduct of any Teacher or Administrative Staff member. The Lead School Administrator shall provide a prompt report to the Governing Board and Connections on any and all actions taken in response to such a request.

d. <u>Complaints</u>. Together with the Lead School Administrator, promptly investigate any concerns or complaints raised by the Governing Board involving the performance of any member of the Administrative Staff, Teachers, Special Education Director or other personnel providing support services to the School, regardless of whether: (i) employed by Connections; (ii) employed by the School; or (iii) retained as an independent contractor.

e. <u>Counseling and Related Services.</u> Provide support to guidance counselors and advisory teachers in their provision of academic counseling and other related services to Students, including assisting in the development of protocols and providing consultative support in connection therewith.

f. <u>Services to Special Need Students.</u>

i. Assist the School in the development of Special Education Protocols that will govern the manner in which Special Education Services are provided; and

ii. Provide consultative support to the Special Education Director in support of the Special Education Services provided by the School, as well as periodic

compliance assessments to the Board of Trustees of the School's delivery of Special Education Services.

g. Enrollment and Academic Placement Processing. Implement and conduct the enrollment process on behalf of the School, in accordance with placement and withdrawal policies and procedures adopted by the School, and consistent with local, state and federal law. The School hereby appoints Connections as the School's agent throughout the enrollment process for purposes of obtaining and delivering information from and to Students and Caretakers relevant to the enrollment and placement process. Only full-time Students are eligible to enroll in the School unless otherwise allowed by Ohio law and agreed to by the parties in writing. The School has no responsibility to pay Connections for any Students the School enrolls who are not eligible. Further, Connections will be responsible for reimbursing any state and federal funds that Connections has received in the form of payment for services from the School to the extent funding is disallowed as a result of a Student's withdrawal.

h. Repository of School Records. The School hereby appoints Connections, its repository of electronic Student Records, and other electronic School records, including financial and corporate records. Connections shall store and maintain such electronic Student Records and other electronic School records in accordance with state, local and federal requirements and consistent with commercially reasonable technical and organizational measures intended to protect against: (i) accidental or unauthorized destruction; (ii) accidental or intentional loss or alteration; or (iii) unauthorized disclosure or access. In the event the Agreement terminates, Connections shall be obligated to maintain said repository for a period of seven (7) years following such termination for no additional fee. Further, upon reasonable request, and in a manner that will not interfere with the Authorized Users accessing the Education Program, for the duration of being the Repository of School Records, Connections shall make available to the School's independent auditor, all electronic School records, including financial records. Connections shall also assist in responses to public records requests.

i. Student Records Support. In furtherance of its enrollment and placement related obligations set forth in Section 2.g. above and in connection with its repository obligations set forth in Section 2.h. above:

i. Connections shall receive from Caretakers all Student Records on the School's behalf that are submitted electronically through its secure, password-protected system ("Server");

ii. Connections shall maintain the confidentiality of all Students' records in compliance with applicable state and federal laws, and pursuant to the confidentiality provisions set out in Section 16 of this Agreement. Connections shall maintain such records as are required to comply with all attendance rules and apportionment requirements specified by applicable law;

iii. All Student Record information shall remain the property of the School, and, to the extent not immediately available through the School's on-demand

access, shall be provided to the School via a secure means within five (5) business days of the School's written request for such information. To the extent permitted by law, Connections may retain a copy of such records subject to the confidentiality requirements of this Agreement until such time as the School provides written notice requesting that specific records be returned or Destroyed;

    iv. Unless the parties expressly agree to a longer time period, Connections shall certify to the School within one year from the date it receives instructions as to what Student Records are to be returned or Destroyed that it has complied with the instructions of the School in connection with such notice.

j. Personalized Learning Plan Protocol. Provide Teachers with resources and assistance designed to enhance their effectiveness in creating a Personalized Learning Plan ("PLP") for each Student, as required to meet or exceed any educational standards established by the State of Ohio or otherwise required by the Charter.

k. Testing and Assessments. Administer all State required testing and other State mandated assessments, including a series of assessments designed to gauge the Student's mastery of core concepts and readiness for the State of Ohio standardized tests or other State mandated testing.

l. Insurance. Maintain and keep in force the insurance policies set forth in **Exhibit A,** which shall be in amounts that are no less than the minimum levels required by the Charter, applicable law, or both. Liability, casualty, and property insurance for any facility leased directly and/or managed by the School and any capital equipment or furniture and fixtures owned by the School, as well as Director and Officer's Insurance in the amount required by the Sponsor will be the responsibility of the School.

m. Public Website. Maintain a public web site on behalf of the School that will contain or link to any information required by the Charter School Law.

n. Other Professional and Technical Support Services.

    i. Provide human resources and support services integral to delivery of the Education Program, including: (1) recruiting, training, monitoring, and supporting School Staff, and other support service providers employed or otherwise engaged by the School, as well as supporting the performance evaluation process for such personnel; (2) implement a performance based compensation program, or other program mutually agreed upon by Connections and the Governing Board, for all School Staff designed to attract and retain qualified personnel; (3) payroll and benefits administration, including providing employee benefit plans as required by law; (4) conducting background checks, child abuse clearances and pre-employment reviews as specified by law; and (5) assisting in the development of an employee handbook and School handbook that shall be submitted for review and adoption to the Governing Board.

ii.   Provide 24/7 technical support through on-line Help (in Connexus) and live phone support via Connections Support Services to parents, students, and staff Monday-Friday 9:00 a.m. to 9:00 p.m. (ET). For Students not using computer technology provided by Connections, Connections shall provide initial technical support to ensure Students have the minimum requirements necessary to participate in the Education Program, and ongoing technical support on an as needed basis for the Students' use of Connexus.

iii.   Assist the School in their recruitment and support of Community Coordinators, including obtaining any criminal background checks and child abuse clearances for each Community Coordinator, as required under applicable law. During the Academic Year, staff an educational resource center during the hours of 9:00 a.m. to 6:00 p.m. ET with education professionals trained in the delivery of the Education Program to provide applicable School Staff with additional education support services.

iv.   Provide all Teachers with access to all Instructional Materials supplied to Students as necessary to conduct their teaching responsibilities.

v.   Provide Governing Board Members and School Staff with training in Connections protocols and other best practices. In addition, as part of its fee for the Education Program paid to Connections, Connections will make available to the Governing Board and School Staff continuing professional development and other related training, leadership development and peer to peer networking opportunities (collectively "Training") that support the School mission and delivery of the Education Program and which shall be sufficient, at minimum, to allow the respective Governing Board Members and School Staff to comply with applicable laws that specify Training requirements. All costs associated with such Training shall be the responsibility of Connections, including related travel, housing, meal and hospitality costs, except to the extent Connections notifies the School prior to the Training opportunity, of those costs, the School will be required to cover. All Connections' sponsored training will be for the purpose of promoting the School's education mission and other related official school business.

vi.   Provide training and support programs and materials to Students, Learning Coaches, Caretakers and community coordinators on the Curriculum, use of Connexus®, various Connections policies and procedures, and other technology to support Student learning as appropriate.

vii.   As part of Connections' Education Program responsibilities, and in order to facilitate the School's ability to oversee Connections' Operation Services and Education Program responsibilities ("Program Oversight"), Connections shall make key personnel reasonably available for advisement and consultation with members of the Governing Board, Sponsor, and/or Lead School Administrator or his or her designee. Except to the extent otherwise agreed, reasonable expenses incurred by Connections, including hospitality

related expenses, in connection with Program Oversight, shall be paid out of the fee for the Education Program paid to Connections.

viii. Provide accounting support services to the Governing Board, including providing all necessary supporting reports for all Connections activities under this Agreement.

ix. In consultation with the Governing Board treasurer, fiscal officer and finance committee, develop a Budget for the Governing Board's consideration and approval on an annual basis.

x. Provide audit support and local, state and federal financial reporting support, as well as related consultation support to the Governing Board, its finance committee and its audit committee.

xi. Develop and implement a Public Information Campaign ("PIC") to inform potential students, their Caretakers, and other interested parties about the Education Program. All PICs will comply with Connections' trademark usage guidelines located at http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. Connections is under no obligation to implement any PIC initiatives promoted by the Governing Board that Connections determines will have a negative impact on its brand identity and/or reputation in the Marketplace, including in connection with the School. PIC related activity routinely commences by the January (or earlier) immediately prior to the Academic Year in which such activity is designed and intended to benefit the School. Connections' charges and pass through expenses for such activity, however, shall not be invoiced prior to the commencement of the Academic Year such activity is designed and intended to benefit the School. For example, a PIC is launched in January 2018 to recruit students for the 2018-2019 school year. All fees related to this PIC will be reflected in the 2017-2018 budget and will be invoiced on or after July 1, 2018.

xii. Serve as an invoice payment processor for the School for school operations invoices. All costs associated with the invoices, however, remain the responsibility of the School and will be reimbursed at cost to Connections.

xiii. Provide logistic services in connection with the Connections provided physical Curriculum materials, including procurement, contracting, storage, fulfillment, and other services required to obtain, deliver, collect and warehouse these materials.

o. Provision of Computer Technology for School Staff. For all School Staff and the Lead School Administrator, provide and maintain in working condition the Computer Technology necessary to provide the Education Program. Any Computer Technology provided by Connections will be the exclusive property of Connections or its contractors and will be returned upon the termination of this Agreement or upon the termination of employment, whichever is sooner. The School shall not be responsible for ensuring the return of Computer Technology.

p. Provision of Computer Technology for Students. To the extent required by law and/or the Charter, provide access to an adequate Computer Technology solution to Students to make complete use of the Educational Program, which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such Computer Technology, as well as other related comprehensive logistical support services, such as, set up, Connexus interface mapping, and technical support, in accordance with Connections' established policies and procedures. Any Computer Technology provided by Connections will be the exclusive property of Connections, and will be returned upon the termination of this Agreement, or when the Student is no longer Enrolled, whichever is sooner. The Computer Technology may be updated from time to time by Connections. The School and the Governing Board shall not be responsible for ensuring the return of Computer Technology. However, to the extent that such Computer Technology is not recovered, Connections may invoice Students, unless prohibited by law, for any Computer Technology not returned.

3. **Governing Board Responsibilities**:

   a. Governance. Obtain and maintain the governance and organizational structure required by law and/or the Charter.

   b. Management of the School.

   i. The Governing Board shall be responsible for overseeing the day to day affairs of the School, including hiring and overseeing the supervision and evaluation of School Staff.

   ii. Delegation of Responsibility and Rescission Procedure.

   1. Subject to the Governing Board authority to rescind such delegation, in order to ensure the quality and integrity of the Education Program and to fully leverage Connections' experience providing comprehensive support services to full time virtual K-12 schools, the Governing Board delegates to Connections ("Delegation of Responsibility"), in consultation with the Lead School Administrator, all responsibilities associated with the recruiting, training, supervision, oversight, discipline and dismissal of Teachers, Administrative Staff, the Special Education Director, 504 coordinator, clerical staff, and other such support positions as may be necessary to support School operations.

   2. All terminated School employees shall have the ability to have their terminations reviewed by the Governing Board, as further set forth in the employee handbook and no termination action will be considered final until the later of: (i) the time period to request review has expired and no such request has been timely made; or (ii) the Governing Board has affirmed such termination in accordance with the termination procedure set out in the employee handbook.

   3. The Governing Board reserves the right through resolution to void or modify any decision made by Connections under its Delegation of

Responsibility. Any Governing Board action to void or modify any decision made by Connections under its Delegation of Responsibility shall take effect at a time and in manner specified by such Governing Board resolution.

4. The Delegation of Responsibility may be rescinded in whole, or in part, upon adoption of a resolution by the Governing Board setting forth the parameters of such rescission. Any Governing Board decision to rescind the Delegation of Authority, whether in whole or in part, shall not take effect any earlier than the close of the Academic Year in which such rescission is communicated to Connections.

5. Prior to the adoption of any resolution either voiding or modifying a Connections' decision arising out of, or related to the Delegation of Responsibility, or rescinding in whole or in part the Delegation of Responsibility, the Governing Board shall consult with Connections and explain the reasons therefor. In the event of the rescission of the Delegation of Responsibility set forth herein, Connections has the option to terminate this Agreement, or agree to negotiate a new agreement, with the Governing Board, that establishes the rights and responsibilities of the parties following such rescission. Any termination under this section shall not take effect until the close of the Academic Year, in which such notice of termination is provided, and shall be subject to the post-termination provisions set forth in Section 19.b. below. As part of this Delegation of Responsibility and regardless of any Governing Board decision to rescind such delegation, if Connections has a concern about the legality of any action by the Governing Board, or lack of action relating to any Board management decision of the School that Connections believes could jeopardize the school's reputation or ability to continue as an ongoing concern, Connections may refer the matter to the Board's legal counsel of record for review and analysis, and take such other action available to Connections under the terms of this Agreement and/or applicable law.

iii. The Governing Board shall be responsible for adopting any necessary policies to comply with applicable law and regulation in the oversight of the School and to promptly inform Connections of any obligations or deficiencies in the School's operations.

iv. The Governing Board shall be responsible for any responsibility assigned to Connections under the terms of this Agreement to the extent that such responsibility cannot be performed by Connections per any applicable law, regulation and/or the terms of the Charter. The Governing Board shall perform any responsibility not explicitly assigned to Connections under the terms of this Agreement that would otherwise be the responsibility of the School under applicable law, regulation and/or the terms of the Charter, unless and until, Connections and the School reach agreement regarding under what conditions such responsibilities will be delegated to Connections.

c. <u>Education Program Administration</u>. Administer the Education Program in a manner that fully implements the Education Program as designed by Connections.

    i. <u>Employment of School Staff</u>. Subject to the Delegation of Responsibilities set forth above, the School shall be the employer of all School Staff and the Governing Board has final authority over matters relating to hiring, compensation, discipline, termination, as well as employment policies and procedures as set forth in the School employee handbook. The Governing Board shall consult with Connections in determining such compensation arrangements due to the impact on the school budget, and shall not adopt a compensation arrangement that will cause the School to run a deficit, except when expressly agreed to in writing by Connections, and then only to the extent of such written agreement. Failure to obtain such written consent shall result in a loss of Deficit Protection provided for in Section 10.f. of this Agreement.

    ii. Under the direction of the Lead School Administrator, and in furtherance of section 4 below, the Special Education Director, who shall be properly credentialed and have all necessary certifications required by Ohio law to hold such position, is responsible for overseeing the provision of Special Education Services, including the implementing of the Special Education Protocols, overseeing all personnel involved in the provision of Special Education Services, including the School's Section 504 coordinator, and all outside contractors retained for such purposes. The Special Education Director may also act as a Teacher, and/or the 504 coordinator, to the extent qualified to do so, in addition to his or her other responsibilities.

    iii. All other Administrative Staff shall take their day to day direction from the Lead School Administrator or his or her designee. If the respective Administrative Staff have the required credentials to teach, these staff members may also act as Teachers in addition to their other responsibilities.

    iv. All Teachers shall be licensed and credentialed pursuant to Ohio law, shall take their day to day direction from the Lead School Administrator or his or her designee, and in all respects shall comply with Connection's practices and protocols in the delivery of the Educational Services.

    v. <u>Replacement of Lead School Administrator</u>. The Governing Board shall participate annually in Connections' evaluation of the Lead School Administrator. The Governing Board shall have the right to request that Connections replace the Lead School Administrator, in the event that the Governing Board is dissatisfied with his or her performance, and so notifies Connections in writing. Upon such written request, Connections shall promptly take steps to replace the Lead School Administrator at any time; provided that the Lead School Administrator's replacement and compensation shall be reviewed and approved by the Governing Board. Connections shall also have the right to replace the Lead School Administrator in the event that Connections is dissatisfied with his or her performance and shall notify the Governing Board of such action. Any

replacement of the Lead School Administrator will be done so to minimize the disruption to Students.

d.   Administer Established Protocols, Policies and Procedures. Abide by and oversee the administration of all Connections established protocols, policies and procedures in connection with the Education Program, including requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a School diploma, and return and recovery policies in connection with the use of Connections provided Computer Technology and Instructional Materials.

e.   Diplomas. Grant diplomas based on attainment of minimum State requirements for graduation.

f.   Insurance. Except for that insurance identified in Exhibit A, obtain and maintain the following policies of insurance, as required and/or permitted by applicable law: director and officer liability, workers compensation with minimum limits established by law, educators' legal liability, employment practices liability and general liability insurance. To the extent permitted by applicable law, Connections shall be added as additional named insureds on all policies of insurance obtained and maintained by and for the benefit of the School.

g.   Computer Technology for Students. In the event that the School elects to procure its Computer Technology for Students from a source other than Connections, provide written assurances to Connections that the School or other third party will provide comprehensive logistical support services comparable to those provided by Connections and will assume all liability related to any failure by the School to provide such services.

4. **Special Education Services**:

a.   Special Education Protocols. The School will adopt Special Education Protocols that comply with state and federal law, the Charter with respect to Special Needs Students. In consultation with Connections, the Special Education Protocols will be subject to review and revision from time to time throughout the Term. The Special Education Protocols and all modifications to the Special Education Protocols are subject to Connections' approval. The Special Education Director will fully and consistently implement such Special Education Protocols in the provision of Special Education Services and will accept guidance from Connections with respect to providing Special Needs Students with a free and appropriate education ("FAPE").

b.   Replacement of Special Education Director. Connections shall have the right to request that the School replace the Special Education Director in the event that Connections determines that the Special Education Director is not administering the delivery of Special Education Services in accordance with state and federal law, and so notifies the Lead School Administrator in writing.   In the event that the School refuses to comply with Connections' request to replace the Special Education Director, the School shall have 60 days to develop a plan that fully and consistently implements the Special Education Protocols, as well as addresses any

other areas of concern identified by Connections, related to the provision of Special Education Services ("Special Education Remediation Plan"). The Special Education Remediation Plan should be developed in consultation with Connections, and is subject to the written approval of both parties. It is the Special Education Director's responsibility to fully and consistently implement the Special Education Remediation Plan.

   c. <u>Failure to Adopt Special Education Protocols.</u> During any period of time that the School fails to: (i) adopt Special Education Protocols approved by Connections; (ii) timely and consistently implement the Special Education Remediation Plan referenced in (b) above; or (iii) take corrective action with regard to any issue(s), matter(s), or concern(s) related to Special Education Services brought to the School's attention by Connections, Connections and its agents, employees, and assigns, will not be deemed to have engaged in any wrongdoing, misconduct, negligence, or default under Section 19 of this Agreement, with respect to Special Education Services.

5. **Grant of Rights and Access:**

   a. <u>Marketing Leads License.</u> Connections grants to the School a non-exclusive, non-transferrable, non-assignable, royalty-free, limited license during the Term of this Agreement to the Marketing Leads developed and/or collected in support of the School for use in marketing the School within the geographic boundaries of the state of Ohio. As an express condition to the license grant herein: (i) to the extent the School performs any marketing activities in support of the School independent of the marketing activities performed by Connections pursuant to Section 2.n.xi. above; and (ii) the School incorporates the Connections Academy trademark in the School name, or other Connections trademarks are used in association with the School, all such School independent marketing efforts, including, but not limited to, marketing materials, slogans, ad copy (audio, video, or print), are subject to Connections preapproval. This license expires upon expiration of the Term. All rights of use not specifically licensed herein are retained by Connections.

   b. <u>License.</u> Connections hereby grants to the School a non-exclusive, nontransferable, royalty-free, limited license during the Term of the Agreement for Authorized Users to access and use Connexus and the Content and Instructional Materials and other Intellectual Property contained in Connexus® in connection with the receipt of the Educational Program hereunder (collectively the "Licensed Collateral"). The School's right to access and use the Licensed Collateral is solely for the intended purpose for which such access is granted and is subject to Connections' Intellectual Property provisions set forth in Sections 14 and 15 below. Connections may update the features and functions of Connexus® from time to time. Any right to use the Content and Instructional Materials shall be solely for the applicable Course for which a Student is enrolled or that an Authorized User is otherwise authorized to access.

   c. <u>Permitted and Prohibited Uses</u>. All rights not expressly granted to the School and Authorized Users pursuant to the Agreement are reserved to Connections, and any

uses of the Licensed Collateral by the School and Authorized Users not expressly permitted in the Agreement are strictly prohibited.

d. Specifically, unless otherwise authorized by Connections in furtherance of the delivery of Education Program related services, School will not, and will not permit Authorized Users, School's employees or agents or any third party to: (i) access the Content and Instructional Materials or Connexus; except in connection with Courses for which a Student is enrolled; (ii) use the Curriculum, Content and Instructional Materials except in strict compliance with the Agreement and the Terms of Use; (iii) copy, reproduce, modify, alter, transfer, transmit, perform, publish, display, sub-license, distribute, circulate provide access to, rent, or create Derivative Works from the Content and Instructional Materials or any portion thereof; (iv) decompile, reverse engineer, disassemble, or otherwise determine or attempt to determine the source code (or the underlying ideas, algorithms, structure or organization) of the Content and Instructional Materials or of Connexus; (v) intentionally upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of Connexus; (vi) take any actions that may circumvent, disable, damage or impair the control or security systems of Connexus or the Content and Instructional Materials, nor allow or assist a third party to do so; (vii) use the Content and Instructional Materials in a manner that disparages Connexus, Content, Instructional Materials, Connections or its content providers, or in any manner that Connections may, in its sole discretion, deem inappropriate; or (viii) disclose Log-In Information (as defined in Section 5.f. below) or permit access to Connexus® and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information. Upon notice of any of the foregoing by Connections, the School shall act in an expedient manner to stop the activity or conduct prohibited in this Section 5.d., or take other actions necessary to remediate the concern raised by Connections related to the prohibited activity set forth in this Section 5.d.

e. <u>Usage Guidelines and Rules of Conduct</u>. The School (including its employees and agents) and Authorized Users may use the Licensed Collateral for bona fide educational and other contracted-for purposes only. The School will comply and assure compliance by its employees, agents and the Authorized Users with Terms of Use of Connexus, Privacy Policy, and other applicable Connections policies, as may be updated from time to time by Connections in its sole discretion. The Privacy Policy and Terms of Use are posted on the Website and are accessible from the Connexus login page. The School acknowledges that Connections may also institute basic rules for academic and personal conduct for Authorized Users' use of the Licensed Collateral, and that Connections will enforce those rules in its sole discretion, including terminating access for Authorized Users in the event of their failure to adhere to those rules in accordance with applicable law. Included in the rules of conduct shall be prohibitions against any Authorized User's attempt to make inappropriate communication or contact with any other Authorized Users through Connexus, as well as, hacking, viral infection, or other technical attempts to gain unauthorized access to or cause damage to Connexus®. The School shall immediately provide Connections with written notice of any unauthorized use or

distribution of the Content, Instructional Materials or Education Program of which the School becomes aware and shall take all necessary steps to ensure that such unauthorized use or distribution is terminated.

f. <u>Security and Use of Passwords</u>. Each Authorized User will have a user name and password for the purpose of accessing Connexus and the Content and Instructional Materials (the "Log-In Information"). The School and its Authorized Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned Authorized User. The School and its Authorized Users are responsible for maintaining the security and confidentiality of all Log-In Information, and for preventing access to Connexus and/or the Content and Instructional Materials by unauthorized persons using an Authorized User's Log-In Information. Unauthorized access to or use of Connexus and/or the Content and Instructional Materials by someone using an Authorized User's Log-In information may be attributed to such Authorized User.

g. <u>Availability and Support</u>. Connections strives to provide access to Connexus 24 hours per day, 7 days per week; however, it is anticipated that there will be periodic system interruptions due to occasional computer technology failures, system maintenance and updates, and/or internet provider service interruptions. Any accommodations necessary due to such disruptions impacting adequate delivery of the Educational Program will be the responsibility of Connections.

6. **Communications from Connections**: The School acknowledges and agrees that Connections may periodically contact Authorized Users for the School in relation to Connections carrying out its obligations set forth in this Agreement, as well as to inform Caretakers and Students of educational opportunities related to such Students academic pursuits such as summer school programs, dual credit opportunities, teacher directed extended learning activities; nationally facilitated non-School directed extracurricular activities, including sports program opportunities, in compliance with state and federal law. Unless prohibited by law, the School specifically consents to such communications being delivered to Caretakers and Students via the Connexus webmail portal and message boards, personal email to the extent such information is available, and direct mail. Except as identified herein Connections will not deliver communications to Students that constitute targeted advertising based on personally identifiable information from Student Records. Telephonic communications shall be limited to School related communications of an immediate nature that impact a Student's access to the Education Program or are related to the Students' academic participation and/or academic achievement. By accessing the Licensed Collateral, the School and Authorized Users will be deemed to have consented to receive such communications.

7. **Representation Regarding Non-discrimination:** Neither Connections nor the School will discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal, state, or local law.

8. **Performance Review**: At the Governing Board's discretion, the School shall undergo a Performance Review, which may include a review of the performance of School

service providers, including Connections. Based on the outcome of the Performance Review, Connections shall work with the Governing Board to develop a performance improvement plan to address any shortcomings identified in the Performance Review. The Governing Board in its sole discretion may initiate subsequent Performance Reviews as it deems necessary. Connections agrees to work in a prompt manner to respond to any such issues raised by the School or its Governing Board.

9. **Health and Safety**: Connections will assist the School in the development of training and policies related to the following standards regarding health and safety:

   a. Reporting child abuse or neglect where there is reasonable basis for suspecting such abuse or neglect is occurring, as required by state law;

   b. Adopting policies prohibiting the use of drugs, alcohol, weapons and tobacco in school operated facilities or at school sponsored events;

   c. Adopting policies prohibiting bullying, sexual harassment, harassment, and other social behaviors prohibited under applicable law; and

   d. Complying with all state immunization law.

10. **Pricing and Payment Terms:**

    a. Fee Schedule. During each year of the term, as compensation for the Education Program provided by Connections under the terms of this Agreement, Connections shall be paid in accordance with the schedule of fees for services (the "Fee Schedule"), attached hereto as **Exhibit B**. To the extent that the Fee Schedule includes any fees that are based on a "percentage of revenue," such fees shall be assessed against funds received by the School to support education of students from whatever source in a given Academic Year, whether from state, local, or federal government agencies, including but not limited to Federal Title funds, grants, income, or other funding sources ("Total Revenues").

    b. Payment Agent. The parties agree to have Connections act as its payment agent for various expenditures. Connections will submit to the School appropriate documentation evidencing payment of such expenditures and upon said submission shall be entitled to a dollar for dollar reimbursement for these expenses. Reimbursement shall be made in accordance with Section 10.c. below.

    c. Invoicing. Connections will invoice the School monthly. Payment will be due within five (5) business days of action by the Governing Board, which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. Connections may charge interest at the rate of three quarters of one percent (0.75%) per month for any invoices over sixty (60) days unless such failure to pay is the result of funds being withheld from the School due to a failure by Connections to perform under the terms of this Agreement or if the School is disputing any charges. The School shall notify Connections of the basis for any dispute within five (5) days of determination of such dispute and shall work to resolve the dispute within thirty (30) days. All amounts other than any amount in dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on

any adjustments to Student counts as a result of an audit by the State of Ohio. Any differences in amounts that were previously paid under this Agreement, as a result of such adjustments, shall only be applied to or against the next payment or payments otherwise due under this section, or if no payment is due, Connections shall refund such amount to the School.

d. Realigning of Responsibilities.

    i. To the extent there is a realigning of responsibilities between the parties pursuant to Section 2 above, the parties shall negotiate a corresponding adjustment in the Fee Schedule for the Academic Year in which said alignment of responsibilities occurs.

    ii. To the extent Connections' delegation of responsibilities is expanded/reduced beyond what is set forth in Section 3 above, the parties shall negotiate a corresponding increase/decrease in the Fee Schedule for the Academic Year in which said expansion/reduction of responsibilities occurs. No expansion/reduction of responsibilities shall become effective until such time as the Governing Board approves a Fee Schedule incorporating such corresponding increase/decrease.

    iii. In the event of a rescission of the Delegation of Responsibility that does not result in an early termination as provided for in Section 19.a.vi., the parties agree to negotiate and mutually agree to new compensation terms for services provided by Connections based on the relationship of the parties at that time.

e. Adjustments. To the extent that any adjustments as a result of a state audit or FTE review are the result of Connections' failure to adequately perform its responsibilities under this Agreement or Charter, Connections will be required to either: (i) return funds to the School in the amount that the School is required to reimburse to the state as a result of such state audit; or (ii) to the extent that funds are withheld from future payments to the School, reduce the amounts invoiced to the School by the amount such funding is withheld.

f. Protection Against Deficits.

    i. In the event that as of June 30 of each year during the Term, Total Revenues are less than the School's expenditures, including payments to Connections as well as those incurred and paid by the School, but excluding any payments for capital expenditures (the "Total Expenditures"), and in the event that the School does not have positive Net Assets (as defined in its annual audited financial statements,) sufficient to offset the difference between Total Revenues and Total Expenditures, to the extent that any expenditures in excess of Total Revenues were included in the balanced budget or were subsequently approved by both Parties in a written budget amendment, Connections shall issue a credit or discount to the School to the extent required to maintain positive Net Assets at least equal to Ten Thousand Dollars ($10,000) as of each June 30 during the Term of this Agreement ("Deficit Protection"). Any credit or discount offered under this clause will not be recoverable by Connections in subsequent years. Connections' obligation to

provide a Deficit Protection ceases upon termination of this Agreement, provided however, if the School ceases to operate for any reason, Connections will ensure that the School has the necessary funds to cover all regulatory required closure related activities.

    ii.   In order for the School to qualify for Deficit Protection, both Parties must formally approve the School's annual Budget and any amendments to it during the year, such Budget and amendment(s) to be reduced to a writing signed by both Parties. To the extent the School engages in spending outside the approved Budget, as may be amended from time to time, the gross sum of such expenditures shall not be subject to Deficit Protection. For example, if at the end of year 2 of the Term, the School runs a deficit of $300,000 that would otherwise be subject to Deficit Protection and $50,000 of such deficit is attributable to expenses incurred on spending not approved in the School's annual Budget for that year, then only $250,000 of such deficit is covered by Deficit Protection. Further, to the extent the $50,000 in spending is carried forward to future Academic Years, such spending shall not be covered by Deficit Protection in such future years unless and then only to the extent expressly agreed to in writing by Connections. Any spending by the Board from the Board Discretionary Funds is considered to be spending outside of the approved Budget and, therefore, not entitled to Deficit Protection.

g.   <u>Financial Reporting and Impact of Revised GASB 68</u>. Effective for fiscal years beginning after June 15, 2014, Governmental Accounting Standards Board Statement No. 68 ("GASB 68"), as currently drafted, will require the School to recognize net pension liability and related long term pension expense associated with the state sponsored retirement plan in its audited financial statements. Any recognition of net pension liability and related long term pension expense required under GASB 68 will be excluded when calculating net assets discussed in Section 10.g. Additionally, any impact created by GASB 68 on the School's statement of activities will be excluded when applying any charges arising from the Fee Schedule and evaluating the impact of applying Section 10.f.

h.   <u>Breakdown of Charges</u>. No later than September 30 of each year during the Term, Connections will provide to the Governing Board, a breakdown of its charges, including a breakdown between tangible and intangible instructional materials, and amounts charged for staff compensation, a sublicense to Connections' materials. This shall not change the amounts due to Connections by the School, but shall provide the School with support for the charges for the products and services provided by Connections.

i.   <u>School Funds</u>. All School funds received by the School, from whatever source, retain their character as charter school funds until such time as they are paid out to a third party, including Connections, as payment for a service performed (or to be performed) for, or at the direction of, the School or for a product obtained at the direction of the School, at which time such monies paid to such third parties shall lose their charter school fund character.

j. Budgets. No later than the earlier of June 1 or fourteen (14) working days prior to any deadline specified in the Charter or other regulatory mandate, Connections will present to the Finance Committee or its designee and the fiscal officer, a proposed balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year, developed under the direction of the Governing Board. The Budget shall be in reasonable detail and shall be based on the Fee Schedule. In the event that the Governing Board and Connections do not agree on a Budget, the parties shall have until June 30, or such date as is required by applicable laws or regulations, or the Charter for budget submission, to come to an agreement on a Budget. Any spending initiatives not provided for in the Budget shall be reflected in an amended Budget agreed to in writing by the parties. Failure to obtain such written agreement shall result in a loss of Deficit Protection provided for in Section 10.f. of this Agreement as to those spending initiatives not contemplated by the Budget.

11. **Additional/Optional Services**: For an additional fee as set forth in the Fee Schedule, the School has elected to contract with Connections to provide the following additional services**:**

a. Facility and Capital Equipment/Furnishings Procurement, Management and Maintenance. Procure, manage and maintain for the School, administrative office space adequate to meet the needs of the School, including all equipment and furniture required to make such office space functional for its intended purpose, as well as all utilities required to fully meet such functional requirements.

   i. Any office space provided or managed by Connections shall be compliant with the Americans with Disabilities Act and meet any other requirements of the Charter and other applicable laws. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Governing Board.

   ii. Connections agrees that it will have no beneficial financial interest in any approved lease. Rent on the facility and utilities are a pass-through cost from Connections to the School, with no mark-up.

   iii. Connections shall not lease any parcel of real property to the School until an independent professional in the real estate field verifies via addendum that at the time the lease was agreed to the lease was commercially reasonable

   iv. All leases negotiated on behalf of the School or entered into by Connections on behalf of the School shall contain a cancellation clause consistent with the requirements of the Charter, unless otherwise approved by the Governing Board.

   v. In the event that this Agreement is terminated prior to its expiration, Connections shall have the unilateral option to assign any lease obtained on behalf of the School to the School, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by Connections, if any, and located in the facility may be purchased

by the School at the then current book value as recorded on Connections' financial records.

vi.   Any capital equipment, furniture or fixtures ("Capital Assets"), as well as any other furniture, equipment or fixtures purchased by Connections on behalf of the School using federal or state grant funds or any other sources of public money, shall remain the property of the School at no transfer cost, free and clear of all liens, claims, encumbrances and interests, and continue to be deemed the property of the School.

vii.   Connections shall permit School to hold public meetings of the School at any School facility, without payment of rent.

viii. Furniture and equipment are provided at an annual rental fee of one-fifth (1/5th) of Connections' purchased price and may be purchased from Connections at any time at a cost equal to its depreciated cost basis (assuming a five year life). Connections may offer an additional incentive, in its sole discretion, to the School to facilitate the purchase of the furniture and equipment by the School. Any such rental costs shall be reflected in the Fee Schedule or a separate agreement between the parties.

ix.   Connections shall manage the procurement and installation of telephone service, data lines, including Internet access, and such other similar technology services used by personnel who are engaged in providing the Education Program under this Agreement.

b. Office Products and Supplies. Procure for the School all requested office products and supplies needed for the operation of the administrative offices.

c. Student Technology Support Stipend Administration. Act as the School's agent in administering the School's student technology support stipend program established by the Governing Board. Payment of the stipend to eligible households would be facilitated by Connections, which will be issued to the Caretaker (and in certain circumstances, the Student) according to the schedule outlined in the School handbook, which shall be consistent with the rate used in the development of the Budget, provided payment of the stipend is provided for in the Fee Schedule.

12. **National Collegiate Athletic Association Eligibility**: So long as the School meets the following criteria, it may elect to be included in the Connections Academy "district" for NCAA purposes at no additional fee, which will entitle the School to make available to its Students high school courses that meet the NCAA Eligibility Center requirements.

a. The Curriculum must be the NCAA-approved content, delivered by Teachers through the Connexus system. Courses must be college prep level, meaning Connections' Standard level or higher (e.g. Honors/AP), and delivered via the sequential option. Credit recovery/diagnostic-prescriptive courses are not NCAA-eligible.

b. Connections shall provide oversight support for the implementation of the School's instructional model by a Partner School Leadership team member or a person in a comparable role as designated by Connections to meet this requirement; and

c. The Connections Courses must be taught by Teachers for whom Connections provides support services, including but not limited to onboarding, training, and support for such Teacher's annual evaluation within recommended evaluation guidelines, as well as provides guidance and support to the Lead School Administrator in the supervision, monitoring and support of such Teachers as more fully set forth in Section 2.n.i.

If at any time the School does not satisfy all of the criteria set forth in this Section 12, the School will be notified that it will be removed from the Connections Academy NCAA "district."

13. **Other Services**: To the extent there are products and services not included in the Education Program and the School elects to contract with a third party other than Connections for such products or services, it shall be the School's responsibility to ensure that such products or services are provided consistent with the Budget and in accordance with any requirements of Charter School Law or other applicable law and any requirements in the Charter.

14. **Trademarks:**

a. Connections and its Affiliates are the owners of various trademarks, service marks, logos, or trade names used in its business of providing Education Program. Connections trademarks can be found at: https://www.connectionsacademy.com/Portals/4/ca/documents/pdfs/legal/common-law-trademarks.pdf (collectively, the "Licensed Marks"). Connections grants to the School a non-exclusive, non-transferable, royalty-free sub-license to use the Licensed Marks during the term of this Agreement solely in connection with the performance of this Agreement and subject to pre-approval of such use by Connections. The School agrees to use the Licensed Marks in accordance with any trademark usage guidelines provided by Connections, the most up-to-date version of which can be found at: http://www.connectionsacademy.com/terms-of-use/trademark-guidelines.aspx. Connections retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of Connections.

b. Upon termination of this Agreement, the School's license to use the Licensed Marks shall immediately terminate, except as expressly permitted in this Agreement or by applicable law. The School agrees that within thirty (30) calendar days from the date of termination, all references to "Connections Academy", and any other Licensed Marks shall be removed from the School's signage, stationary, website, marketing materials and any other material or location it appears.

15. **Intellectual Property:**

a. <u>Limitations on Use</u>. The Licensed Collateral, including but not limited to, Connexus® and all technology, programs, services, and materials hosted thereon, the Curriculum, all tangible and intangible education materials, all Connections Education LLC trademarks and copyrighted works, and the trade name "Great River Connections Academy" are the Intellectual Property of Connections. The School's right to use and benefit from said Intellectual Property is limited to its license rights set forth in this Agreement and shall terminate automatically with the termination of expiration of this Agreement.

b. <u>No Sale</u>. Nothing in this Agreement shall be interpreted to be a sale or transfer of ownership interest from Connections to the School, School Staff, Students, Caretakers, or Learning Coaches.

c. <u>No Use of School Funds to Develop or Procure</u>. No School funds shall be used by Connections to develop or procure Courses or Content or Instructional Materials or improvements to Connexus®, provided, however, any School funds paid to Connections for provision of the Education Program hereunder, once paid, shall not be deemed to be School funds.

d. <u>Derivative Works</u>. Any works created by the School Staff and derived from Connections' Intellectual Property shall be deemed the property of Connections, and the School agrees to extend all reasonable and appropriate measures to assist Connections in securing and perfecting its ownership interest in such derivative works.

e. <u>Derivative Works License</u>. The School hereby grants to Connections, and will require its School Staff to do the same, a worldwide freely transferable, royalty free, perpetual license, in any content contained in any Derivative Works that are determined to remain the property of the School and/or a member of its School Staff. Similarly, to the extent that any School Staff created educational content is hosted on Connexus® or in a Connections Education LLC proprietary LiveLesson® session, the School on behalf of itself and such School Staff hereby grants to Connections a worldwide, freely transferable, royalty free, perpetual license to use such School Staff created educational content for its own commercial purposes.

f. <u>Aggregated Data</u>. Student specific data, including corresponding Caretaker data, is the property of the School, Student and/or the Caretaker ("Student Information"), unless and to the extent that Connections obtains such Student Information from a source other than the School, including directly from Student (if emancipated minor or over the age of minority) or such Student's Caretaker. Connections will not use any such School owned Student Information for any non-school related purpose without obtaining the written permission of the School and such Student or Student's Caretaker (as the case may be). Connections may freely aggregate School owned Student Information so long as such aggregated use does not reveal identifying characteristics that would enable a third party to determine the identity of any individual Student, including that Student's Caretaker. All such aggregated data shall be the property of Connections. Connections may freely use all such aggregated data and identify its source as being the Great River Connections

Academy. In addition, Connections shall, from time to time, provide to the School reports in an electronic format requested by the School to the extent Connections' systems and capabilities permit. Upon receipt of such request from the School, Connections will work with the School to formulate queries, formats and designs that will generate Student Information in a manner most useful to the School, based on the School's objectives and Connections' existing capabilities.

16. **<u>Confidentiality</u>:**

   a. <u>Confidential Information</u>. The receiving party shall use the Confidential Information of the disclosing party only in connection with the furtherance of the business relationship between the parties, and the receiving party shall make no further use, in whole or in part, of any such Confidential Information. The receiving party agrees not to disclose, deliver or provide access to all or any portion of the disclosing party's Confidential Information to a third party or to permit a third party to inspect, copy, or duplicate the same. The receiving party will disclose Confidential Information only to its employees and agents who have a need to know such Confidential Information in connection with the performance of the Agreement and who are under a written obligation to protect the confidentiality of such Confidential Information. The receiving party will treat the Confidential Information with the same degree of care and confidentiality that the receiving party provides for similar information belonging to the receiving party that the receiving party does not wish disclosed to the public, but not less than holding it in strict confidence.

   b. <u>Student Records</u>. Connections and the School acknowledge and agree that pursuant to FERPA and any regulations promulgated thereunder, the parties have certain obligations with regard to maintaining the security, integrity and confidentiality of "education records", as that term is defined by FERPA (also referred to herein as "Student Records"). The parties acknowledge that the School at all times retains ownership of Student Records and that each party must perform its obligations under the Agreement in compliance with FERPA and any regulations promulgated thereunder. Connections and the School each designate the Lead School Administrator, Charter School Staff, Governing Board members, third party service providers (including Connections) and volunteers who are providing educational and/or administrative services to the Students as agents of the School as individuals having a legitimate educational interest and thus entitled to access education records under FERPA. Connections and the School shall also maintain Student Records in accordance with all other applicable laws and regulations.

   c. <u>Exceptions</u>. The foregoing shall not prevent the receiving party from disclosing Confidential Information that must be disclosed by operation of law, provided (i) the receiving party shall promptly notify the disclosing party of any such request for disclosure in order to allow the disclosing party full opportunity to seek the appropriate protective orders; and (ii) the receiving party complies with any protective order (or equivalent) imposed on such disclosure. It is understood and agreed that this Section 16.c. is not intended to permit the disclosure of education records referenced in Section 16.b. unless permitted by applicable law.

d. <u>Return of Confidential Information</u>. The receiving party agrees that it will, within ten (10) days after written request by the disclosing party, return to the disclosing party, or at the option of the disclosing party, destroy and certify in writing the destruction of, all Confidential Information received from the disclosing party, including copies, reproductions, electronic files or any other materials containing Confidential Information.

e. <u>Remedy for Breach</u>. The parties acknowledge that monetary damages may not be a sufficient remedy for unauthorized disclosure of Confidential Information and that a disclosing party shall be entitled, without waiving any other rights or remedies, and without the posting of bond or other equity, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

17. **<u>Protection of Goodwill and Academic Integrity of the Program</u>**:   The Parties recognize that Connections has invested substantial money and resources in developing a nationally recognized virtual education program under the "Connections Academy" brand and that it has an inherent interest in protecting the goodwill generated in connection therewith, as well as the academic integrity of the Education Program. The Parties also recognize that the School has a vested interest in Connections protecting such goodwill, as well as the academic integrity of the Education Program in connection with its mission to advance the education interests of its Students. Accordingly, as part of its responsibilities, Connections is hereby authorized to perform ongoing and periodic reviews of School records documenting the manner in which the Program is delivered to Students, including documentation of interaction between Teachers and/or Administrative Staff with Students, Learning Coaches and Caretakers and to report to the Governing Board, Administrative Staff and/or Teachers any deviations from established Connections policies, procedures and protocols, federal or state legal requirements, or established best practices, or other deficiencies Connections takes note of in connection with such ongoing or periodic review.

18. **<u>Term</u>**: This Agreement will commence on July 1, 2018, and shall expire on a date coterminous with the expiration of the Charter (the "Term").

19. **<u>Termination</u>**:

a. <u>Grounds For Early Termination</u>. Unless otherwise renewed or earlier terminated, this Agreement shall terminate immediately upon the expiration of the Term. Any notice of early termination shall take effect at the closing of the last day of the Academic Year, unless otherwise agreed to by the parties or provided for herein. Notices of termination must be made in writing and delivered to the addresses set forth below no later than January 15 of the current Academic Year and shall list all reasons for said early termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

   i.   By both parties if they agree in writing to the termination;

   ii.   By the School, for any reason, provided, however, that notice of termination shall be given in writing no later than November 1 of the Academic Year in which such termination shall be effective and termination shall not occur prior to the close of the Academic Year in which notice is given. Notice of

termination under this section 18.a.ii. shall include a detailed explanation of the reason(s) for termination and shall be subject to the resolution process referenced in Section 25;

iii. Termination by either party, immediately, if one party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other party. In the event objectively ascertainable reasonable efforts have been made to effect such cure and the breach at issue does not objectively lend itself to cure within such 30 day period, then such additional time as necessary to complete said cure, but in no event longer than 60 days following written notification of such breach;

iv. Termination by Connections, immediately, if the payments to which Connections is entitled under Section 10 of this Agreement are materially reduced as a result of a change in funding provided to the School or applicable laws or regulations impose requirements that are materially different from those previously provided under this Agreement and Connections is unwilling or unable to make the required changes;

v. By Connections, if there are unresolvable differences between the Parties relating to what Connections, in its sole discretion, considers to be conduct that reflects materially and unfavorably upon Connections' reputation with respect to the manner in which School carries out its responsibilities under the terms of this Agreement and Connections provides the School with thirty (30) days written notice of its intent to terminate during which such time the Parties shall work in good faith to alleviate to Connections satisfaction the circumstances giving rise to such unresolvable differences. Termination under this provision may only take effect at the end of the Academic Year in which such notice is given;

vi. By Connections, in the event of a rescission of the Delegation of Responsibility by the Governing Board under Section 3.b.ii. and Connections provides the Governing Board with written notice of its intent to terminate rather than to negotiate a restructuring of the parties' relationship as a result of such rescission;

vii. Termination by either party, immediately, if the Charter is terminated or if the School is no longer authorized by the Sponsor as required by applicable state law and regulation;

viii. Termination by the School, if the Governing Board determines at the end of an Academic Year that the Education Program set forth in this Agreement does not meet the requirements for a charter school, as defined by applicable laws and regulations, but only if Connections is unable to cure such deficiency after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements;

ix. Termination by the School, if the Governing Board determines after a Performance Review, in the School's sole reasonable discretion, that

Connections has failed to satisfactorily address any shortcomings identified in the Performance Review through the implementation of the performance improvement plan referenced in Section 8 above, to the extent such performance improvement plan is in connection with improving Connections' performance. Termination under this subsection may not occur prior to the close of year four (4) of the Term in order to provide Connections the opportunity to implement the performance improvement plan. Notice of said termination must be made on or before November 1 and shall not take effect until the close of the Academic Year in which said notice is given, unless the parties agree otherwise in writing.

b. <u>Obligations on Termination</u>. In the event this Agreement is terminated by either party for any reason:

   i. Connections shall assist and cooperate with the School in the transition of the Educational Products and Services from Connections to the School or another service provider, so as to minimize the disruption to the Students;

   ii. Each party will promptly (not later than thirty (30) days after the effective date of termination) return to the other party all Confidential Information, property and material of any type belonging to the other party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Agreement or required by applicable law;

   iii. All access to Connexus and other educational products and services contracted for herein shall be discontinued;

   iv. Except as provided in Section 2.h., Connections shall provide to the School or its designee or other service provider copies of all Student Records not otherwise in the School's possession at no additional cost;

   v. School shall pay Connections all amounts due under this Agreement upon the earlier of either their due dates or thirty (30) days after the effective date of termination.

20. **Indemnification:**

a. <u>Indemnification Obligations</u>**.** Each party shall defend, indemnify, save and hold harmless the other party, its Affiliates, Parent, subsidiaries and its respective directors, officers, agents and employees (together "Indemnified Party") against and from any and all claims, actions, liabilities, costs, expenses, damages, injury or loss (including reasonable attorney's fees) made, brought, incurred, or alleged by any third party ("Claim") to which the Indemnified Party, its Affiliates and their respective directors, officers, agents and employees may be subject to liability by reason of any wrongdoing, misconduct, negligence, willful misconduct or default by the Indemnifying Party, its agents, employees, subcontractors, or assigns in connection with the performance of this Agreement. This indemnification, defense and hold harmless obligation on behalf of Indemnifying Party shall survive the termination of this Agreement.

b. <u>Indemnification Procedure</u>. The Indemnified Party will: (a) promptly notify the Indemnifying Party in writing of any claim, loss, damages, liabilities and costs, and for third party claims, (b) allow the Indemnifying Party to control the defense, and (c) reasonably cooperate with the Indemnifying Party in the defense and any related settlement negotiations. In addition to any defense provided by the Indemnifying Party, the Indemnified Party may, at its expense, retain its own counsel. If the Indemnifying Party does not promptly assume the Indemnified Party's defense against any third party claim, the Indemnified Party reserves the right to undertake its own defense at the Indemnifying Party's expense.

21. **Limitation of Liabilities**: In no event will either party, or such party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other party or such party's Affiliates, directors, officers, employees, or agents.

22. **Sales Tax**: The School shall provide Connections with support that it is tax exempt. To the extent that the School is not tax exempt, the School shall be responsible for federal, state, or local taxes assessed, if any, based on the Education Program provided by Connections hereunder. If any sales and use taxes are assessed on purchases made by Connections for the School's benefit and charged to the School, Connections will provide a credit to the School equal to the amount of the sales or use taxes paid by the School.

23. **Notices**: All notices, consents and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

If to Connections:	Connections Education LLC 10960 Grantchester Way, 3rd Floor Columbia, MD 20144 Attn: Steven Guttentag, President
With a copy to:	Connections Education LLC 10960 Grantchester Way, 3rd Floor Columbia, MD 20144 Attn: General Counsel

If to the School:	Great River Connections Academy
	TBD Address_____
	OH_____
	Attn: Board Chair
With a copy to:	Amy E. Goodson, Esq.
	Attorney & Counselor
	288 S. Munroe Road
	Tallmadge, Ohio 44278

24. **Governing Law**. This Agreement shall be governed and controlled by the laws of the State of Ohio. Any legal actions prosecuted or instituted by any party under this Agreement shall be brought in a court of competent jurisdiction located in the State of Ohio, and each party hereby consents to the jurisdiction and venue of any such courts for such purpose.

25. **Resolution of Disputes**. Any dispute arising out of or relating to this Agreement shall be resolved in accordance with the procedures specified in this Section 25.

   a. Negotiation. The parties agree to negotiate in good faith all disputes arising out of or relating to the rights and obligations of the Parties, as set forth in this Agreement and/or established by applicable law. Any dispute not resolved within the normal course of business shall be referred to the SVP School Operation, for Connections, and the Board Chairperson, for the School or his/her designee, for discussions related to the nature of the dispute and an agreed course of action as to how to resolve the dispute or to other such persons within the organization of Connections and the School as the Parties mutually deem appropriate.

   b. Mediation. In the event the parties are unable to fully resolve a dispute through negotiation, each Party agrees to submit all unresolved disputes to nonbinding mediation pursuant to processes and procedures mutually agreed upon by the Parties. In the event the Parties are unable to agree to such processes and procedures, the Parties agree to submit the matter to Board Counsel of record, or other such third party agreed upon by the Parties, who will establish the processes and procedures by which such unresolved disputes will be mediated.

   c. Confidentiality. The Parties agree to treat all discussions and sharing of documents related to this Section 25.c. as confidential and not subject to disclosure to any third party to the extent permissible by law, except as consented to by the disclosing Party. In the event the Parties are unable to resolve such dispute through nonbinding mediation, to the extent such dispute remains unresolved, each Party, upon providing the other party ten (10) calendar days' notice of its intent to do so, may pursue their respective contractual, administrative, legal and/or equitable remedies available to them in order to fully resolve such dispute.

26. **Miscellaneous**.

a. Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

b. Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either party only with the prior written permission of the other, which consent shall not be unreasonably withheld; provided that a change in control of Connections or its managing member or an assignment from or to a wholly owned subsidiary of Connections, notice of which shall be provided by Connections to the Governing Board, shall not be deemed a violation of this Agreement if such assignment is made without prior written permission.

c. Complete Agreement; Modification and Waiver. This Agreement constitutes the entire agreement between the parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both parties. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the party to be charged with such modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

d. Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a party or that delays or renders impossible or impracticable performance as to the obligations of such party, the party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstance shall extend, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.

e. No Third party Rights. This Agreement is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

f. Professional Fees and Expenses. Each party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

g. 501(c)(3) Status. The Parties agree to negotiate in good faith an amendment to this Agreement to cure any IRS cited defect in the Agreement that will impede the issuance of a determination from the IRS that the School is a tax exempt organization under Internal Revenue Code Section 501(c)(3).

h. Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original Agreement.

i. Compliance with Laws, Policies, Procedures, and Rules. Each party will comply with all applicable federal and state laws and regulations including all of the specific requirements of the Charter, applicable local ordinances and the School's policies whether or not specifically listed in this Agreement.

j. Interpretation of Agreement. The parties hereto acknowledge and agree that this Agreement has been negotiated at arm's length and between parties equally sophisticated and knowledgeable in the subject matter dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities in this Agreement against the party that has drafted it is not applicable and this Agreement shall be interpreted in a reasonable manner to affect the intent of the parties as set forth in this Agreement.

k. Headings; Exhibits. The section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Agreement. All schedules and exhibits to this Agreement are incorporated herein and shall be deemed a part of this Agreement as fully as if set forth in the body hereof.

l. Attendance at Meetings. The parties agree that during the Term Connections is hereby invited (through a Connections designated individual or individuals) to attend all Governing Board closed session meetings except where such attendance: (i) is prohibited by applicable law; (ii) will result in a waiver of the attorney/client privilege; (iii) will result in Connections being present during discussions concerning negotiations regarding the renewal or termination of this Agreement, or (iv) will result in Connections being present during discussions regarding such other matter with respect to which Connections has a conflict of interest.

m. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each party's acceptance will be deemed binding on the parties. Each party acknowledges and agrees that it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted or signed in electronic form. Each party further acknowledges and agrees that it will not contest the validity or enforceability of a signed scanned PDF or facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile and scanned PDF signatures shall be considered valid signatures as of the date hereof. Computer maintained records of this Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

n. Survival. The rights and responsibilities of Sections 10.c., 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26.e. , i., n., and o., shall survive the termination of this Agreement.

o. <u>Status and Relationship of the Parties</u>. Connections is a limited liability company organized under the laws of the State of Ohio, and is not a division or a part of the School. The School is an Ohio public charter school authorized by the Charter School Law and is not a division or part of Connections. The parties intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. Except as expressly provided in this Agreement, no agent or employee of Connections shall be deemed to be an agent or employee of the School. Connections shall be solely responsible for its acts and the acts of its agents, employees and subcontractors, and the School shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Connections and the School is based solely on the terms of this Agreement, and the terms and conditions of any other written agreement between Connections and the School.

Agreed to by:

GREAT RIVER CONNECTIONS ACADEMY	**CONNECTIONS EDUCATION LLC**
By:	By:
_____	_____
Title:	Title:
_____	_____

INDEX OF DEFINED TERMS

"Academic Year" shall mean the school year as defined by the School Calendar under which the School operates.

"Administrative Staff" means any and all individuals, except Assistant Principals, employed by or otherwise providing services for or on behalf of the education program operated by the School.

"Affiliates" means any entity controlling, controlled by or under common control with another entity. With respect to Connections, Affiliate shall also include Pearson PLC and its Affiliates. For the purposes of this definition, "control" means the possession, directly or indirectly, of the power to direct the management and policies of an entity whether through the ownership of voting securities, registered capital, contract or otherwise.

"Authorized Users" shall mean the Students, Caretakers, Teachers, Instructional Aides, Administrative Staff, Learning Coaches, and School Board members who are authorized to access Connexus®, the Content, Instructional Materials and Courses pursuant to the terms of this Agreement.

"Budget" shall mean the operating budget for the School, as approved by the Governing Board. .

"Caretaker" shall mean the parent(s), legal guardian(s) or another individual designated by a parent or legal guardian as a Student's Caretaker.

"Charter" shall mean the authorization to operate a charter school granted by the Sponsor.

"Charter School Law" shall mean the applicable laws and regulations governing charter schools as codified in statutes and code of regulations of the State of Ohio.

"Computer Technology" shall mean (a) computer hardware, software, or both, that shall meet or exceed any specifications required by law, for each eligible household in which one or more Students reside, and (b) any computer hardware, software, or both, required by Administrative Staff or Teachers.

"Community Coordinators" shall mean individual who volunteer their services to coordinate school-sanctioned community activities and field trips that enhance the educational experience of Students and provide them with the opportunity to engage other Students residing in the immediate geographic area who also attend the School.

"Confidential Information" shall mean proprietary business, technical and financial information of each of the parties, including for example and without limitation, each party's respective information concerning: (a) business strategy and operations such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information and customer and prospect lists, the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing party; (b) product development such as product designs and concepts; (c) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (d) human resource information such as compensation policies and schedules, employee recruiting and retention plans,

organization charts and personnel data; (e) unpublished educational content, curricula, teaching outlines, lesson plans, testing processes and procedures; (f) Student Records and other student-related or parent-related personal information; (g) the terms of this Agreement, (h) login and password information for Connexus®; (i) technical information such as development methods, computer software, research, inventions, the design and operation of Connexus®; and (j) other similar non-public information that is furnished, disclosed or transmitted to the receiving party or to which the receiving party is otherwise given access by the disclosing party, orally, in written form, in any type of storage medium, or otherwise. Confidential Information, in whatever form provided, shall remain the exclusive property of the disclosing party at all times, and the parties hereby acknowledge and agree that all such Confidential Information of a party are its trade secrets. Except as specifically provided for herein, nothing contained in this Agreement shall be construed as granting or conferring any rights in any Confidential Information disclosed to the receiving party, by license or otherwise.

"Connexus®" means the website or Education Management System (also sometimes referred to as Learning Management System, EMS or LMS) with the URL http://www.Connexus.com, or such other URL as Connections or its Affiliates may designate from time to time, through which Authorized Users access Connections Content via a secure, password protected website. The features and functions of Connexus® may be modified and/or updated from time to time by Connections. Access to Connexus® is governed by the Terms of Use located at https://www.Connexus.com/public/termsOfUse.html and defined below.

"Content" means the components of a Course and/or SDR (as each is defined below) licensed, designed, developed, owned or provided by Connections and its third party content partners and delivered in an online format through Connexus® (as defined above) or in an offline format (textbooks and other materials) to teach students in various subjects in grades K–12 and/or to deliver resources in connection with the Services (defined below). Content may include the courseware, data, documentation, text, audio, video, graphics, animation, drawings, programming, icons, images, pictures and charts, Teachlet® tutorials and LiveLesson® sessions. Connections reserves the right to add Content, withdraw Content, modify and/or offer substitute Content, in its sole discretion, provided that the School will receive reasonable notification concerning any substitution or withdrawal that is substantial.

"Course(s)" shall be comprised of a set of lessons and assessments, including Instructional Materials, which shall meet the educational content or other standards established by the State of Ohio in order to be recognized for high school credit in grades 9-12 and/or for meeting educational requirements in grades K-8, as the case may be.

"Curriculum" means a program of instruction provided by Connections, which includes Content and Instructional Materials accessed primarily through Connexus®, that, together with Teacher provided additions and/or modifications, shall meet the educational content or other standards established by the State of Ohio in order to be recognized for high school credit in grades 9-12 or for meeting educational requirements in grades K-8.

"Curriculum Guide" means the publication which sets forth the list of Courses offered by Connections during a particular Academic Year and may sometimes be referred to in this Agreement as a "Program Guide".

"Derivative Works" include any translation, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the Content or Instructional Materials or other Licensed Collateral may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Works may or may not infringe any of the copyrights in the Content or Instructional Materials.

"Destroyed" means at minimum removing personally identifiable information from the Student Record stored on Connections' production systems.

"Education Program" has that meaning ascribed to it in Section 1.

"FERPA" means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232 (g), as amended from time to time.

"Governing Board" shall mean the governing board of the School.

"Instructional Materials" shall have that meaning ascribed to it in Section 2. a.iv.

"Intellectual Property" means collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide, now or in the future, including but not limited to, moral rights, industrial design rights and similar rights, and shall in all cases include Marketing Leads, data and materials and other related collateral developed by Connections, regardless of whether such data, materials and collateral are developed specifically for the School. Intellectual Property is the exclusive property of Connections.

"Learning Coach" shall mean a Caretaker of the Student or another adult specifically designated by the Student's Caretaker, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the Caretaker Acknowledgement, Designated Learning Coach Agreement or Eligible Student Acknowledgement, respectively, and the School handbook, which shall be subject to the review and approval annually by the Governing Board. Learning Coaches are not employees or contractors of either the School or Connections; shall not receive any compensation for their services from either Connections or the Governing Board; and shall look solely to the Caretaker to collect any alleged agreed to compensation. Learning Coaches shall not fall within the definition of "Instructional Aides".

"Licensed Collateral" shall mean Connexus® and all technology, programs, services, and materials hosted thereon to which Customer is granted access, the Curriculum, all tangible and intangible education materials and other proprietary and copyright protected works and other Intellectual Property to which Customer is granted a right of use (whether in digital, print or both and including third party content contained therein or linked to therefrom), and all Connections Education LLC trademarks, and the trade name "Great River Connections Academy".

"Marketing Leads" shall mean the Caretaker names, contact information, demographic and other information developed and collected through Connections marketing efforts

(including but not limited to Public Information Campaigns defined below) at any time before, during or after the initial or any renewal term of this Agreement, including leads, developed and collected through radio, online and television advertisements, online and in person information sessions, the Connections Academy website, surveys and petition gathering efforts, and other marketing activities performed on behalf of Connections and/or the School.

"Marketplace" shall mean each of United States and its territories and lawful possessions (individually and in the aggregate).

"Public Information Campaigns" or "PIC**"** shall mean such activities as marketing and outreach efforts by offline medial advertising, online advertising, direct mail, telephone calls, traditional public relations, and other advertising efforts, as well as online and in person information sessions, managing social media messaging, etc.

"Performance Review" shall have that meaning ascribed to it in Section 8 of the Agreement.

"Privacy Policy" means that certain statement of Connections' practices for handling personally identifiable and non-personally identifiable information gathered by Connections through Connexus® or any web site maintained by Connections from time to time.

"Program Guide" shall have that meaning ascribed to "Curriculum Guide," defined above.

"Related Services" shall mean services related to the provision of speech therapy, occupational therapy, physical therapy, counseling, social skill development, psych-educational evaluations, closed captioning, sign language interpreting, transition and job coaching, academic support for the vision and hearing impaired, adapted physical education, assistive technology, and other services of a similar nature.

"School Calendar" shall be the days when the Education Program under this Agreement will be delivered to Students, as defined by the School handbook. Connections will provide Educational Products and Services on those days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance during scheduled school holidays to the extent permitted under Ohio law. The School Calendar for each Academic Year is subject to the prior approval of the Governing Board, taking into account all reasonable comments and suggestion by Connections, and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.

"School Staff" has that meaning ascribed to it in Section 2.c.

"SDR" means Service Delivery Resource and relates to any tools, instructions, assessments or other support materials used in the delivery of Services, either through Connexus® or otherwise.

"Services" means any service provided by Connections to Students, including therapeutic or educational services, under the terms of the Agreement between the School and Connections.

"Special Education Director" is that person employed to oversee the Special Education Services per Section 2.f. It is the Special Education Director's responsibility to keep informed of (and to inform Connections of) any state legislative or regulatory enactments

that impact the provision of Special Education Services, as well as to supervise the special education Teachers and implement a Connections approved model for special education instruction.

"Special Education Protocols" shall mean the policies, procedures and protocols that govern the provision of Special Education Services and shall, at minimum comply with applicable state and federal law requirements.

"Special Education Services" shall mean all necessary special education programs and services, including the development and implementation of IEPs and Section 504 plans, handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding, providing other Related Services and all other administrative services associated with the delivery of services to Special Needs Students.

"Special Needs Students" shall mean Students (as hereinafter defined) who have been identified as disabled under the Federal Individuals with Disabilities Education Improvement Act, as amended ("IDEIA") or Section 504 of the Federal Rehabilitation Act of 1973.

"Sponsor" shall mean the Ohio Council of Community Schools, which has provided sponsorship to the School pursuant to Chapter 3314 of the Ohio Revised Code, as amended, and other applicable laws or regulations to operate a computer-based community school.

"Student" means any person actively enrolled in the School.

"Student Records" shall mean those "educational records," as defined in subsection (a)(4)(A) of FERPA (as defined above), which the School or Connections is required to retain in accordance with state law.

"Teacher" means any and all educators (including Connections Teachers and Special Education teachers) involved in providing instruction, assessment and/or other educational support of Students pursuant to the terms of this Agreement and the Charter.

"Term" shall have that meaning set forth in Section 18.

"Terms of Use" means certain rules governing how Authorized Users may and may not use Connexus® and any Content and Instructional Materials accessible through Connexus®. The most current version is located at https://www.Connexus®.com/public/termsofuse.html

"Website" means the Connections website with the URL http://www.connectionsacademy.com/home.aspxand any subpages connected thereto.

EXHIBIT A
Insurance Certificate

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
12/19/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:
Marsh & McLennan Agency Small Business Solutions 9830 Colonnade Boulevard, Suite 400 PO Box 659520 San Antonio, TX 78265-9520	PHONE (A/C, No. Ext): 888-591-1954 / FAX (A/C, No): 210-737-3584 E-MAIL ADDRESS:

	INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A:	PHILADELPHIA INDEMNITY COMPANY	

INSURED	
Connections Education, LLC Great River Connections Academy 10960 Grantchester Way Columbia, MD 21044	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

COVERAGES   **CERTIFICATE NUMBER:**   **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	**COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR	X	X	PHPK1678545	07/01/2017	07/01/2018	EACH OCCURRENCE	$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$1,000,000
							MED EXP (Any one person)	$15,000
							PERSONAL & ADV INJURY	$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC OTHER:						GENERAL AGGREGATE	$2,000,000
							PRODUCTS - COMP/OP AGG	$2,000,000
								$
A	**AUTOMOBILE LIABILITY** [X] ANY AUTO [ ] ALL OWNED AUTOS [ ] SCHEDULED AUTOS [ ] HIRED AUTOS [ ] NON-OWNED AUTOS	X	X	PHPK1678545	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
A	[X] **UMBRELLA LIAB** [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE DED [X] RETENTION $10,000			PHUB591526	07/01/2017	07/01/2018	EACH OCCURRENCE	$10,000,000
							AGGREGATE	$10,000,000
								$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [ ] N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						[ ] PER STATUTE [ ] OTH-ER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Ohio Council of Community Schools and its Board, Officers, and Employees are listed as Additional Insured's on General Liability and Automobile Liability as required by written contract executed prior to any loss, but only for the performance of the insured's work as stated in the contract.

CERTIFICATE HOLDER	CANCELLATION
Ohio Council Of Community Schools 3131 Executive Parkway, Suite 306 Toledo, OH 43606	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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EXHIBIT B
Fee Schedule

Great River Connections Academy
Connections Academy of Ohio, LLC Fee Schedule

Fee	Factor	Description
Educational Resource Center	$126.00	per each enrolled student, calculated as an average over the school year
Connexus ™ Annual License (EMS)	$600.00	per each enrolled student, calculated as an average over the school year
Technical Support and Repairs	$150.00	per each enrolled student, calculated as an average over the school year
Accounting and Regulatory Reporting	$35.00	per each enrolled student, calculated as an average over the school year
Direct Course Instruction Support	$1.53	per student day; based on enrollment at a point in time each month in a i NaCA supported course
Short Term Substitute Teaching Services	$300.00	per day, if service is provided by a teacher employed by the EMO Partner
Hardware/Software - Employees	$600.00	per each staff member employed at the end of the year
Voice Over IP Services	$360.00	per each staff member employed at the end of the year
Human Resources Support	$1,000.00	per each staff member employed at the end of the year
School Curriculum Supplies	$500.00	per each teacher employed at the end of the school year
Facility Support Services	$10,000.00	per each school office location
Student Technology Assistance - Laptops	$605.00	per each computer provided by CA at any time during the school year**
Internet Subsidy Payment Processing	$25.00	per each household enrolled at any time during the school year
Enrollment and Records Management	$50.00	per each student enrolled at any time during the school year
Curriculum Postage	$33.00	per each student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - Kindergarten*	$600.00	per each Kindergarten student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 1st-5th Grade*	$950.00	per each 1st - 5th grade student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 6th-12th Grade*	$1,075.00	per each 6th - 12th grade student enrolled at any time during the school year
Treasury Services	1.50%	of all revenue from governmental sources
Marketing Services	0.75%	of all revenue from governmental sources
School Administration	6.50%	of all revenue from governmental sources
Special Education Oversight and Liability	2.50%	of all revenue from governmental sources
Special Education Direct Services	88.75%	of all special education revenue
Employee Benefits	22.0%	per actual gross wages and bonus accrual for school staff participating in CA's benefits program (rate subject to annual adjustment as part of the Board's approval of the annual school budget
Community Outreach	TBD	annual contribution toward outreach efforts subject to Board approval

Expenses Reimbursed to Connections Academy at Cost	Expenses Paid by the School by Contractual Obligation
Employee Wages, Pension and Taxes	Banking fees
Office Supplies	Treasurer and Audit Services
Office Relocation	Sponsor Oversight Services
Copiers/Reproduction	PSEO
Office Postage	Other Curriculum
Student Testing and Assessment	Dues
Staff Recruiting	Liability Insurance
Staff Training/Professional Development	Directors and Officers Insurance
Team Building	Legal
Travel and Conferences	Board-Related Expenses
Maintenance and Repair	Miscellaneous
High Speed Internet	SES Tutoring
ISP Payment Reimbursement	Summer School
Phone	Graduation
Rent	Student Activities
Rent Operating Expense	Any other expenses for services not contracted to Great River Connections Academy
M&T Credit Card Exp	
Contract School Staff	
Utilities	
Other School Expense	

* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy of Ohio, LLC and/or its vendors.

** Total computers provided by CA are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:
● Reshipment for replacement or repair
● Student Supplemental Technical Equipment
● Computers Approved for Special Education Students

ATTACHMENT C

CALENDAR

SCHOOL CALENDAR

Figure C-1. Proposed 2018-19 School Calendar

Event	Date
First Day of School	August 28, 2018
Labor Day (no school in session)	September 3, 2018
Columbus Day (no school in session for students)	October 8, 2018
Thanksgiving Break (no school in session)	November 21-23, 2018
Winter Break (no school in session)	December 20, 2018 – January 2, 2019
Martin Luther King, Jr. Day (no school in session)	January 21, 2019
First Semester End Date	January 22, 2019
Semester Break (no school in session for students)	January 23-25, 2019
Second Semester Begins	January 28, 2019
President's Day (no school in session)	February 18, 2019
Spring Break (no school in session)	April 15-19, 2019
Memorial Day (no school in session)	May 27, 2019
Last Day of School	June 3, 2019

No School in Session = Teachers and students off
No School in Session for Students = Students off

ATTACHMENT D

STUDENT BEHAVIOR MANAGEMENT

STUDENT BEHAVIOR MANAGEMENT

GRCA teachers will use LiveLesson sessions to engage students with real-time instruction and support. Engaging students proactively is a key strategy to promoting positive student interactions. Teachers will be trained to include a Notes Pod during each LiveLesson session that lists the objectives for the session and a Notes Pod with the behavioral expectations for the session. Positive student behavior will be supported through the use of active teacher modeling. Student collaboration will be promoted through the use of breakout rooms which allow small groups of students to work independently on a task while under the direction of the teacher, who can move from room to room to monitor student behavior and engagement. Teachers will be encouraged to model positive reactions to student contributions and support a growth mindset in their students. Targeted learning sessions that promote student engagement minimize off-task or disruptive behavior.

Status indicators within the LiveLesson session platform will allow teachers to check for understanding and promote sustained engagement. Teachers will have complete control of each of these tools, and they can choose to allow students to participate throughout the session, during certain portions of the session, or not at all. Inappropriate comments from students in the chat pod can be removed by the teacher. Students who exhibit behaviors that do not adhere to the established expectations can be addressed at increasing levels of intervention. Private chats can be initiated by the teacher to provide the student with a warning concerning the unacceptable behavior. Teachers will be encouraged to contact disruptive students by phone following LiveLesson sessions to discuss their behavior and reinforce the expectations. Persistently disruptive students can be removed from a LiveLesson session if necessary. In these rare cases, the teacher will follow-up directly with the student and/or Learning Coach to discuss the situation and review expectations for participation and appropriate behavior during synchronous sessions.

Face-to-Face Events

GRCA will expect students to conduct themselves at levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members. The Student Discipline Policy/Code of Conduct explains all the requirements. The school will have a detailed student handbook that will include a clear and fair set of roles and responsibilities for students, Learning Coaches, and school staff that complies with the students' due process rights and aligns with the school's mission. Parents/guardians will be provided with access to the handbook at the beginning of the enrollment process.

Appropriate conduct will be expected of all students. As a personalized, high-expectation virtual school, GRCA anticipates being able to effectively manage student discipline issues. The expectations for student conduct will be explained in the handbook and will include steps to be followed in the event of misbehavior. GRCA will follow formal due process procedures to manage the discipline of students. In addition, the virtual curriculum will allow the school to minimize academic interruptions caused by suspensions; students may be expected to work regardless of their disciplinary status.

The school will regard academic honesty as key to its mission, and will expect all stakeholders to understand that cheating, plagiarizing, or other acts of academic dishonesty are directly counter to the principles of academic excellence and harm most those students who engage in such activities. By engaging in academic misconduct, students cheat themselves of the opportunity to fully develop their intellectual abilities. As part of the school start-up tasks, all students will be required to sign the Honor Code indicating their understanding of the expectations of academic honesty. It will be expected that students will adhere to the Honor Code throughout the school year, and that all schoolwork submitted in order to meet course or class requirements represents the original work of the student. The Honor Code will serve to reinforce students' commitment to academic excellence and integrity. Students and parents suspected of inappropriate academic behavior will be confronted immediately and subjected to standard disciplinary action as described in the handbook.

The handbook will include practices the school will use to promote effective discipline, a list of offenses which may result in suspension or expulsion, an explanation of the rights of students with disabilities, and policies and procedure for due process. GRCA will establish and adopt suspension and expulsion policies that will be distributed in the school handbook. GRCA's discipline, suspension, and expulsion policies will be in accordance with student's rights and with applicable law.

Reflected in the school handbook will be a careful protection of the rights of disabled students through the fair application of due process. A student with a disability may be removed from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement.

Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment, which is strictly prohibited.

ATTACHMENT E
SUSPENSION AND EXPULSION

POLICIES REGARDING EXPULSION AND SUSPENSION

All students enrolled in the school will be expected to conduct themselves in accordance with the rules for the school, and parents and Learning Coaches will be expected to cooperate with the school staff in helping students to maintain this conduct. The student code of conduct will be included in the student handbook.

There will be three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus). Warnings will be issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

Suspension

When a student is suspended, he or she will be temporarily removed from Connexus or a school sponsored program or activity. The length of a suspension will be determined by the School Leader (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the School Leader, a student's permission to log on to and/or use parts of Connexus will be restricted. Student access to WebMail, the message boards, virtual clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- Criminal or delinquent acts are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.
- Sexual harassment means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities such that this conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.
- Disruptive conduct means willful conduct which: (1) materially and in fact disrupts or interferes with the operation of the school or the orderly conduct of any public school activity, including individual classes; or (2) leads an administrative authority to reasonably forecast that such disruption or interference is likely to occur unless preventive action is taken.
- Gang related activity is disruptive conduct.
- Refusal to identify self means a person's willful refusal, upon request from school personnel known or identified as such to the person, to identify himself or herself accurately.
- Refusal to cooperate with school personnel means a student's willful refusal to obey the lawful instructions or orders of school personnel whose responsibilities include supervision of students.

- Cheating on tests or daily work: A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- Plagiarism: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.

- Abusive conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

- Bullying: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.

- Harassment: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.

- Vandalism: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).

- Theft and robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.

- Violation of acceptable use policy: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.

- Repeated violation of any disciplinary issues.

Expulsion

When a student is expelled, he or she will be separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The school will not discipline students protected under Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA) unless the school complies with the requirements of those acts.

ATTACHMENT F
ARTICLES OF INCORPORATION AND CODE OF REGULATIONS

DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	CERT	COPY
11/15/2017	201731902388	DOMESTIC NONPROFIT CORP - ARTICLES (ARN)	99.00	200.00	0.00	0.00

Receipt

This is not a bill. Please do not remit payment.

HEATHER S WOODWARD
1001 FLEET STREET, 5TH FLOOR
BALTIMORE, MD 21202

STATE OF OHIO
CERTIFICATE

Ohio Secretary of State, Jon Husted

4096502

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

GREAT RIVER CONNECTIONS ACADEMY

and, that said business records show the filing and recording of:

Document(s)	Document No(s):
DOMESTIC NONPROFIT CORP - ARTICLES	**201731902388**
Effective Date: 11/15/2017	

United States of America
State of Ohio
Office of the Secretary of State

Witness my hand and the seal of the Secretary of State at Columbus, Ohio this 15th day of November, A.D. 2017.

Jon Husted

Ohio Secretary of State

Form 532B Prescribed by:

JON HUSTED
Ohio Secretary of State

Date Electronically Filed: 11/15/2017

Toll Free: (877) SOS-FILE (877-767-3453) | Central Ohio: (614) 466-3910
www.OhioSecretaryofState.gov | busserv@OhioSecretaryofState.gov
File online or for more information: www.OHBusinessCentral.com

For screen readers, follow instructions located at this path.

Initial Articles of Incorporation
(Nonprofit, Domestic Corporation)
Filing Fee: $99
(114-ARN)
Form Must Be Typed

First: Name of Corporation | Great River Connections Academy

Second: Location of Principal Office in Ohio

| COLUMBUS | OHIO |
| City | State |

FRANKLIN
County

Optional: Effective Date (MM/DD/YYYY) | 11/15/2017 | (The legal existence of the corporation begins upon the filing of the articles or on a later date specified that is not more than ninety days after filing.)

Third: Purpose for which corporation is formed

To operate as an Ohio public community school described in Chapter 3314 of the Ohio Revised Code to provide internet or computer based learning outside of the traditional classroom setting. To exercise all powers necessary to operate, or reasonably connected with operating, as an Ohio public community school that may be legally exercised by a public benefit corporation established under Chapter 1702 of the Ohio Revised Code.

** Note: for Nonprofit Corporations: The Secretary of State does not grant tax exempt status. Filing with our office is not sufficient to obtain state or federal tax exemptions. Contact the Ohio Department of Taxation and the Internal Revenue Service to ensure that the nonprofit corporation secures the proper state and federal tax exemptions. These agencies may require that a purpose clause be provided. **

** Note: ORC Chapter 1702 allows for additional provisions to be included in the Articles of Incorporation that are filed with this office. If including any of these additional provisions, please do so by including them in an attachment to this form. **

Form 532B | Page 1 of 3 | Last Revised: 12/06/2016

Original Appointment of Statutory Agent

The undersigned, being at least a majority of the incorporators of

Great River Connections Academy

(Name of Corporation)

hereby appoint the following to be Statutory Agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is:

CORPORATION SERVICE COMPANY

(Name of Statutory Agent)

50 WEST BROAD STREET, SUITE 1330

(Mailing Address)

COLUMBUS	OH	43215
(Mailing City)	(Mailing State)	(Mailing ZIP Code)

Must be signed by the incorporators or a majority of the incorporators.

DR. DEAN GOON

(Signature)

(Signature)

(Signature)

Acceptance of Appointment

The Undersigned, CORPORATION SERVICE COMPANY , named herein as the

(Name of Statutory Agent)

Statutory agent for Great River Connections Academy

(Name of Corporation)

hereby acknowledges and accepts the appointment of statutory agent for said corporation.

Statutory Agent Signature DAVE NICKELSEN, ASSISTANT SECRETARY

(Individual Agent's Signature / Signature on Behalf of Business Serving as Agent)

Form 532B   Page 2 of 3   Last Revised: 12/06/2016

By signing and submitting this form to the Ohio Secretary of State, the undersigned hereby certifies that he or she has the requisite authority to execute this document.

Required

Articles and original
appointment of agent must
be signed by the incorporator(s).

If the incorporator
is an individual, then they
must sign in the "signature"
box and print his/her name
in the "Print Name" box.

If the incorporator
is a business entity, not an
individual, then please print
the entity name in the
"signature" box, an
authorized representative
of the business entity
must sign in the "By" box
and print his/her name and
title/authority in the
"Print Name" box.

DR. DEAN GOON
Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name

Signature

By (if applicable)

Print Name

ADDITIONAL PROVISIONS:

SIXTH: The organization is organized exclusively for charitable, religious, educational, and/or
scientific purposes under section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and for
the purpose of engaging in any lawful act or activity not for pecuniary profit for which not-for-profit
corporations may be organized, so far as is or may be permitted by the laws of the State of North
Carolina and Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. The Corporation shall
not engage in any business of a kind ordinarily carried on for profit and nothing in these Articles of
Incorporation or in the Bylaws of the Corporation shall authorize the Corporation to, and the
Corporation shall not, enter any transaction, carry on any activity, or engage in any business for
pecuniary profit, and any income received by the Corporation shall be applied only to the nonprofit
purposes and objectives of the Corporation set forth herein.

SEVENTH: In the event of the dissolution of the Corporation, the Board of Directors shall, after
paying or making provision for the payment of all of the liabilities of the Corporation, distribute all of the
assets of the Corporation exclusively to one or more organizations then described in IRC Sections
170(c)(2), 501(c)(3), 2055 (a)(2) and 2522 (a)(2) having purposes substantially similar to those of the
Corporation (except that no private foundation as defined by IRC Section 509(a) shall be a recipient) or
to one or more units or agencies of federal, state or local government to be used exclusively for public
purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be
distributed to one or more of such organizations as determined by the highest court of the county in
which the principal office of the Corporation is then located.

EIGHTH: No part of the net earnings of the organization shall inure to the benefit of, or be
distributable to its members, trustees, officers or other private persons, except that the organization
shall be authorized and empowered to pay reasonable compensation for services rendered and to make
payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No
substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise
attempting to influence legislation, and the organization shall not participate in, or intervene in
(including the publishing or distribution of statements) any political campaign on behalf of any candidate
for public office. Notwithstanding any other provision of this document, the organization shall not carry
on any other activities not permitted to be carried on (a) by an organization exempt from federal
income tax under section 501(c)(3) of the Internal Revenue Code, as amended, or corresponding section
of any future federal tax code, or (b) by an organization, contributions which are deductible under
section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

CODE OF REGULATIONS OF
GREAT RIVER CONNECTIONS ACADEMY

ARTICLE I – GENERAL PROVISIONS

(a)	Name. This not-for-profit corporation shall be known as Great River Connections Academy, Inc. (the "Corporation"). Other names by which the Corporation shall be known include Great River Connections Academy and GRCA.

(b)	Location. The Corporation's principal office shall be located at such place in Franklin County, Ohio as its Board of Directors (the "Board") shall determine. The principal office shall be located within fifty (50) miles of the Corporation's sponsor or a representative of the sponsor. The Board may from time to time establish branch or subordinate offices at such other places where the Corporation is qualified to conduct its activities.

(c)	Applicable Law. The Corporation has been organized as a public benefit corporation under the laws of the State of Ohio and shall operate as a public community school. The Corporation shall at all times be subject to the provisions of applicable federal, state and local laws, statutes, rules, regulations and ordinances, including but not limited to, the provisions of Chapters 1702 and 3314 of the Ohio Revised Code (the "Revised Code").

ARTICLE II – PURPOSE AND MISSION

(a)	Purpose. The Corporation's general purpose is described in its Articles of Incorporation, as on file with the Secretary of State of Ohio.

(b)	Mission. The Corporation's mission is to provide top-quality personalized education for students and their families through internet- or computer-based learning outside of the traditional classroom. The school(s) operated by the Corporation will maintain a commitment to excellence in curriculum, instruction, accountability and communication for internet- or computer-based schools and will ensure that its programs follow the principles of parental involvement, individualized instruction and high-quality teaching.

ARTICLE III - MEMBERS

The Corporation shall have no members. The members of the Board (each, a "Director") shall be deemed to be the members of the Corporation for purposes of Chapter 1702 of the Revised Code.

ARTICLE III – BOARD OF DIRECTORS

(a)   Number. The authorized number of Directors shall be not less than five (5) or more than seven (7). Until otherwise fixed by the Board, the number of Directors of the Board shall be five (5).

(b)   Term. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of Directors. The Directors of the first class shall hold office for an initial term of one (1) year, and the Directors of the second class for an initial term of two (2) years, and the Directors of the third class for an initial term of three (3) years. At the close of each annual meeting of this Corporation, the successors to the class of Directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. Each Director shall hold office until the expiration of the term for which they were elected and shall continue in office until his or her successor is duly elected and qualified or until his or her earlier death, resignation, or removal from office. In the event of an increase in the number of Directors, the remaining Directors shall assign the newly created Directorships to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of Directors. There is no limit to the number of terms a Director can serve on the Board.

(c)   Qualifications and Election.

(i)   The qualifications for Directors are generally the ability to attend Board meetings, a willingness to actively support and promote the public community school or schools operated by the Corporation and a dedication to the educational endeavors of the school(s).

(ii)   The Board shall, at its annual meeting, elect individuals to the Board to fill vacancies on the Board created by expired terms, if any. At least three (3) Directors shall be elected from the following group:

(A)   At least one (1) Director shall be the parent of one or more student(s) who is/are enrolled in a charter school operated by the Corporation.

(B)   At least one (1) Director shall be a generally recognized community leader in the area served by the school(s) operated by the Corporation, as determined in the discretion of the Board.

(C)   At least one (1) Director shall be currently employed as either a teacher, a college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined in the discretion of the Board.

(c)   Regular Meetings. Regular meetings of the Board shall be held not less than annually on such dates as the Board may designate with one meeting designated as the annual meeting.

(d)   Special Meetings. A special meeting of the Board may be called at any time by the President or a majority of the Board.

(e)   Notice of Meetings. The Secretary shall give written notice of the time and place of each meeting of the Board, whether regular or special, to each Director. For any regular meeting, such written notice shall be delivered at least ten (10) days before the meeting. For a special meeting, the written notice shall be delivered at least three (3) days before the meeting. Any notice of a regular or special meeting shall be published by the Corporation at its principal office and/or on the internet site of each of its school(s) and the school shall comply with any changes in the notice provisions of the Ohio Open Meetings Laws.

(f)   Quorum. At all meetings of the Board, a majority of the Directors then in office shall constitute a quorum for the transaction of business, provided that whenever less than a quorum is present at the time and place appointed for any meeting of the Board, a majority of those present may adjourn the meeting from time to time, without notice other than by announcement at the meeting, until a quorum shall be present. Except as otherwise provided in this Code of Regulations, at any meeting of the Board at which a quorum is present, all questions coming before the Board for decision shall be decided by a vote of a majority of the Directors in attendance at such meeting.

(g)   Place of meetings. The Board may hold its meetings at such place or places within or without the State of Ohio as the Board may, from time to time, determine.

(h)   Resignation. A resignation from the Board shall be deemed to take effect immediately upon delivery of written notice of resignation to the President or Secretary, unless some other time is specified in such notice. The acceptance of any resignation shall not be necessary to make it effective unless so specified in the notice of resignation.

(i)   Removal.

    (i)   Any Director may be removed at any time, with or without cause, by a three-fifths vote of Directors of the Board other than the Director sought to be removed.

    (ii)   If a Director fails to perform his or her responsibilities under this Code of Regulations or under Chapter 1702 or 3314 of the Revised Code, including by reason of failing to regularly attend Board meetings or otherwise, the President (or other presiding officer in lieu of the President) shall at the next regularly scheduled meeting of the Board bring before it a proposed resolution for the removal of such Director. A Director shall receive written notice from the President which may state the reason(s) for removal from the Board. Removal shall be effective at such time as shall be specified in the notice.

(j)   Vacancies. In case of a vacancy in the Board due to death, removal, resignation, or an increase in the authorized number of Directors, the remaining Directors, even though they may be less than a majority of the authorized number of Directors constituting the full Board, may at any duly convened meeting elect a successor, by the vote of a majority of the remaining Directors, to hold office for the unexpired portion of the term of the Director whose place shall be vacant,

and until the election and qualification of a successor. If the remaining Directors reach an impasse as to the election of the Director to fill the vacancy on the Board, they shall, pursuant to the provisions of Section 1702.521 of the Ohio Revised Code, petition the Court of Commons Pleas of Hamilton County, Ohio, for the appointment of a provisional Director.

(k)   Order of Business at a Regular Meeting. The order of business at a regular Board meeting shall be as follows.

    (i)   roll call;
    (ii)   reading of notice and proof of mailing (and posting or advertising, if applicable);
    (iii)   reading of minutes of last preceding meeting;
    (iv)   report of President;
    (v)   report of Secretary;
    (vi)   report of Treasurer;
    (vii)   report of committees, if any;
    (viii)   election of Directors, if applicable;
    (ix)   transaction of other business mentioned in the notice or before the Board; and
    (x)   adjournment.

In the absence of any objection, the presiding Officer may vary the order of business at his or her discretion.

(l)   Minutes. Minutes of each regular and special Board meeting shall be kept by the Secretary and shall include a record of attendance, actions determined to be taken by the Board or others, reports discussed and any updated, pertinent information.

(m)   Actions With or Without Meeting. All actions that may be authorized or taken at a Board meeting shall be authorized or taken in compliance with the provisions of Section 121.22 of the Revised Code.

(n)   Reimbursement. Directors, as such, shall not receive any compensation for their service; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business.

ARTICLE IV - COMMITTEES

(a)   Creation. The Board may, by resolution, create such committees as it from time to time deems appropriate. The resolution creating any such committee shall designate the number of Directors or such other persons who are to serve as voting members or non-voting members of the committee, the chairperson of the committee, the authority, if any, of the Board that the committee shall have when the Board is not in session, which authority must be specifically granted, and any limitations on such authority, and the functions the committee shall discharge.

(b)   Appointment. Except as otherwise provided, the President, with the approval of the Board, shall appoint one or more Directors and other interested persons to serve as the members

of the committees. One of the Directors so appointed shall be designated as chairperson of the committee. The President may invite additional individuals with expertise in a pertinent area to meet with and assist any committee, but such additional individuals shall not vote or be counted in determining the existence of a quorum and may be excluded from any session of such committee by a majority vote of the committee members present.

(c)   Tenure. Each member of a committee shall hold office until the next annual election of Directors and until his or her successor as a member of such committee is elected or until his or her earlier death, resignation, or removal.

(d)   Meetings and Notice. Meetings of committees may be called by the President, the chairperson of the committee, or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties or as otherwise stipulated by the Board. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time, place, and purpose of the meeting.

(e)   Quorum. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of such committee. Each committee shall keep minutes of its proceedings and shall report periodically to the Board.

(f)   Manner of Acting. The act of a majority of the members of a committee present at a meeting at which a quorum is present shall be the act of the committee so meeting. No act taken at a meeting at which less than a quorum is present shall be valid unless approved in writing by the absent members. Action may be taken without a meeting by a writing setting forth the actions so taken signed by each member of the committee entitled to vote.

(g)   Resignation, Removal, and the Filling of Vacancies. Any member of a committee may resign at any time by giving written notice to the chairperson of the committee or the Secretary of the Corporation. Such resignation, which may or may not be conditioned on formal acceptance, shall take effect on the date of receipt or date of acceptance if so conditioned, or at any later time specified in said notice. The Board may remove any appointed member of a committee, with or without cause, by a majority vote. An ex officio member of a committee shall cease to be such if he or she shall cease to hold a designated position, which is the basis of ex officio membership on the committee. A vacancy on any committee, or any increase in the membership on such committee, shall be filled for the unexpired portion of the term by the President with the approval of the Board.

ARTICLE V - OFFICERS

(a)   General Provisions. The Board shall elect a President, a Secretary and a Treasurer. The Board may, from time to time, create such offices and appoint such other officers, subordinate officers and assistant officers as it may determine.

(b)   Term of Office. The officers of the Corporation shall hold office from the date of their election by the Board until their successors are qualified and elected, unless sooner removed by the Board. The Board may remove any officer at any time, with or without cause, by a majority

vote. An officer may resign at any time by giving written notice to the President or to the Secretary, which resignation may or may not be made contingent on formal acceptance, and which shall take effect on the date of receipt or at any later time specified in said notice. A vacancy in any office, however created, shall be filled by the Board for the unexpired term.

ARTICLE VI – DUTIES OF OFFICERS

(a)   President. The President shall be the principal corporate officer and shall preside at all meetings of the Board. He or she shall report at least annually to the Board the condition of the affairs of the Corporation and make recommendations, if any, with respect to such report. He or she shall be responsible along with the Board for establishing the policies of the Board, and the President shall have general supervision, management, control and oversight of the business of the Corporation, subject to the regulations and orders of the Board. The duties and responsibilities of the President shall include providing periodic reports to the Board on the overall activities of the Corporation; and guiding the activities of the Corporation; responsibility for the oversight of selecting, employing, controlling, and discharging employees, developing and maintaining policies and practices; and in general, performing all the duties usually incident to such office, or that may be imposed or required by the Directors. He or she shall, acting alone, have full power and authority to secure and deliver, or cause to be executed and delivered, in the name of or on behalf of the Corporation any and all ordinary contracts necessary and proper for the usual conduct and operation of the business of the Corporation, subject to the approval or ratification of such contracts by the Board.

(b)   Secretary. The Secretary shall keep minutes of all the proceedings of the Board, and shall make proper record of the same; give notice of meetings of the Board and to the public; keep such books as may be required by the Board; and perform such other and further duties as may from time to time be assigned to him or her by the Board or the President. All books and papers pertaining to his or her office shall be subject at any time to the inspection of any Director, and, on the expiration of his or her term of office, he or she shall deliver all books, papers and other property of the Corporation, in his or her possession or under his or her control, to the President or to his or her successor in office; and, in general, he or she shall perform all duties pertaining to such office that may be required by the President or the Board. Some of the Secretary's responsibilities may be contracted for by the Board.

(c)   Treasurer. The Treasurer shall monitor the financial affairs of the Corporation. So long as the Corporation is operating a community school as defined in Chapter 3314 of the Ohio Revised Code, the office of Treasurer shall be held by the Corporation's appointed designated fiscal officer who shall not be a member of the Board. The Corporation's designated fiscal officer shall hold such licenses and receive such training as required by Ohio law. The Treasurer shall cause to be kept adequate and correct accounts of its assets and liabilities, receipts, disbursements, gains, losses, together with such other accounts as may be required, and, review and answer board members' questions about the annual audit and he/she shall perform such other duties as from time to time may be assigned to him/her by the Board. Upon the expiration of his/her appointment, the designated fiscal officer shall turn over to the Board all property, books, papers, and money of the Corporation in his/her possession.

<u>ARTICLE VI – INDEMNIFICATION OF DIRECTORS,
OFFICERS and EMPLOYEES</u>

To the extent permitted by Ohio law, the Corporation shall indemnify any present or former director, officer or committee member against expenses (including attorney's fees), judgments, decrees, fines, penalties, amounts paid in settlement and other liabilities in connection with the defense of any pending or threatened action, suit, or proceeding whether criminal, civil, administrative or investigative, to which such person is or could reasonably expect to be made a party, provided:

(a)   that such person was not guilty of willful or wanton misconduct in the performance of his or her duty to the Corporation;

(b)   that such person acted in good faith in what he or she reasonably believed to be the best interests of the Corporation; and

(c)   that, in any matter the subject of a criminal action, suit, or proceeding, such person had no reasonable cause to believe that his or her conduct was unlawful.

The determination as to (a), (b), and (c) above shall be made:

(1)   by a majority vote of a quorum of the Board consisting of the Directors who are not or were not parties to or threatened with such action, suit, or proceeding; or

(2)   if such a quorum is not available, or even if obtainable, if a majority of such quorum of disinterested Directors so directs, by a written opinion of independent legal counsel to whom the matter may be referred by a majority of Directors.

The termination of any claim, action, suit or proceeding (a "Proceeding") by judgment, order, settlement, conviction, or plea of guilty or nolo contendere shall not create a presumption that such person did not meet the standards of conduct set forth in this Article VI.

To the extent that any such person has been successful on the merits, on procedural or otherwise, with respect to any such Proceeding, or in the defense of any claim, issue, or matter in such Proceeding, such person shall be indemnified against expenses incurred in connection with the Proceeding regardless of the determination specified in the above paragraph of this Article VI.

The indemnification provided by this Article VI shall not be deemed exclusive of, or in any way to limit, any other rights to which any person eligible for indemnification may be or may become entitled as a matter of law, or pursuant to the Articles of Incorporation, the Code of Regulations, agreements, insurance coverage, or otherwise. The indemnification provided by this

Article VI shall continue as to a person who has ceased to be a director, officer or committee member and shall inure to the benefit of the heirs, executors, and administrators of such person.

Irrespective of the provisions of this Article VI, the Board at any time or from time to time, may approve the indemnification of directors and officers or other persons to the full extent permitted by the applicable provisions of the Revised Code at the time in effect, whether on account of past or future transactions.

The extension of rights of indemnification set forth in this Article VI by liberalization of any existing law of the State of Ohio shall not be construed as limiting any right of indemnification of any director or officer that has accrued under an existing law. It is the intention of this provision that any liberalization of the law of the State of Ohio shall inure to the benefit of directors and officers entitled to indemnification. No change in the law of Ohio decreasing the rights of indemnification shall be deemed to derogate from or decrease any right of indemnification that shall have accrued or vested prior to the change in such law.

If any part of this Article VI shall be found in any action, suit or proceeding to be invalid or ineffective, the validity and the effect of the remaining provisions of this Article VI shall not be affected.

ARTICLE VII – NOTICES AND MAILING

(a)   Form.

(i)   Whenever any notice is required or permitted under this Code of Regulations, such notice shall be in writing and shall be (as elected by the party giving such notice) (A) delivered in person, (B) sent by U.S. registered or certified mail, return receipt requested, postage prepaid, (C) sent by U.S. Express Mail, postage prepaid, (D) delivered by recognized overnight air courier service or (D) transmitted by facsimile or electronic mail to the person to whom such notice is intended to be given. Every notice given by mail, express mail or courier service shall be deemed duly served when the same has been deposited in the United States mail, with postage fully pre-paid, or with the courier service plainly addressed to the intended recipient of the notice at his, her or its last address appearing upon the record of this Corporation. Every notice given by personal delivery, facsimile or electronic mail shall be deemed duly served when delivered or transmitted.

(ii)   All notices required to be given by the Corporation pursuant to any provisions of this Code of Regulations shall state the authority pursuant to which they are issued (as, "by order of the President," or "by order of the Board of Directors" as the case may be) and bear the written, stamped, type-written or printed signature of the Secretary.

(b)   Waiver of Notice. Notice of the time, place and purpose of any meeting of the Board or a committee, may be waived by written notice, either before or after such meeting has been held. In addition, a Director's or committee member's attendance at a meeting without protesting, prior to or at the commencement of the meeting, the lack of proper notice shall be

deemed to be a waiver by such Director or committee member, as the case may be, of notice of such meeting.

<div align="center">ARTICLE VII - MISCELLANEOUS</div>

(a)   Fiscal Year. The fiscal year of the Corporation shall end on the 30th day of June in each year, or on such other day as may be fixed from time to time by the Board.

(b)   Seal. The Corporation shall not be required to have a corporate seal.

(c)   Negotiable Instruments. All checks, drafts, bills of exchange, notes, acceptances, obligations and other instruments for the payment of money shall be signed in the name of the Corporation by the President and Treasurer or other officers, person or persons, as the Board may from time to time authorize.

(d)   Deeds, Contracts and Miscellaneous Instruments. All contracts, deeds, bond, choses in action, leases, land contracts, mechanics' liens, and all transfers, assignments, releases and discharges of mortgages shall be made in the name of the Corporation. The name of the Corporation shall be signed for all such purposes by the President, unless otherwise authorized by the Board.

(e)   Conflict of Interest. A Director shall always comply with the provisions of Chapters 102, 1702 and 3314 of the Revised Code in the event of any interested transaction between such Director and the Corporation.

(f)   Construction of Terms and Headings. Words used in this Code of Regulations shall be read as the masculine or feminine gender and as the singular or plural, as the context requires. The captions or headings in this Code of Regulations are for convenience only and are not intended to limit or define the scope or effect of any provision of this Code of Regulations.

<div align="center">ARTICLE IX - AMENDMENTS</div>

This Code of Regulations may be altered, amended or repealed, and new Regulations may be adopted, by the affirmative vote of a majority of the Board.

ATTACHMENT G
BOARD MEMBER INFORMATION

*Please note, the members of the Governing Board have completed their BCII/FBI background checks. Per guidance by Board Counsel, the BCII/FBI background checks are being sent under separate cover as they contain personal information and are not subject to disclosure as a public record.

** Todd Jones will complete a background check after charter approval.

Dr. Dean Goon

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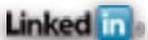
Dean Goon

@deangoon

Profile

ONLINE & BLENDED LEARNING | EDUCATIONAL LEADERSHIP | CURRICULUM DESIGN & INSTRUCTION | DIGITAL VISIONARY

Strategic Futuristic Leader

21st Century Teaching and Learning

Knowledgeable Practitioner of Educational theory, practice, and philosophy

Frequent International and National Presenter at Professional Learning Conferences.

Proficient in a wide use of educational technology

Energetic and Enthusiastic Educational Professional

Innovative and non-traditional expertise in curriculum design

Excellent Communication and Presentation Skills

Experience

DIRECTOR OF INNOVATIVE EDUCATION | ASSOCIATE PROFESSOR OF EDUCATION
MOUNT VERNON NAZARENE UNIVERSITY, MOUNT VERNON, OHIO
2015- Present
Administrative Leadership in development of university strategic initiatives. Provides leadership for online programing and development. Online and Blended learning curriculum designer and consultant. Created the Center for Innovative Education for faculty development. Development and programing of global collaborations and consulting. Associate professor in Graduate and Undergraduate Program. Course instructor of educational technology, effective teaching strategy and instructional design courses.

DIRECTOR OF UNIVERSITY INSTRUCTIONAL TECHNOLOGY | ASSISTANT PROFESSOR OF EDUCATION
MOUNT VERNON NAZARENE UNIVERSITY, MT. VERNON, OHIO
2011- 2015
Department of Education professor in Graduate and Undergraduate Program. Course instructor of educational technology, effective teaching strategy and instructional design courses. NCATE SPA Program Chair for Technology Facilitator Program. Administrative Leadership in University Instructional Technology. Directs, leads, and consults faculty on innovative teaching practices and curriculum design. Presents workshops and trainings for faculty development in educational technology. Online and Blended learning curriculum designer and consultant. Online and Emerging Technology and Faculty Development committee. Creates vision and programing for campus wide instructional technology and online delivery.

ADJUNCT INSTRUCTOR IN GRADUATE EDUCATION & INSTRUCTIONAL TECHNOLOGY SPECIALIST
MOUNT VERNON NAZARENE UNIVERSITY, MOUNT VERNON, OHIO
2006-2011
Managed, organized, and instructed a M.A. hybrid course in the Adult Graduate Studies Program. Created learning materials, assessments, and evaluated APA assignments. Consulted, created, and revised University courses in the Adult Graduate Studies department.

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Dean Goon

@deangoon

EDUCATIONAL CONSULTANT,
MAKEADENT PROFESSIONAL LEARNING SOLUTIONS MARION, OHIO
2011- PRESENT
Workshops and keynotes on P-20 educational technology pedagogical strategies and methods. Assists private and public school districts and universities in the development of emerging educational technologies, blended learning, and innovative models of curriculum design.

PROFESSIONAL DEVELOPMENT DIRECTOR
(TRECA) TRI-RIVERS EDUCATIONAL COMPUTER ASSOCIATION
MARION, OHIO
2008-2011
Development of Customized Teaching and Learning Professional Development courses-online, hybrid, and face to face. Presenter and Educational Leader at frequent learning conferences. and workshops. Supervision of Professional Development Team. Classroom and teacher support for project-based learning. Curriculum developer, teacher trainer, and coordinator of professional development for distant learning and digital academies. Research and development of 21st Century Skills of teaching and learning. Provided coaching, consulting, and training for online digital schools and over 40 school districts in Ohio. Collaboration with Instructional Design team for online professional development courses. Organized and collaborated with Apple on professional learning institutes.

ADJUNCT INSTRUCTOR
ASHLAND UNIVERSITY, ASHLAND, OHIO
2008-2011
Contracted Adjunct Instructor for Master Level Teacher program. Created, managed, and assessed face to face, hybrid, online, and cohort model professional development courses. Liaison and coordinator between University and school districts for online professional development opportunities. Course designer, developer, and administrator for continuing graduate credit courses.

EDUCATIONAL TECHNOLOGY INSTRUCTOR
GRANT MIDDLE SCHOOL, MARION, OHIO
2002-2008
Created an innovative pre-engineering technology STEM program. Led in transition of three middle schools into a large true middle school. Developed project-based initiatives for the science department. Collaborated with teaching team. Established business and higher education partnerships. Secured grants for funding of a program.

TEACHER-MATH, SCIENCE, & TECHNOLOGY,
TAFT MIDDLE SCHOOL, MARION, OHIO
1994-2002
Instructed inquiry-based science course. Developed academic and extra-curricular after school programs. Organized technology professional development for the district. Served on instructional and curriculum committees. Created district technology implementation plan.

6TH GRADE TEACHER
DELAWARE CHRISTIAN SCHOOL, DELAWARE, OHIO
1993-1994
Instructed in a contained elementary classroom. Developed innovative math program. Created motivational class management system.

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Dean Goon

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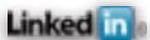
@deangoon

Degree Completion:

Liberty University. Lynchburg, Va. Ed.D. in Teaching and Learning. 2012.

Ohio State University. Columbus, Ohio. M.A. in Teaching and Learning. 2000.

Ohio State University. Columbus, Ohio. B.S. Elementary Education. 1993.

Skills

LEADERSHIP:
- Directed professional learning opportunities- workshops, conferences, & trainings for over 40 Ohio School Districts and Universities
- Directed new program development, state initiatives, and innovative instructional design
- Provided leadership in development of instructional methods and assessment of student learning
- Conceived, developed, and implemented faculty and staff professional development courses
- Established partnerships with the high school, higher education, college tech prep, business, and industry
- Monitored. consulted, and coached faculty in the application of 21st century instructional technologies
- Supervisor of Professional Development Staff-Interviews and Management
- Maintained and managed line item budgets
- Strong Cross functional skills

PLANNING:
- Collaborated with faculty members on a District and Middle School Strategic Plan
- Planned, scheduled, and facilitated the development of educational programs
- Planned, prepared, and administered classroom and building technology budgets
- Researched, developed, and administered grants
- Planned and managed facility and equipment allocation
- Coordinated and collaborated on Master Level courses
- Designed non-traditional professional development courses and master level courses for educators- online, face to face, hybrid environments

INSTRUCTION:
- Developed curriculum and applied effective teaching methods in various learning environments
- Implementation and use of 21st Century Instructional Skills and pedagogy
- Strong understanding of questioning techniques, alternative assessments, project-based learning, inquiry learning, and constructivist teaching and learning
- Organized, lead, and presented instructional strategies for educators, faculties, and staff of school districts, universities, and educational servicing centers
- Knowledgeable of adult and student pedagogical teaching and learning strategies

Technical Expertise:
- Apple and Windows platform and applications
- Microsoft Office, Google Apps., iWorks
- Web 2.0 applications and open source applications
- Course Management Systems- Moodle, Blackboard, Angel, Schoology, and Edmodo
- Web screencasting,
- Podcasting/iTunes U
- Mobile Device Applications
- Social Media
- Wide use of audio and visual programming and visual design applications

Selected Highlights:
- Innovative, progressive, creative, and experienced educational leadership
- Collaboration and consultation with business, higher education, International Ministries of Education, Ohio Department of Education, and over 40 school districts in Ohio
- Consulted and Collaborated Internationally with Belize Ministry of Education
- Partnership with Apple Professional Development
- Strong Background in online delivery of educational content

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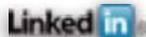
@deangoon

- Trained Group Facilitator
- Relational team focused leadership

Course Instruction/Creation

- Graduate- Technology for Educators PEL6013
- Graduate- Development of Multimedia Instructional Products EDT6222
- Graduate- Educational & Ethical Uses of Electronic Networks & Telecommunications Systems EDT6223
- Graduate- Effective Teaching and Instructional Design PEL6023
- Graduate- Middle Level Philosophy PEL6123
- Graduate- Social Development of Young Children PEL6213
- Graduate- Classroom Management and Discipline PEL6073
- Graduate- Virtual School Field Experience PEL6002
- Graduate- Exploring and Implementing Emerging Technologies EDT6253
- Graduate- Action Research PEL6032
- Undergraduate- MCE4032 Science Methods
- Undergraduate- ECE4012 Science Methods
- Undergraduate- EDU3064- Cultural Diversity Field Placement
- Undergraduate- Educational Technology EDU1042
- Undergraduate- Observation, Documentation, and Assessment ECE3012
- Undergraduate Advanced Educational Technology (Curriculum Writer)
- iLearn: Teaching and Learning with the iPad: EDU6189 (Seminar)

Professional Presentations

- Greater Ohio Technology Education Conference- 2000
- National Middle School Conference- 2001
- ETech Ohio Conference–2002, 2003
- What the Tech Learning Conference- 2008
- Wired to Learn Learning Conference- 2008
- TRECA Digital Education Conference- 2009, 2010
- Innovation Workshop- 2010
- Next Generation Learning Conference- 2010
- Apple Summer Institute- 2010
- STEM Innovations Conference- 2010
- Ohio Migrate Education Center Annual Conference- 2011
- Innovate 2 Learn: Apple Summer Institute-2011
- MTC Faculty Development Day, 2011
- MVNU Faculty Development Institute, 2012
- Campus Technology Educational Technology Conference, 2012
- International Association of K12 Online Learning Conference, 2012
- Ohio Confederation of Teacher Education Organization Conference, 2013
- Teaching Professor Technology Conference, 2013
- International Association of K12 Online Learning Conference, 2013
- NWO Annual Symposium on Science, Technology, Engineering, and Mathematics (STEM) Teaching, 2013
- Ohio Association of Career and Technical Education (OHIO ACTE Annual Conference), 2014
- Ohio Technology Summit, 2014
- Midwest Greater Home Schooled Convention, 2014
- Convergence Learning Symposium, 2014
- Focusing on Youth Issues Conference, 2014
- Converge Learning Conference, 2014
- Mixing it up with Blended Learning, 2015
- Extreme Course Makeover: Building and designing more authentic online learning.....Campus Technology Forum, Long Beach, California, 2015
- Google Apps. Workshop.....Knox County Career Center, Mount Vernon, Ohio, 2015
- Mixing in Up with Blended Learning (Part Two).....East Knox Local Schools, Howard, Ohio, 2015
- Framework for Online Collaboration....Nazarene Online Learning Network, Point Loma Nazarene University, Point Loma, California, 2015

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Professional Publications

Britt, M., Goon, D., & Timmerman, M. (2015). How to Better Engage Online
    Students with Online Strategies. College Student Journal, 49(3), 399-404.
Kennedy, K., Archambault L., Rice K., Yang D., Vyortkina D., Barbour D., Goon D., Hynes
    M., Zugelder B., Zajac J., Parent R., October (2013) Partnering for Success: A 21st
    Century Model for Teacher Preparation. iNACOL.
Goon, Dean (2012). A Quantitative Examination of the Educational Technology
    Characteristics of Ohio Schools and Their Blue Ribbon Status. (Doctoral
    dissertation). Retrieved from Digital Commons Dissertations and Theses.
    (Proquest #10485)

Research Interest

- Competency-Based Instruction
- Blended and Hybrid Learning
- Educational Gaming and Gamification
- Multi-Sensory Curriculum Design and Delivery
- Mobile Devices for Teaching and Learning
- Equipping pre-service teachers for blended learning and virtual schools

Bonnie Elese Smith

Bonnie E. Smith is a native Daytonian. She served as Executive Director for Parents Advancing Choice in Education, Inc., known as PACE until 2014. Currently, she is a partner with C. Elaine Wright Associates, an education and community consulting group. She previously served as the founding Principal of The Dayton Academy of Edison Learning, Principal of Patterson Vocational High School, Assistant Principal of Wilbur Wright Middle School, and Curriculum Facilitator/Project Director of Greene J.R.O.T.C. Academy of the Dayton Public Schools, recognized by the state of Ohio as a Best Practices school.

Her entire professional career has been spent serving students and parents in the Dayton community. Those experiences include teaching Science and Math, preparing adults in the ABLE program to take the G.E.D., served as a G.E.D. test administrator, a math tutor, and a college readiness coach. She also served as a tutor for the Bethel Baptist Church tutorial program.

Throughout her career she has held numerous leadership positions. She has and continues to serve on various committees and community boards:

- Member, Dayton Metro YMCA Board
- YMCA Human Resources Committee, Chair
- Member, Ohio Connections Academy Board
- Dayton Crayons to Classrooms Board, Past Board Chair
- President, Montgomery County Retired Teachers Association
- Sisterhood of Bethel Missionary Baptist Church
- Member, Bethel Sanctuary Choir
- Advisory Board, ECHO, University of Dayton
- Member, Delta Sigma Theta Sorority, Inc.
- Scholarship Chair, Delta Sigma Theta Sorority, Inc.

Previous Service:
- Co-leader for Buckeye Trails Girl Scout Council – 12 years.
- Past Member, Camp Fire USA of Greater Dayton Board
- Past Member, The Fund for Ohio's Future Board
- Past Member, Black Alliance for Educational Options
- Past Member and Board Chair, School Choice Ohio

She holds a Bachelor of Science degree in Elementary Education and a Master's degree in Educational Administration, both from the University of Dayton. Through her many years of working with students and teachers, she has acquired strengths in communication, conflict management and resolution, and the ability to encourage positive self- esteem in young people and colleagues.

Her mission in life is to help individuals seek to maximize their full potential through patience, persistence, and perseverance.

Bonnie Elese Smith is married to Simeon Smith. They have two children, Jocelyn Elese and Brandon Simeon, and three grandchildren Jaiden, Jaida, and Jeramiah.

RUSSELL EUGENE SCHUSTER

Gene Schuster has been involved in education, enrollment management, consumer service delivery, and information technology activities more than thirty years.

PROFESSIONAL EXPERIENCE

Synerg~Ed Associates
- Currently provide independent professional services

The Ohio State University (retired 2003)
Director of Student Information Systems Development
- Invited by the Provost to play a key role in the formation of a new ClO's office, combining the university's three separate technology units together
- Responsible for leading construction of a new web services portal, planning and implementation of comprehensive information systems, assuring integration of instructional technology, developing increased university-wide web services and assessment of its technology, developing a data warehousing environment, deploying student retention strategies, and chairing the CIO's Business Partners Advisory Council

University Registrar, 1983 – 2003
Director of Registration, Records and Scheduling, 1981 – 1983
- Developed and managed a "Three Year Plan", involving a major modernization of enrollment support, including an early implementation of interactive voice response technology for the registration system
- Created degree audits to improve advising support and the introduction of classroom scheduling technology
- Aside from directing the typical registrar activities for all colleges and campuses of Ohio State, he also oversaw pooled facilities and testing services

Miami University
Associate Registrar
Assistant Registrar

CONSULTING EXPERIENCE

- Higher education institutions
- A start-up offering services to educational institutions
- A major enrollment management consulting company
- Assisting a major a global management consulting, technology services and outsourcing company
- Providing expert services to law firms

PROJECTS & ACHIEVEMENTS

- Policy development
- Service evaluation and improvement
- Enrollment forecasting and schedule tuning
- Technology project planning and management, ERP selection, advising, troubleshooting, and implementation assistance
- Research and analysis
- Management consultation, evaluation and recruitment, and interim services.

COMMUNITY INVOLVEMENT

Ohio Connections Academy, a state-wide virtual community school
Board President

American Association Collegiate Registrars and Admissions Officers (AACRAO)
President, 2001 – 2002
VP of Finance
- Co-authored a chapter of AACRAO's *Touch Tone/Voice Response Registration Guide* (1993)
- Presented on wide variety of topics at various AACRAO, regional association, and other organizational meetings

- Served on a number of AACRAO committees: Registration Systems, Enrollment Studies (chair '88 & '89), New Developments and Techniques (chair '85), and Data Collection Analysis, and Reporting

Ohio Association Collegiate Registrars and Admissions Officers
President
- Officer of the local Association of Records Managers and Administrators chapter

US Department of Education's Joint Study Group on the Utility of HEGIS Financial Data for Institutional and Higher Education Sector Comparisons
Member

Technical Advisory Committee for the National Joint Commission on Accountability Reporting
Member

Ohio Board of Regents
- Led statewide pilot involving Electronic Document Interchange

Ohio Articulation Council's Subcommittee on Communication and Data Exchange
- Worked to improve state-wide articulation

AAU Registrars Conference
Co-chair (five years)

Registrar's Summer Institute
- Believing that development of young professionals is important, he was a co-developer of the Registrar's Summer Institute and a faculty member for 10 years

American Council on Education
Advisory Committee Member
- Advised its Marine and Navy SMART educational record project, the Army's AARTS transcript, and other military program links

Additional involvment in : **AAHE, AIR, ARMA, EDUCAUSE** and **NASPA** throughout career

EDUCATION

B.S. in Education with a major in mathematics
M.S. in Counseling and Student Personnel Services Administration

C. TODD JONES
tjones@aicuo.edu

Work Experience

November 1, 2005 – Present
President and General Counsel,
Association of Independent Colleges and Universities of Ohio (AICUO)

- Led significant change at the organization including its program for collaborative services. This included AICUO's agreements with the Inter-University Council Purchasing Group, Coalition for College Cost Savings, and numerous individual companies, leading to millions in purchases by member campuses of discounted goods and services.

- Managed the association's first successful regulatory litigation action and conceived of and led the development of the AICUO Award for Excellence in the Visual Arts.

- In 2009-10, served as an Obama-administration appointee to the U.S. Department of Education's negotiated rulemaking session on Program Integrity, representing the independent-college sector.

January 2011 – February 2017
Gubernatorial Appointee
Ohio's State Board of Education

- Served during entire tenure as a member of the board's three-member leadership team and its Executive Committee.

- Served as Chair of the Standards and Graduation Requirements, Achievement, Achievement and Graduations Requirements, and Legislative and Budget Committees.

- Performed integral work leading to the establishment of the state's first rules on the use of restraint-and-seclusion, Ohio's new honors diploma system, its gifted education operating standards, and two separate sets of high school graduation requirements.

- Played a key role in the selection of three state superintendents of instruction, and the creation of Ohio's school district report card.

December 2002 – October 2005
Associate Deputy Secretary for Budget
U.S. Department of Education

- Oversaw policy development and budgeting for over $110 billion in federal spending

June 2001 – December 2002
Deputy Assistant Secretary for Enforcement in the Office for Civil Rights (OCR)
U.S. Department of Education

- Managed 670 staff in a dozen offices, including a period when delegated the functions of Assistant Secretary for OCR.

- While working at OCR, served simultaneously as Executive Director of the President's Commission on Excellence in Special Education. That commission's recommendations served as the core framework for the Individuals with Disabilities Education Improvement Act of 2004.

November 1997 – June 2001
President
National Education Knowledge Industry Association

August 1995 – November 1997
Attorney
House Committee on Education and the Workforce

- Chief staff negotiator of the landmark Individuals with Disabilities Education Act Amendments of 1997, and helped develop legislation that was enacted as the Higher Education Act Amendments of 1998.

November 1991 – August 1995
Assistant Counsel
American Rehabilitation Association

Education & Memberships

B.S.B.A. and J.D.
University of Denver

LL.M.
Georgetown University Law Center

Honorary Doctor of Laws
Mount Carmel College of Nursing

Member
Ohio, District of Columbia and Colorado Bars

Board Member
Crew Soccer Foundation

ATTACHMENT H

STAFFING CHART

STAFFING CHART

Figure H-1. Proposed Staffing Plan

Position	2018-19	2019-20	2020-21	2021-22	2022-23
Grades	K-12	K-12	K-12	K-12	K-12
Enrollment	1,000	1,250	1,563	1,751	1,786
School Leader	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Administrative Assistants	2	3	4	5	5
Teachers K-5	6	8	10	11	11
Teachers 6-12	18	23	28	32	32
Manager of Counseling	1	1	1	1	1
Counselors/Advisory	3	4	4	5	5
Manager of Special Education	1	1	1	1	1
Special Education Teachers	6	7	9	10	10
EL Lead	1	1	1	1	1
EL Teachers	0	0	1	1	1

ATTACHMENT I
MARKETING PLAN

RECRUITMENT PROCESS AND MARKETING PLAN

The Board will contract with Connections to recruit students. Marketing will include broad reach media channels covering all geographies as well as reaching out to diverse students and families in the state. GRCA will reach families in poverty, academically low-achieving students, students with disabilities, and English Language Learners.

Upon approval of the school, GRCA will actively recruit families that represent the full cultural, demographic and socioeconomic range in Columbus City and Ohio. GRCA, in conjunction with its partner, Connections, will use a variety of means to inform families about its services and provide them an opportunity to enroll. The Statement of Agreement in Attachment B refers to the marketing campaign as the Public Information Campaign or PIC.

- **Direct mail:** GRCA will conduct direct mail campaigns announcing the school to families with students throughout Ohio. In a typical mailing, a postcard will be sent out inviting parents to attend an Information Session, visit the website, and/or contact the call center. GRCA may also use electronic mail to supplement or replace its physical mail campaign.

- **Information sessions:** GRCA will conduct multiple information sessions across Ohio to assure that families from a variety of communities are able to attend. Information sessions may be online, and families may attend the session from home via their computers. GRCA will educate families about the school and provide a complete array of information, including its curriculum, teaching methods, technology resources and testing requirements. GRCA plans to have additional information sessions after the application is filed to continue to generate awareness and support for the school.

- **Website:** Connections will create and maintain a website with a special link to GRCA. The website will contain information about GRCA, its approach, its curriculum, and FAQs and their answers. The site will also include enrollment information and procedures, information sessions schedules, and other useful tools for prospective students and their families.

- **Telephone/e-mail information service:** GRCA will launch and maintain a toll-free information line and an email information service to answer parents' questions.

- **Community and youth services partnerships:** As part of its outreach process, GRCA will provide information about the school to the community that may include: youth-serving organizations such as Boys and Girls Clubs, parent groups, health-related organizations, and organizations for young actors, dancers, and athletes.

- **Media outreach:** GRCA will make use of paid media, primarily advertisements in local publications, broadcast announcements, and on the Internet. GRCA will also make use of non-paid/earned media, primarily to shape public opinion, raise awareness of the school and share family/school news.

- **Referrals/word of mouth:** As GRCA grows, it anticipates that an increasing number of families who come to the school will enroll due to positive feedback received from their friends, community members, traditional school leaders and family.

- **Search Engines and Social Media:** GRCA will be linked to leading Internet search engines with local reference capability to help Ohio families looking for a virtual school option to find this high-quality school. In addition, GRCA will benefit from Facebook, Twitter, and other social media outreach conducted by Connections.

Figure I-1 illustrates a sample calendar of recruitment activities. The calendar will be revised and finalized once the school is approved.

Figure I-1. Sample Calendar of Recruitment Activities

Sample Recruitment Activities Calendar	
February 2018	• Final OCCS Vote to Approve School
March 2018	• Work with Connections to select locations and finalize schedule of activities • Face-to-face and Virtual Information Sessions
March 2018	• Launch GRCA web pages • Issue press release announcing GRCA's approval • Begin advertising (broadcast, print, and online) • Email and call prospective families • Mail postcards to prospective Ohio parents who contacted us • Attend targeted community events L Launch GRCA Facebook page
April 2018	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Begin information sessions (online and in-person)
May 2018	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
June 2018	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Mail postcards to prospective Ohio parents who contacted us • Continue information sessions (online and in-person)
July 2018	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch stories and promote information sessions through local media • Continue information sessions (online and in-person)
August 2018	• Continue advertising (broadcast, print, and online) • Email and call prospective families • Attend targeted community events • Pitch back-to-school stories and promote information sessions through local media • Back-to-school parties • Continue information sessions (online and in-person)
August 28, 2018	• First Day of School
September 2018	• Continue online advertising • Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
October 2018	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
November 2018	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information sessions
December 2018	• Email and call prospective families • Pitch stories promoting school staff and interesting family stories to local media • Continue online information session

ATTACHMENT J
BUDGET

Great River Connections Academy
Pre-Operational and 5 Year Budget

	2017-2018 Pre-Op Budget	2018-2019 Year 1	2019-2020 Year 2	2020-2021 Year 3	2021-2022 Year 4	2022-2023 Year 5
Projected Student Funded Enrollment	0	950	1,188	1,485	1,664	1,697
Revenue						
State Aid	0	5,969,449	7,430,460	9,253,792	10,349,773	10,554,304
Special Ed	0	806,318	1,007,898	1,260,318	1,411,906	1,440,084
Subtotal Pupil Funding	0	6,775,767	8,438,358	10,514,109	11,761,679	11,994,388
At Risk State Funding						
Title I	0	238,000	297,000	371,000	416,000	424,000
Title II	0	90,000	113,000	141,000	158,000	161,000
IDEA	0	205,200	256,500	320,738	359,316	366,487
E-Rate	0	21,000	26,000	33,000	37,000	38,000
Subtotal Other Funding	0	554,200	692,500	865,738	970,316	989,487
Total Revenue	**0**	**7,329,967**	**9,130,858**	**11,379,848**	**12,731,995**	**12,983,875**
Expenses						
Compensation Expense						
Salaries						
Administration	48,229	399,500	436,250	553,500	590,250	590,250
Teachers	0	1,608,044	1,989,215	2,517,189	2,813,692	2,825,973
	48,229	2,007,544	2,425,465	3,070,689	3,403,942	3,416,223
Benefits and Taxes						
Administration	18,327	151,810	165,775	210,330	224,295	224,295
Teachers	0	611,057	755,902	956,532	1,069,203	1,073,870
	18,327	762,867	921,677	1,166,862	1,293,498	1,298,165
Total Compensation Expense	**66,556**	**2,770,411**	**3,347,142**	**4,237,550**	**4,697,440**	**4,714,387**
Connections Products and Services						
Connections Products and Services Bundle	0	4,052,395	5,057,236	6,331,984	7,091,671	7,223,021
Student Technology Charge	0	689,095	861,369	1,077,092	1,206,642	1,230,724
Connections Services Credit *	(89,056)	(914,000)	(993,000)	(1,295,000)	(1,394,000)	(1,337,000)
Total Connections Products and Services	**(89,056)**	**3,827,490**	**4,925,605**	**6,114,076**	**6,904,313**	**7,116,745**
Other School Expenses						
Office Supplies	0	7,000	9,000	11,000	12,000	13,000
Community Outreach	0	0	0	0	0	0
Copiers/Reproduction	0	5,000	6,000	8,000	9,000	9,000
Office Postage	0	10,000	13,000	16,000	18,000	18,000
Student Testing & Assessment	0	125,000	156,000	195,000	219,000	223,000
Staff Recruiting / Background Checks	0	7,500	5,000	5,000	5,000	5,000
Staff Training / Prof. Dvlpmt.	0	15,000	19,000	23,000	26,000	27,000
Travel and Conferences	5,000	35,000	44,000	55,000	61,000	63,000
Maintenance & Repair	0	5,000	5,000	5,000	5,000	5,000
High Speed Internet	0	12,000	15,000	19,000	21,000	21,000
ISP Payment Reimbursement	0	107,000	134,000	167,000	187,000	191,000
Phone	0	15,000	15,000	15,000	15,000	15,000
School Rent	0	78,750	81,000	83,500	86,000	88,500
Utilities	0	3,000	4,000	5,000	5,000	5,000
Team Building	0	3,000	4,000	5,000	5,000	5,000
Banking fees	0	500	500	500	500	500
Treasurer and Audit Services	0	35,000	36,000	37,000	38,000	39,000
Dues	0	10,000	10,000	10,000	10,000	10,000
Insurance - D&O	2,500	2,500	2,500	2,500	2,500	2,500
Legal	10,000	15,000	15,000	15,000	15,000	15,000
Board-Related Expense	5,000	10,000	10,000	10,000	10,000	10,000
Graduation Expense	0	10,000	13,000	16,000	18,000	18,000
Accreditation	0	1,000	1,000	1,000	1,000	1,000
Sponsor Fee	0	162,895	203,619	254,614	285,239	290,931
PSEO	0	39,000	48,000	61,000	68,000	69,000
Student Activities	0	2,500	2,500	2,500	2,500	2,500
Depreciation Expense	0	5,000	5,000	5,000	5,000	5,000
Total Other School Expenses	*22,500*	*721,645*	*857,119*	*1,027,614*	*1,129,739*	*1,151,931*
Total Expenses (Net of Service Credits)	**0**	**7,319,547**	**9,129,866**	**11,379,241**	**12,731,492**	**12,983,063**
Excess (Deficiency) of Revenue over Expenditures	**0**	**10,420**	**992**	**607**	**503**	**812**
Beginning Fund Balance	**0**	**0**	**10,420**	**11,413**	**12,020**	**12,523**
Cumulative Fund Balance	**0**	**10,420**	**11,413**	**12,020**	**12,523**	**13,334**

* Connections will provide a service credit to offset school costs during the pre-operational period.

ATTACHMENT K
COMMITMENT LETTER FROM CONNECTIONS

January 4, 2018

Dear Great River Connections Academy Board of Directors:

Assuming that the charter for Great River Connections Academy ("School") is granted and that our partnership is formalized, please consider this letter a commitment from Connections Education LLC to perform the following functions:

- For expenses that are part of the Education Program provided by Connections under the terms of the management agreement, assume start-up and early implementation costs incurred through June 30, 2018; this includes school staff compensation expense.

- Provide service credits during the start-up period to cover all School formation costs and the school will not have any debt associated with these costs contributed by Connections.

- Help the school secure any federal Title grant funding that the school will be eligible for during its initial year of operation.

- Provide technical assistance to cover the School's start-up and early implementation needs.

- Offer "service credits" for each school year as needed (against fees for products and services provided by Connections) once the school has launched as an in-kind contribution to protect the school against deficits.

We assure you and your authorizer that the School will have sufficient funds to launch and start operations before beginning to receive per-student funding.

Sincerely,

Peter Robertson
General Manager

ATTACHMENT L
COMPLIANCE REPORTS FOR OCA

Ohio Connections Academy (2014-15)
Annual Progress Report

This Annual Progress Report is meant to provide the school's governing authority, school leader, management partner and stakeholders with an overview of the school's academic, fiscal, governance/operations and compliance performance during the 2014-2015 school year. The report outlines key indicators from the school's Local Report Card (please keep in mind that 2014-15 is considered 'safe harbor' for all schools, teachers and principals and the school's charter contract with the Ohio Council of Community Schools (OCCS).

SCHOOL PERFORMANCE **Academic Performance** OCCS rated the school's Academic Performance based on combined information found in the school's charter contract and the Local Report Card. OCCS used all graded metrics on a school's Local Report Card and compared them against the metrics of the local district where the school is located. Statewide e-schools were rated "Compliant" if they were in the top 25% of comparable statewide e-schools. These metrics were factored in along with whether the school implemented its Education Plan and met the goals in their Performance and Accountability Plan from the charter contract.	- Compliant
Fiscal Performance OCCS rated the school's Fiscal Performance based on combined information provided in board-approved financial reports, auditor of state audits, monthly financial reviews and five-year forecasts, and compliance with internal financial controls. A school received a possible 3 points in each of the following categories based on OCCS fiscal standards: operating within available revenue resources (calculated by total margin); five-year forecast; and, audit results. With a maximum score of 9 points, schools scoring 7-9 points were rated "Compliant;" schools scoring 4-6 points were rated "Partially Compliant;" and, schools scoring 0-3 points were rated "Non-Compliant."	- Compliant
Organization and Operation OCCS rated the school's Organization and Operation Performance based on combined information demonstrating compliance by the governing authority with the law, charter contract and its code of regulations. A school received a rating of "Compliant" if it consistently met the following criteria: required number of board members; clean background checks and resumes without clear conflicts of interest on file; required number of meetings held; governing authority training completed; public meetings properly noticed; accurate and updated contract attachments; and, other governing authority compliance considerations included in statute or the charter contract.	- Compliant
Legal Compliance OCCS rated the school's Legal Compliance based on a combination of its adherence to state and federal statute and the community school contract. A school received a rating of "Compliant" if it accurately and completely submitted the required documents tracked by the sponsor, or otherwise demonstrated compliance in the following categories: Annual Assurances, Operations, Records, Administration, Policies, Special Education, Health and Safety, Site Visits, and related compliance requirements stated in law or the charter contract.	- Compliant

LOCAL REPORT CARD DATA

This section highlights key indicators of academic performance summarized by the school's Local Report Card (produced by the Ohio Department of Education, ODE). Note: ODE issues grades of A-F in five categories: Achievement, Progress, Gap Closing, Graduation Rate, and K-3 Literacy.

Achievement	
Performance Index: **72.9% C** **State Indicators:** **20 of 32 D**	_Performance Index_ measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and schools receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the school's index. This rewards schools and districts for improving performance. _State Indicators Met_ measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.
Progress Overall: **A** Gifted: **NR** Disabilities: **A** Lowest 20%: **A** High Mobility: **A**	_Value-added progress_ reflects your school's average progress for students in math and reading (grades 4—8). It looks at how much each student learned in a year and answers the following questions: "Did students get a year's worth of growth? Did they get more? Did they get less?" Growth grades are given for gifted students and students with disabilities, as well as students who are identified as the lowest 20% statewide in reading and math achievement. The school's overall growth grade reflects the total progress made among all tested students. For districts and schools with a mobility rate of 25% or higher, high mobility measures the progress of a subset of students that have been in the district for at least two years.
Graduation 4-yr: **59.1 % F** 5-yr: **59.0% F**	_Graduation Rate_ represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.
GAP CLOSING AMOs: **F**	_Annual Measurable Objectives (AMOs)_ compare the performance of student groups to a state goal. The AMO measure breaks down students groups by ethnicity, economic status, and disability. This shows how well each group achieves that goal in reading, math and graduation – and emphasizes any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.
K-3 Literacy **B**	_K-3 Literacy_ This grade represents how well the school did in moving students in grades K-3 who were not on track to read at grade level during the previous year, to being on track to read at grade level in the current year.

Section 1: PERFORMANCE, cont.

B. Finance: This section of the school's report highlights key indicators of fiscal outcomes which are reported to OCCS regularly by the school's treasurer. OCCS works to ensure that the school has a strong and stable financial position and that the school is a stable steward of public funds.

Five Year Forecast	Three of five forecasted years show minimal annual disbursements exceeding receipts. All five forecasted years show a positive fund cash balances at the end of each fiscal year.

Audit Results

Financial Statement Opinion	Unmodified
Material Weaknesses	Procurement and Suspension and Debarment
Significant Deficiencies	None
Findings for Recovery	None
Major Programs' Compliance Opinion	Unmodified, expect for ARRA—Race to the Top Grant was Qualified
Other Audit Notes Important to Stakeholders	None

Financial Data

Total Assets	$2,910,561
Total Liabilities	$2,891,621
Net Position	**$18,940**
Total Revenues	$22,840,125
Total Revenue per Student	$7,013
Total Expenses	$22,886,820
Total Expense per Student	$7,027
FY 2014 Change in Position	**$-46,695**

Average FTE (Oct-Jun)

Bar chart showing Average FTE: 2012-13 ≈ 3,095; 2013-14 ≈ 3,258; 2014-15 ≈ 3,262
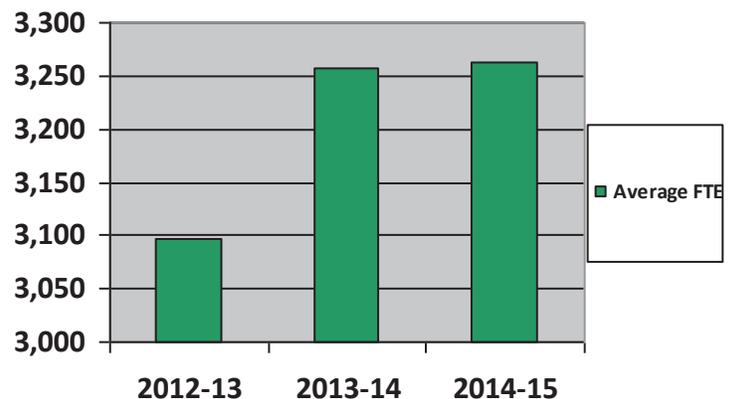
Section 2: CHARTER CONTRACT GOALS

OCCS and the governing board set rigorous performance goals in the charter contract. These goals are monitored annually, and OCCS uses this opportunity to formally report to the board on progress made toward achieving those goals. Ohio's accountability system changed in 2013 and the state has implemented new assessments in 2016. During the contract reauthorization process that is currently underway, the new goals will be written to measure OCA's future performance with Ohio's new accountability and in comparison to other state-wide electronic schools.

2014 Goals Met

- 95% attendance rate (97.2%)
- Students will obtain one year's growth on standardized tests.

2014 Goals Not Met

- Graduation rate will be above or equal to that of other public schools (B).

Section 3: TECHNICAL ASSISTANCE & ADVOCACY

OCCS takes seriously its statutory responsibility to provide meaningful technical assistance to sponsored schools. In addition to general technical assistance and resources for all schools—in the form of student postsecondary scholarships, performance grants, Teacher of the Year awards, and policy/legislative advocacy—OCCS provided the following specific forms of technical assistance to OCA during 2014-15:

♦ Regional Representative attended each board meeting, and/or provided written briefs to board members and school leaders, and other technical assistance to the board;

♦ Completed monthly compliance visits along with additional visits for trimester compliance timeline;

♦ Completed the following for the special education department: needs assessment, file reviews, and report on findings;

♦ Attended May graduation;

♦ Provided staff with daily planners;

♦ Provided the Board with logins and password for the OCCS website to provide additional methods of obtaining training hours to meet their contractual obligations ; and,

♦ Provided the Board with the opportunity of the OCCS training in Cincinnati and Columbus.

2014-2015 Awards

An OCA graduate was the recipient of an OCCS scholarship.

OCA had two Charter School Week essay winners.

Ohio Connections Academy
FY2016 Annual Progress Report

This progress report is meant to provide the school's governing authority, school leader, management partner and other stakeholders with an overview of the school's performance during the 2015-2016 school year. It serves as a high stakes review of the school's academic and fiscal goals, and provides an opportunity for feedback and discussion so that OCCS can provide individualized technical assistance. The report outlines key indicators from the school's Local Report Card (produced by the Ohio Department of Education, ODE) and the school's charter contract with the Ohio Council of Community Schools (OCCS) as it relates to academics, finance, governance, and compliance. The final section of this report highlights specific examples of technical assistance provided to the school.

1. _Academics_: The table below references Ohio Connections Academy's 2016 Local Report Card. The report card can be found in its entirety here.

Achievement Performance Index: **66.9% D** State Indicators: **(5 of 28) F**	The _Performance Index_ measures the test results of every student. There are six levels on the index and schools receive points for each student in each of these levels. The higher the achievement level, the more points awarded in the school's score. The school's score is divided against the maximum possible points (120) to calculate a grade. _State Indicators_ measure how many students have passed the state tests at a minimum level, called proficient, or higher. Test results are reported for each student in a grade and subject. Due to the changes in tests, the percentage needed to meet an indicator varies from grade to grade and subject to subject. A listing of required percentages can be found here.
Progress Progress Comp: **D** Overall: **F** Gifted: **NR** SWD: **C** Lowest 20%: **C** High Mobility: **C**	Value-added progress reflects your school's average progress for students in math and reading (grades 4—8). It looks at how much each student learned in a year and answers the questions, "Did students get a year's worth of growth? Did they get more? Did they get less?" Growth grades are given for gifted students and students with disabilities (SWD), as well as students who are identified as the lowest 20% statewide in reading and math achievement. The school's overall growth grade reflects the total progress made among all tested students. The Overall Grade is composed of 55% "All Students," 15% "Students with Disabilities," 15% "Gifted Students," and 15% "Students in the Lowest 20% of Achievement Statewide." Districts with a mobility rate of 25% or higher receive a "High Mobility" rating, but it is not calculated in the final Progress component grade.
K-3 Literacy K—3 Literacy Grade: **B**	The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.
GAP CLOSING AMOs: **F**	Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic subgroups. Each of these groups is compared against the collective performance of all students in Ohio. (Details of how this metric is calculated, can be found here).
Prepared for Success Component Grade: **F**	Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.
Graduation Rate Component Grade: **F** 4 –Year Rating: **F** 5- Year Rating: **F**	The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

2. **Performance and Accountability Plan Goals:** This section contains highlights of the schools Performance and Accountability Plan goals over the length of the contract. This review is accumulative and gives the data for each year of the contract that will feed into the high stakes review at reauthorization time. In November 2016, the school's Performance and Accountability Plan Goals were amended to closer align to the state's accountability system. Although during the 2015-16 SY the school was under the old goals, for this report we have used the current goals to give a better perspective on the school's successes. The school's new goals are based upon a LRC comparison with five agreed upon demographically comparative statewide e-schools and the district of residence.   The current contract runs from July 1, 2016- July 30, 2023

The schools in the comparison group are as follows:

District: Cleveland Municipal School District (CMSD)

1. Education Classrooms of Tomorrow (ECOT)
2. Alternative Education Academy (OHDELA)
3. Ohio Virtual Academy (OHVA)
4. Buckeye Online School for Success (BOSS)
5. Virtual Community School of Ohio (VCSO)

Achievement Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Overall Component	C	D	F	F	F	D	F	F
Performance Index	C (72%)	D (66.9%)	F (45.9%)	F (45%)	D (50.5%)	D (61%)	D (53.4%)	D (50.2%)
Indicators Met	D (62%)	F (17.9%)	F (0%)	F (3.6%)	F (6.9%)	F (14.3%)	F (7.1%)	F (0%)

Progress Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Component	C	D	F	F	D	F	D	D
Gifted Students	C	NR	F	NR	NR	NR	NR	NR
Students in the lowest 20%	C	C	F	F	C	F	F	D
Students with Disabilities	C	C	F	F	F	F	D	D

Annual Measurable Objectives Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Overall Component	C	F	F	F	F	F	F	F

4 Year Graduation Rate Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**

Overall Component	F (59%)	F (71.7%)	F (69.1%)	F (39.6%)	F (18.8%)	F (53%)	F (52.5%)	F (14.9%)

5 Year Graduation Rate Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Overall Component	F (59%)	F (64.5%)	F (74.3%)	F (44.1%)	F (25.7%)	F (52.9%)	F (57.7%)	F (9.6%)

K-3 Literacy Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Overall Component	B (70%)	B (63.2%)	F (11.7%)	F (16.1%)	F (0%)	C (44.7%)	F (23.1%)	F (0%)

Prepared for Success Component

SY 2015-2016	School Results		Comparison Group Results					
	Goal	**Actual**	**Dist**	**S1**	**S2**	**S3**	**S4**	**S5**
Overall Component	C	F	F	F	F	F	F	F

Financial Performance Standards

1. No audit will contain:
   - A "Financial Statement Opinion" that is "Modified" ("Qualified");
   - The same material weakness for more than one consecutive year;
   - Significant deficiencies in internal control reported for major federal programs that were not resolved in the next audit; and,
   - Findings for recovery that are not resolved in accordance with ORC §9.24(B)

2. The school's total revenue will be greater than or equal to total expenses as reported in the audited financial statements. Total expenses include legally required pension contributions as an expense but exclude pension expense recorded in accordance with GASB 68.

3. The school's assets to liabilities ratio is greater than 1.0 as reported in the audited financial statements, excluding pension liabilities and deferrals recorded in accordance with GASB 68.

4. On average, the school's available cash on hand is at least 30 days.

Financial Performance Standards (Met or Not Met)

	Goal 1	**Goal 2**	**Goal 3**	**Goal 4**
SY 2015-2016	Not Available	Not Available	Not Available	Met

Operational Performance Standards

1. Student daily attendance will average at least 93% for each year of the Contract as measured by the School's local report card.

2. Ohio Connections Academy will maintain at least an 85% parent satisfaction rate.

3. Not later than June 30th of each year of operation, the School will demonstrate 95% compliance with all statutory and contract requirements as evidenced by the Epicenter compliance rate.

4. By June 30th of each year of operation, the Governing Authority will demonstrate compliance with the following contractual requirements:
   - Having at least five sponsor approved members serving on the Governing Authority;
   - Holding the prescribed number of regular meetings annually; and,
   - Completing the hours of training in the Contract.

5. The governing authority will hold at least one strategic planning session each year.

Operational Performance Standards (Met or Not Met)

	Goal 1	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**
SY 2015-2016	Met 97.4%	Met 93.6%	Met	Met	Met

3. Finance: This section of the school's report highlights key indicators of fiscal outcomes which are reported to OCCS regularly by the school's treasurer. OCCS works to ensure that the school is a stable steward of public funds.

Five Year Forecast	On the October 2016 forecast reported to OCCS and ODE all forecasted years are projected at a break even cash position. However, this requires credits from the management company.

Audit Results	The most recent audit (FY2015) is clean with unmodified opinions and no findings.

Financial Data – 2015 Audit

Total Assets	$3,007,543
Deferred Outflows	$965,987
Total Liabilities	$16,418,906
Deferred Inflows	$2,463,312
Net Position	**$-14,908,688**
Total Revenues	$24,070,715
Total Revenue per Avg. FTE	$7,377
Total Expenses	$23,872,901
Total Expense per Avg. FTE	$7,316
FY 2015 Change in Position	**$197,814**

Average FTE (Oct-Jun)

4. **Governance and Compliance**: This section outlines the school's performance as it relates to operations of the school's governing board and the school's compliance with general contract and statutory regulations. Public community schools are required to maintain an agreed upon number of governing board members; are required to hold a set number of public meetings during which the affairs of the school are overseen; and must demonstrate compliance with myriad statutory and contractual regulations annually. In addition, OCCS regularly monitors the school's compliance with state and federal special education requirements. The outcome from this work is included in the attached summary. *Any areas of noted non-compliance were resolved prior to the end of the school year.

	2015-2016
Governing Board Membership	-Compliant
Governing Board Meetings	-Compliant

Statutory and Contractual Compliance
    - First Trimester
    -Second Trimester
    -Third Trimester
	-Compliant
	-Compliant
	-Compliant

Special Education Compliance
    - Annual Needs Assessment
    - Annual File Review
	-Compliant
	-Compliant

5. **Technical Assistance and Advocacy -** OCCS takes seriously its statutory responsibility to provide meaningful technical assistance to sponsored schools. In addition to general technical assistance and resources for all schools—in the form of student postsecondary scholarships, performance grants, Teacher of the Year awards, and policy/legislative advocacy—OCCS provided the following specific forms of technical assistance to Ohio Connections Academy during 2015-16:

- Regional Representative attended each board meeting, and/or provided written briefs to board members and school leaders, and other technical assistance to the board.

- Attended school functions, including open house.

- Conducted monthly compliance visits along with additional visits for trimester compliance timeline.

- Completed the following for the special education department: needs assessment, file reviews, and report on findings.

- School leaders were invited to attend the two day OCCS/University of Toledo conference on "The Next Generation of Teaching and Leadership" in July.

This progress report is meant to provide the school's governing authority, school leader, management partner and other stakeholders with an overview of the school's performance during the 2016-2017 school year. It serves as a high stakes review of the school's academic and fiscal goals, and provides an opportunity for feedback and discussion so that OCCS can provide individualized technical assistance. The report outlines key indicators from the school's Local Report Card (produced by the Ohio Department of Education, ODE) and the school's charter contract with the Ohio Council of Community Schools (OCCS) as it relates to academics, finance, governance, and compliance. The final section highlights examples of technical assistance provided to the school.

I.   Academic Overview

A. Local Report Card Data

Achievement	
Achievement Component: **D** Performance Index: **64.7%** **D** State Indicators: **(0 of 23)** **F**	The Achievement Component grade represents the number of students who passed the state tests and how well they performed on them. The component score is made up of the Performance Index and Indicators Met scores as follows: - 75% of the Component Grade comes from the **Performance Index** score. This is the level of achievement for each student on each state test. The possible levels are Advanced Plus, Advanced, Accelerated, Proficient, Basic and Limited. Schools and districts receive points for every student's level of achievement. -25% of the Achievement Grade comes from the **Indicators Met** score. This is how many students show "Proficient" knowledge on state tests in each grade and subject.
Progress Progress Component: **D** Overall: **F** Gifted: **NR** SWD: **F** Lowest 20%: **D** High Mobility: **F**	The Progress Component looks closely at the growth that all students are making based on their past performances. Growth grades are given for gifted students and students with disabilities (SWD), as well as students who are identified as the lowest 20% statewide in reading and math achievement. The school's overall growth grade reflects the total progress made among all tested students. The Overall Grade is composed of 55% "All Students," 15% "Students with Disabilities," 15% "Gifted Students," and 15% "Students in the Lowest 20% of Achievement Statewide." Districts with a mobility rate of 25% or higher receive a "High Mobility" rating, but it is not calculated in the final Progress Component grade.
Gap Closing AMO Component: **.6% F**	The Gap Closing Component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation. This is also called the Annual Measurable Objectives (AMO).
K-3 Literacy K-3 Component: **46.2% C**	The K-3 Literacy Component looks at how successful the school is at getting struggling readers on track to proficiency by third grade. The measure looks at students who are not-on-track on the Kindergarten diagnostic and gives credit for those students who improve to on-track following the first-grade diagnostic. Similarly, it measures improvement from the first-to-second-grade diagnostics, second-to-third-grade and from the third grade diagnostic to the third grade state test.
Prepared for Success Component Grade: **13% F**	Whether training in a technical field or preparing for work or college, the Prepared for Success Component looks at how well prepared Ohio's students are for all future opportunities.
Graduation Rate Component Grade: **F** 4 –Year Rating: **67.6% F** 5- Year Rating: **74.5% F**	The Graduation Rate Component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.
Chronic Absenteeism **6.8%**	Chronic Absenteeism means missing 10 percent or more of the school year for any reason. Ohio has chosen to use chronic absenteeism as a measure of school quality or student success on school and district report cards.

The above table references Ohio Connections Academy's 2017 Local Report Card (LRC). The report card can be found in its entirety here.

I.   Academic Overview-Continued

B.   Performance and Accountability Plan Goals

This section contains the highlights the schools Performance and Accountability Plan goals over the length of the contract. This review is accumulative and gives the data for each year of the contract that will feed into the high stakes review at reauthorization time. The goals in this section will be measured on their own and compared with the School's Comparison Group, which is made up of the local district and the five closest demographically-comparable community schools. The Comparison Group is important because if the School's results do not meet one or more of the standards for the current year, but meets or exceeds the results of at least half of the Comparison Group, the School will be deemed to have met the goal. The current contract runs from July 1, 2016- June 30, 2023.

The schools in the comparison group are as follows:

District: Cleveland Municipal School District (CMSD)

1.   Ohio Virtual Academy (OHVA)
2.   Electronic Classrooms of Tomorrow (ECOT)
3.   Virtual Community School of Ohio (VCSO)
4.   Buckeye Online School for Success (BOSS)
5.   Alternative Education Academy (OHDELA)

Performance & Accountability Plan Goals: 2016-2017 Data

	OCA	CMSD	OHVA	ECOT	VCSO	BOSS	OHDELA	**Goal**
Achievement Goal: C	D	F	D	F	F	F	F	Met by comparison
Performance Index Goal: 72% C	64.7% D	49.2% F	60.1% D	45.9% F	53.2% D	53.9% D	53.2% F	Met by comparison
Indicators Goal: 62% D	0% F	0% F	0% F	0% F	0% F	0% F	0% F	Met by comparison
Progress Goal: C	D	F	F	F	F	D	D	Met by comparison
Lowest 20% Goal: C	D	F	F	F	F	C	C	Met by comparison
SWD Goal: C	F	F	F	F	F	D	F	Met by comparison
AMO Goal: C	F	F	F	F	F	F	F	Met by comparison
4 Year Grad Rate Goal: 59% F	67.6% F	72.1% F	57.1% F	40.3% F	17.7% F	57.9% F	25.1% F	Met goal
5 Year Grad Rate Goal: 59% F	74.5% F	76.1% F	58.2% F	46% F	17.9% F	54.8% F	21% F	Met goal
K-3 Literacy Goal: 70% B	46.2% C	25.4% C	60.6% B	D	-10.7% F	NR	11.6% D	Met by comparison
Prepared for Success Goal: C	F	F	F	F	F	F	F	Met by comparison

I. Academic Overview-Continued

Performance & Accountability Plan Goals: 2015-2016 Data

	OCA	CMSD	OHVA	ECOT	VCSO	BOSS	OHDELA	**Goal**
Achievement Goal: C	D	F	D	F	F	F	F	Met by comparison
Performance Index Goal: 72% C	66.9% D	45.9% F	61% D	45% F	50.2% D	53.4% D	50.5% D	Met by comparison
Indicators Goal: 62% D	17.9% F	0% F	14.3% F	3.6% F	0% F	7.1% F	6.9% F	Met by comparison
Progress Goal: C	D	F	F	F	D	D	D	Met by comparison
Lowest 20% Goal: C	C	F	F	F	D	F	C	Met goal
SWD Goal: C	C	F	F	F	D	D	F	Met goal
AMO Goal: C	F	F	F	F	F	F	F	Met by comparison
4 Year Grad Rate Goal: 59% F	71.1% F	69.1% F	53% F	39.6% F	14.9% F	52.5% F	18.8% F	Met goal
5 Year Grad Rate Goal: 59% F	64.5% F	74.3% F	52.9% F	44.1% F	9.6% F	57.7% F	25.7% F	Met goal
K-3 Literacy Goal: 70% B	63.2% B	11.7% F	44.7% F	16.1% F	0% F	23.1% F	0% F	Met by comparison
Prepared for Success Goal: C	F	F	F	F	F	F	F	Met by comparison

II.   Financial Performance Standards

A. Financial Goals

1. No audit will contain:
   - A "Financial Statement Opinion" that is "Modified" ("Qualified");
   - The same material weakness for more than one consecutive year;
   - Significant deficiencies in internal control reported for major federal programs that were not resolved in the next audit; and,
   - Findings for recovery that are not resolved in accordance with ORC §9.24(B)

2. The school's total revenue will be greater than or equal to total expenses as reported in the audited financial statements. Total expenses include legally required pension contributions as an expense but exclude pension expense recorded in accordance with GASB 68.

3. The school's assets to liabilities ratio is greater than 1.0 as reported in the audited financial statements, excluding pension liabilities and deferrals recorded in accordance with GASB 68.

4. On average, the school's available cash on hand is at least 30 days.

Financial Performance Standards (Met or Not Met)

	Goal 1	Goal 2	Goal 3	Goal 4
SY 2016-2017	Not Available	Waiting for Audit	Met	Met

	Goal 1	Goal 2	Goal 3	Goal 4
SY 2015-2016	Met	Met	Met	Met

B. Finances

This section of the school's report highlights key indicators of fiscal outcomes which are reported to OCCS regularly by the school's treasurer. OCCS works to ensure that the school is a stable steward of public funds.

Five Year Forecast	On the October 2017 forecast reported to OCCS and ODE all forecasted years are projected at a break even cash position. However, this requires credits from the management company.
Audit Results	The most recent audit (FY2016) is clean with unmodified opinions and no findings.

C. Financial Data – 2016 Audit

Total Assets	$3,795,135
Deferred Outflows	$1,830,341
Total Liabilities	$19,328,135
Deferred Inflows	$1,043,094
Net Position	**$-14,745,753**
Total Revenues	$25,749,357
Total Revenue per Avg. FTE	$7,834
Total Expenses	$25,586,422
Total Expense per Avg. FTE	$7,784
FY 2016 Change in Position	**$162,935**

Average FTE (Oct-Jun)

2014-15	2015-16	2016-17
3,263	3,287	3370

III. Operational Performance Standards

1. Student daily attendance will average at least <u>93%</u> for each year of the Contract as measured by the School's local report card.

2. Ohio Connections Academy will maintain at least an <u>85%</u> parent satisfaction rate.

3. Not later than June 30th of each year of operation, the School will demonstrate <u>95%</u> compliance with all statutory and contract requirements as evidenced by the Epicenter compliance rate.

4. By June 30th of each year of operation, the Governing Authority will demonstrate compliance with the following contractual requirements:
   - Having at least five sponsor approved members serving on the Governing Authority;
   - Holding the prescribed number of regular meetings annually; and,
   - Completing the hours of training in the Contract.

5. The governing authority will hold at least one strategic planning session each year.

Operational Performance Standards (Met or Not Met)

	Goal 1	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**
SY 2016-2017	Met 98.2%	Met	Met	Met	Met
	Goal 1	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**
SY 2015-2016	Met 97.4%	Met 93.6%	Met	Met	Met

<u>**Governance and Compliance**</u>: This section outlines the school's performance as it relates to operations of the school's governing board and the school's compliance with general contract and statutory regulations. Public community schools are required to maintain an agreed upon number of governing board members; are required to hold a set number of public meetings during which the affairs of the school are overseen; and must demonstrate compliance with myriad statutory and contractual regulations annually. In addition, OCCS regularly monitors the school's compliance with state and federal special education requirements. The outcome from this work is included in the attached summary. *Any areas of noted non-compliance were resolved prior to the end of the school year.

	2016-2017	**2015-2016**
Governing Board Membership	-Compliant	-Compliant
Governing Board Meetings	-Compliant	-Compliant
Statutory and Contractual Compliance - First Trimester -Second Trimester -Third Trimester	-Compliant -Compliant -Compliant	-Compliant -Compliant -Compliant
Special Education Compliance - Annual Needs Assessment - Annual File Review	-Compliant -Compliant	-Compliant -Compliant

IV.   Technical Assistance and Advocacy

OCCS takes its statutory responsibility to provide meaningful technical assistance to sponsored schools very seriously. General technical assistance and resources are offered for all schools. OCCS offers:

- o   Student postsecondary scholarships;
- o   Performance and Innovation grants;
- o   Board Training;
- o   Teacher of the Year awards; and,
- o   Policy/legislative advocacy.

OCCS also provided the following specific forms of technical assistance to Ohio Connections Academy (OCA) during 2016-2017:

- o   Monthly Board and Principal Briefs;
- o   Attendance at all board meetings;
- o   OCCS Conference at the University of Toledo;
- o   Complaint resolution;
- o   Compliance calendar for school leader;
- o   CPI training;
- o   Student file reviews; and,
- o   Special Education file reviews.

A.   Strengths and Areas for Improvement Over the Length of the Contract

a.   Strengths
- OCA earned a C in K-3 Literacy.
- OCA exceeded its Performance & Accountability Plan goals in 4 and 5 Year Graduation Rates.
- OCA was compliant in all site visits and file reviews.

b.   Areas for Improvement
- OCA should continue to analyze student data to improve student achievement. No academic indicators (out of 23) on the LRC were met.

ATTACHMENT M
OCA CHARTER RENEWAL DOCUMENT – ATTACHMENT 4

Education Practices Supported by Data

OCA has received many awards and ratings that speak to the success of its education practices. Below is a sample listing of some of the school awards, ratings, and relationships:

- Received the Effective rating for the 2011-12 school year and received an Honor Roll Award from Ohio Council for Quality Education;

- Received the Continuous Quality Award from the Ohio Alliance for Public Charter Schools in 2011-12;

- Only statewide e-school in Ohio that received Excellent or Effective ratings for three consecutive years on the school report card;

- Ongoing relationships with Bowling Green State University advisory board and University of Cincinnati to assist with the development of their online teaching programs; and

- Was the first statewide eSchool in the state of Ohio to receive accreditation from the North Central Association Commission on Accreditation and School Improvement in August 2005. This accreditation was renewed in June 2015 for another five years.

Additionally, members of OCA staff have been recognized in their fields:

- A High School counselor was selected to join the Ohio School Counseling Association Board of Directors as an Emerging Leader;

- An administrator received an award for pioneering vocational education in virtual education; and

- A teacher was a top ten finalist for the American Pioneer of Teacher Award sponsored by the National Coalition for Public School Options.

Success of our Target Student Population

OCA has scored at or above state proficiency averages in Language Arts, Science, High School End of Course, and Ohio Graduation Test scores. OCA has had students who were Merit Scholar semi-finalists, earned perfect scores on the ACT, and received prestigious awards in the Arts. Our school ACT score average is above the national average. Fifty percent of our students have been accepted into two- and four-year colleges. OCA students have been accepted into Ohio State University, Miami University of Ohio, and Vanderbilt University. Several of our students have verbally committed or have signed Letters of Intent to participate in sports at University of Florida, Texas Woman's University, University of Nebraska, and Louisiana State University. The last two graduating classes have earned $2.9 million and $2 million in scholarships respectively.

This information presented in Figures 1-10 demonstrates that OCA has met or exceeded the state and also outperformed other virtual schools in Reading, Math, Science, Social Studies, and Writing across grades. This data was provided by the Ohio Department of Education Website and Report Card for OCA.[1] Grade level results for the Other Virtual Schools include the following schools:

- OCA: Ohio Connections Academy

- OVA: Ohio Virtual Academy

- VCSOH: Virtual Community School of Ohio

- BOSS: Buckeye Online School for Success

- ECOT: Electronic Classroom of Today

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[1] http://reportcard.education.ohio.gov/Pages/School-Report.aspx?SchoolIRN=000236

Figure 1. OCA Reading Performance versus State

Reading State Test Proficiency

■ OCA ■ Ohio Statewide

Grades Tested		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	77.5	77.4	78.9	83.6	76.3	82.9	95.1	98.9
OH Statewide	%	78.5	71.9	69.5	70.3	68.6	68.3	86.4	92.2
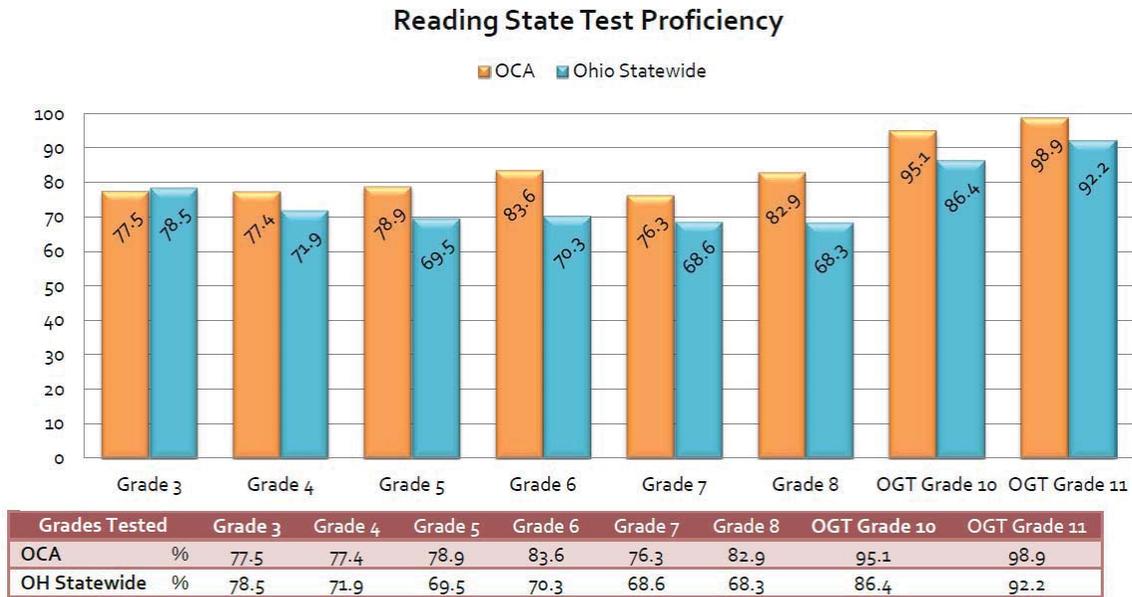
Figure 2. OCA Reading Performance versus other Virtual Schools in Ohio

Reading State Test Proficiency

■ OCA ■ OVA ■ VCSOH ■ BOSS ■ ECOT

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	77.5	77.4	78.9	83.6	76.3	82.9	95.1	98.9
OVA	%	66.6	64.4	57.9	63.8	64.1	59.7	90.0	95.9
VCSOH	%	na	93.3	61.1	64.0	48.6	48.3	59.4	86.4
BOSS	%	40.9	46.4	30	51.2	51.8	54.3	84.5	93.5
ECOT	%	48.1	47.8	49.8	43	46.4	47.8	75.6	88.1

na   no students
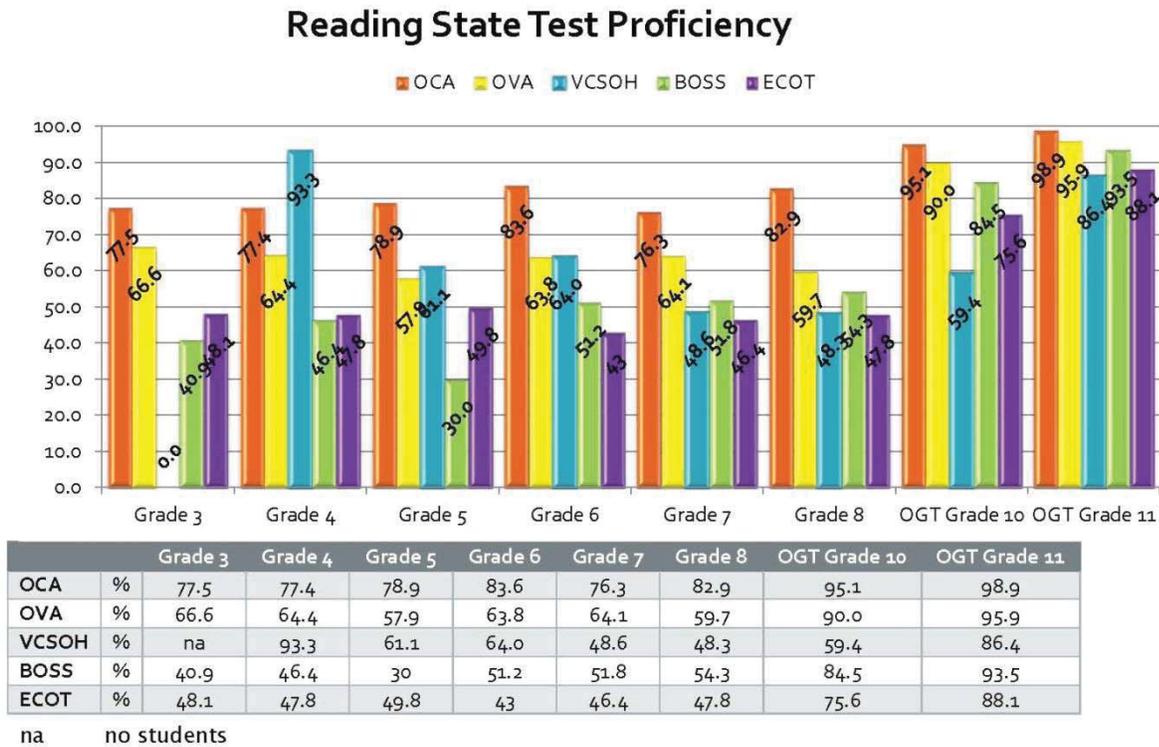
Figure 3. OCA Math Performance versus State

Math State Test Proficiency

Grades Tested		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	49.2	49.3	40.4	58.0	59.9	63.7	81.8	91.0
OH Statewide	%	66.3	65.1	65.7	65.4	65.3	53.7	82.2	88.7
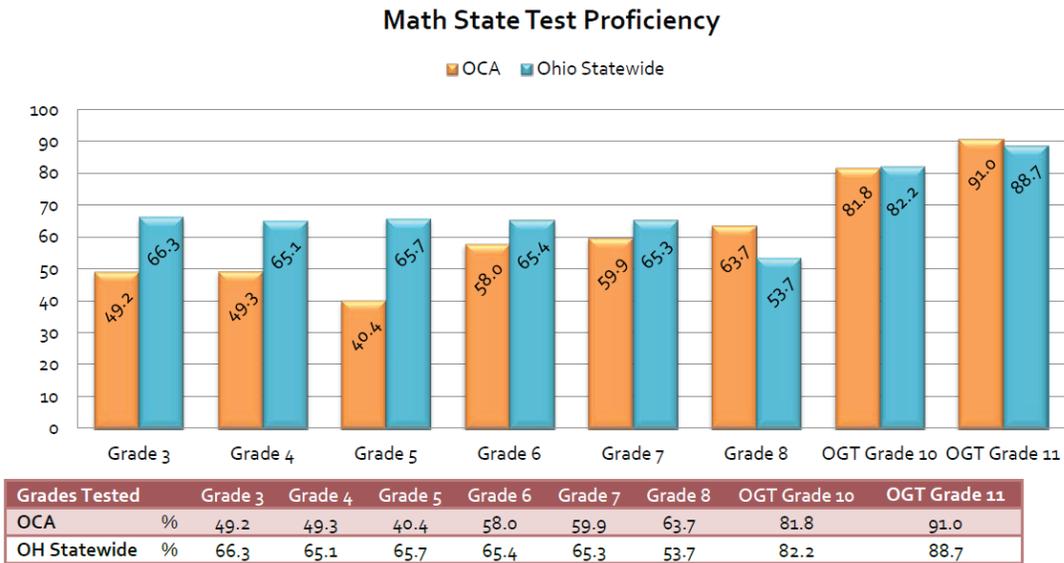
Figure 4. OCA Math Performance versus other Virtual Schools in Ohio

Math State Test Proficiency

		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	49.2	49.3	40.4	58.0	59.9	63.7	81.8	91.0
OVA	%	44.2	43.8	37.1	51.2	56.9	51.6	76.9	89.2
VCSOH	%	31.3	43.8	50.0	41.7	35.9	37.9	37.5	67.4
BOSS	%	15.8	29.6	25.0	23.3	38.5	29.9	69.8	77.9
ECOT	%	18.6	12.6	15.8	22.0	34.9	30.1	59.4	75.4
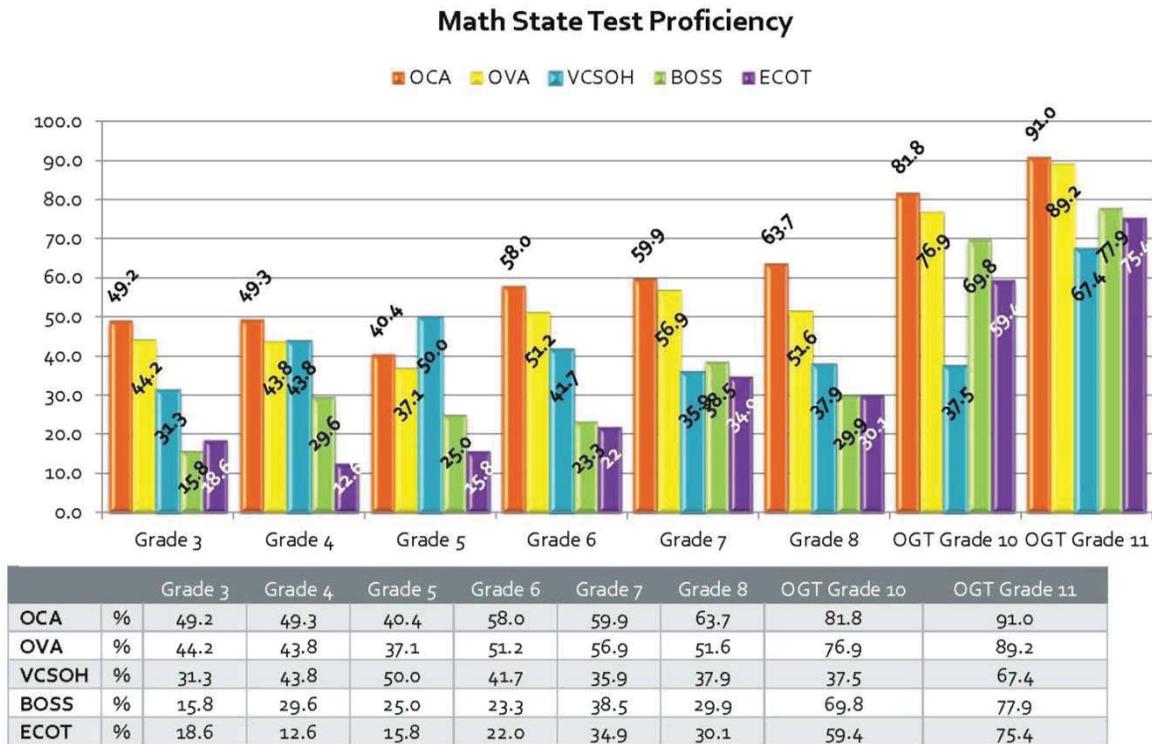
Figure 5. OCA Science Performance versus State

Science State Test Proficiency

Grades Tested		Grade 5	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	59.9	77.2	77.4	91.0
OH Statewide	%	60.3	62.3	74.8	84.7
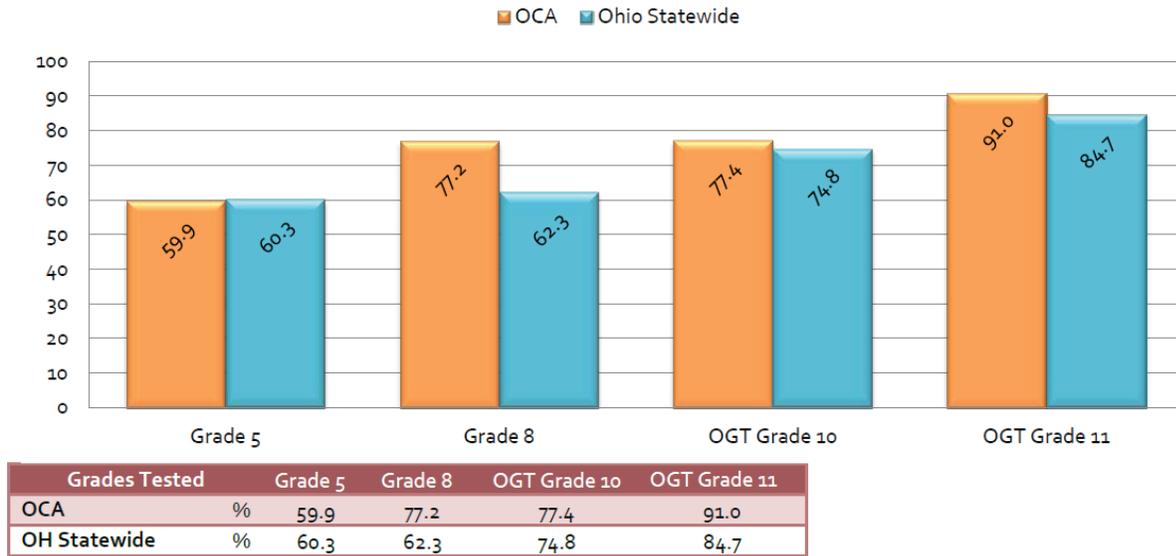
Figure 6. OCA Science Performance versus other Virtual Schools in Ohio

Science State Test Proficiency

		Grade 5	Grade 8	OGT Grade 10	OGT Grade 11
OCA	%	59.9	77.2	77.4	91.0
OVA	%	46.2	59.4	69.0	85.2
VCSOH	%	50.0	38.7	31.3	65.1
BOSS	%	36.8	48.3	68.1	82.1
ECOT	%	25.8	44.8	45.8	58.8
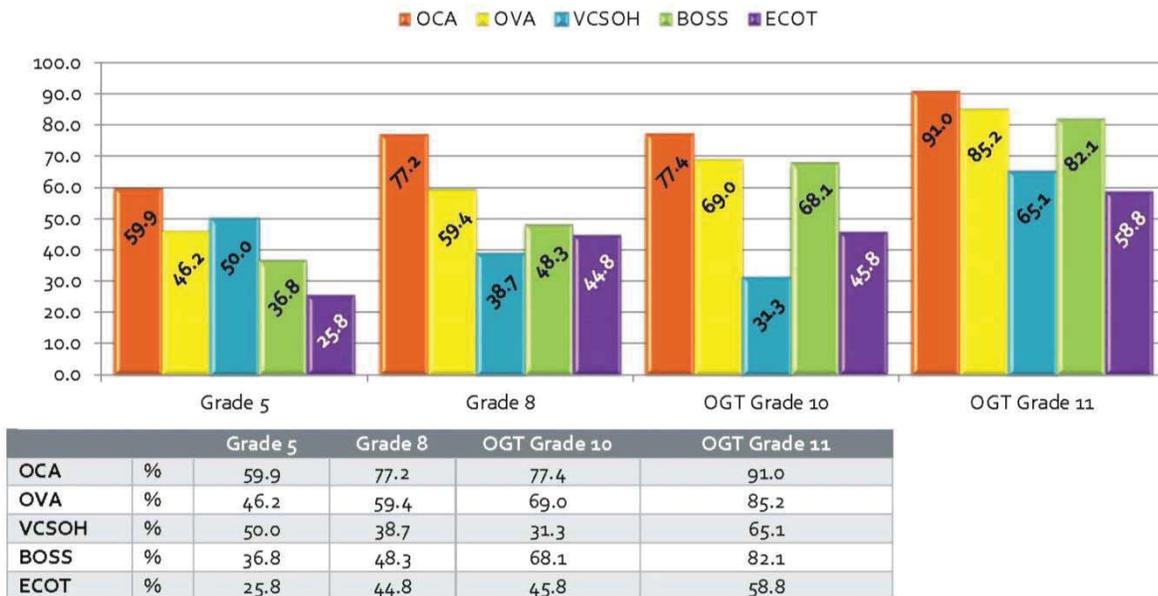
Figure 7. OCA Social Studies Performance versus State

Social Studies State Test Proficiency

■OCA ■Ohio Statewide

Grades Tested		Grade 4	Grade 6	OGT Grade 10	OGT Grade 11
OCA	%	71.4	55.2	85.8	95.3
OH Statewide	%	72.0	57.5	81.5	88.4
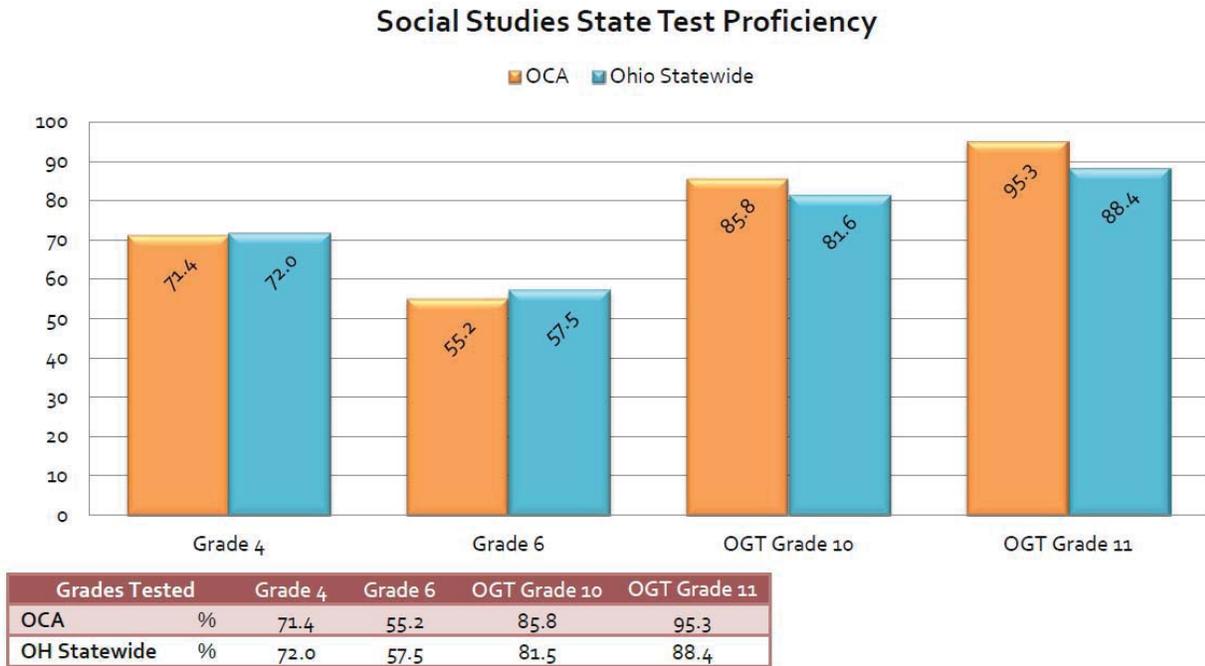
Figure 8. OCA Social Studies Performance versus other Virtual Schools in Ohio

Social Studies State Test Proficiency

■OCA ■OVA ■VCSOH ■BOSS ■ECOT

		Grade 4	Grade 6	OGT Grade 10	OGT Grade 11
OCA	%	69.9	50.6	75.7	73.5
OVA	%	64.5	45.5	68.4	50.0
VCSOH	%	50.0	20.9	34.6	47.5
BOSS	%	50.0	28.9	55.3	47.7
ECOT	%	36.0	19.4	52.8	37.6
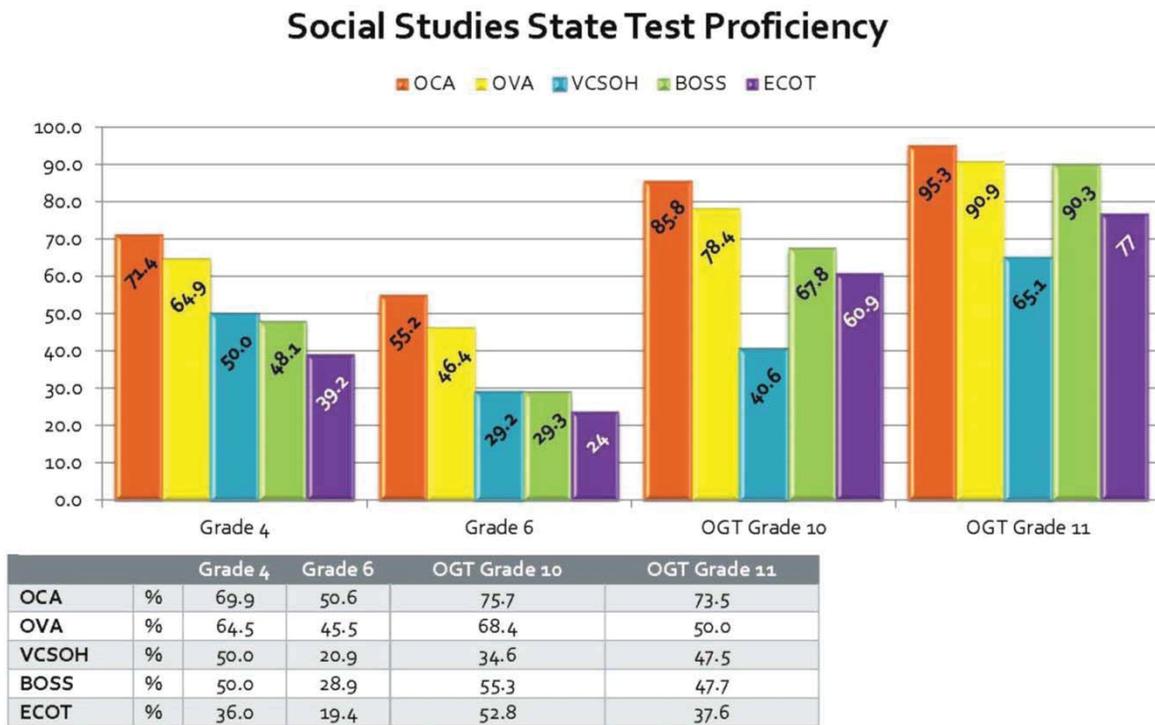
Figure 9. OCA Writing Performance versus State

Writing State Test Proficiency
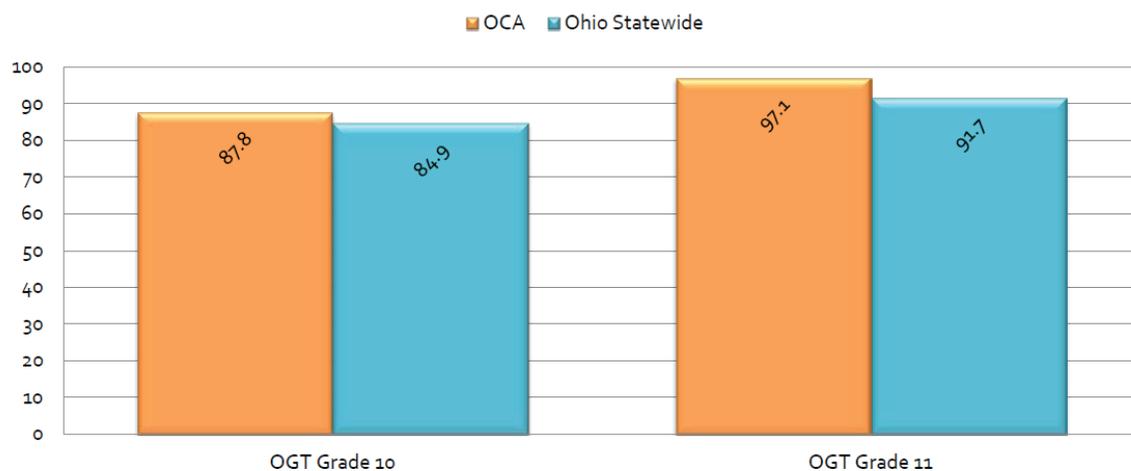
Grades Tested		OGT Grade 10	OGT Grade 11
OCA	%	87.7	97.1
OH Statewide	%	84.9	91.7

Figure 10. OCA Writing Performance versus other Virtual Schools in Ohio

OGT Writing State Test Proficiency
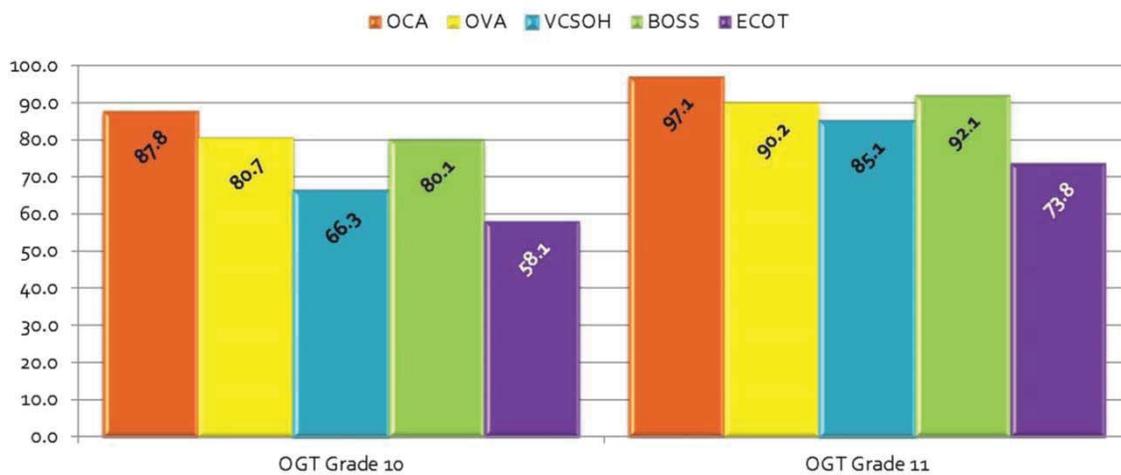
	OGT Grade 10	OGT Grade 11
OCA	87.8	97.1
OVA	80.7	90.2
VCSOH	66.3	85.1
BOSS	80.1	92.1
ECOT	58.1	73.8

ATTACHMENT N
AUDITS AND FINANCIAL STATEMENTS FOR OCA

Great River Connections Academy New School Application

Ohio Connections Academy
Revenue and Expense Statement Fiscal Year 2015
Period Ended June 30, 2015

**These Management Financial Statements do not reflect the effects of GASB 68

	July-14 Actual	August-14 Actual	September-14 Actual	October-14 Actual	November-14 Actual	December-14 Actual	January-15 Actual	February-15 Actual	March-15 Actual	April-15 Actual	May-15 Actual	June-15 Actual	YTD Actual
Forecasted Enrollment													
Forecasted ADM													
Revenue													
Opportunity Grant	-	1,050,567.29	2,416,387.79	2,142,851.18	1,862,376.73	1,615,526.86	1,836,898.70	1,912,438.91	2,230,825.07	1,842,802.64	2,163,559.79	(497,414.96)	18,576,820.00
Special Ed Funding	-	128,605.32	295,802.39	269,384.49	234,690.53	212,301.24	236,939.70	61,027.31	250,026.47	206,537.68	242,487.52	604,205.18	2,742,007.83
Subtotal	-	1,179,172.61	2,712,190.18	2,412,235.67	2,097,067.26	1,827,828.10	2,073,838.40	1,973,466.22	2,480,851.54	2,049,340.32	2,406,047.31	106,790.22	21,318,827.83
EMIS Adjustment		(9,131.85)	9,132.29		(376.56)	(3,389.05)	(3,389.05)	(3,389.05)	(3,389.05)	(3,389.05)	(3,389.05)	509,069.75	488,358.90
Career Technical Education									185,238.00	20,581.99	20,581.99	20,581.99	246,983.97
Title I								603,946.78				507,066.43	1,111,013.21
Title II-A								20,237.75				(1,926.04)	18,311.71
IDEA VI-B								342,632.09				255,298.02	597,930.11
ECSE													
Race to the Top			36,249.50									2,054.00	38,303.50
OCCS Program Enrichment Grant												80,000.00	80,000.00
Casino Distribution							84,049.74					81,637.61	165,687.35
Erate									69,796.48			10,443.21	80,239.69
Miscellaneous Income	123.51	92.21	159.65	118.08	72.78	74.83	424.19	836.09	93.45	1,801.94	1,436.01	65.02	5,298.20
Subtotal	123.51	(9,039.64)	45,541.44	118.08	(303.78)	(3,314.22)	81,084.88	964,263.66	251,738.88	18,994.89	18,628.95	1,464,289.99	2,832,126.64
Total Revenue	123.51	1,170,132.97	2,757,731.62	2,412,353.75	2,096,763.48	1,824,513.88	2,154,923.28	2,937,729.88	2,732,590.42	2,068,335.21	2,424,676.26	1,571,080.21	24,150,954.47
Compensation Expense													
Salaries - Administration	105,669.10	103,732.16	101,777.28	122,038.80	102,823.01	100,750.46	100,589.79	99,071.87	99,016.82	97,344.99	96,236.88	215,000.42	1,344,051.58
Benefits - Administration	19,020.44	18,671.79	18,319.91	21,966.99	18,508.14	18,135.08	18,106.16	17,832.94	17,823.03	17,522.10	17,322.64	38,700.08	241,929.30
Pension - Administration	14,793.68	14,797.42	14,248.82	32,218.59	14,395.23	14,105.07	14,082.58	13,870.07	13,862.36	13,628.30	13,473.17	13,340.11	186,815.40
Taxes - Administration	2,113.38	2,074.64	2,035.55	2,440.78	2,056.46	2,015.01	2,011.80	1,981.44	1,980.34	1,946.90	1,924.74	4,300.01	26,881.05
Subtotal Administration	141,596.60	139,276.01	136,381.56	178,665.16	137,782.84	135,005.62	134,790.33	132,756.32	132,682.55	130,442.29	128,957.43	271,340.62	1,799,677.33
Salaries - Teachers	3,385.03	387,399.38	379,820.19	637,770.03	384,745.14	383,802.16	384,801.17	384,605.13	383,893.21	381,198.65	383,458.23	721,882.50	4,816,760.82
Benefits - Teachers	64.80	66,342.85	64,593.21	110,118.42	65,270.55	64,977.87	65,136.45	65,131.04	65,008.12	64,579.80	64,958.26	127,661.49	823,842.86
Pension - Teachers	473.90	54,235.92	53,174.83	89,287.80	53,864.32	53,732.30	53,872.17	53,844.71	53,745.05	53,367.81	53,684.16	101,063.56	674,346.53
Taxes - Teachers	67.70	7,747.99	7,596.40	12,755.40	7,694.90	7,676.04	7,696.02	7,692.10	7,677.86	7,623.97	7,669.16	14,437.65	96,335.19
Subtotal Instructional Staff	3,991.43	515,726.14	505,184.63	849,931.65	511,574.91	510,188.37	511,505.81	511,272.98	510,324.24	506,770.23	509,769.81	965,045.20	6,411,285.40
Total Compensation Expense	145,588.03	655,002.15	641,566.19	1,028,596.81	649,357.75	645,193.99	646,296.14	644,029.30	643,006.79	637,212.52	638,727.24	1,236,385.82	8,210,962.73
Enrollment/Unit Based Fees													
Tangible and Intangible Instructional Materials	431,258.33	426,200.00	415,785.42	296,564.58	414,660.42	412,768.75	402,602.08	303,060.42	418,931.25	392,897.92	394,658.33	385,562.50	4,694,950.00
Connexus ™ Annual License (LMS)	181,306.00	180,552.00	175,514.00	131,482.00	170,403.50	166,870.50	167,443.00	152,909.00	174,909.00	157,551.00	168,094.00	155,420.00	1,982,454.00
Student Technology Assistance	196,985.42	196,985.41	202,160.42	151,177.08	204,795.84	202,208.33	189,366.67	125,637.50	219,027.08	189,031.25	188,791.67	133,783.33	2,199,950.00
Technical Support and Repairs	45,326.50	45,138.00	43,878.50	32,870.50	42,600.88	41,717.62	41,860.75	38,227.25	43,727.25	39,387.75	42,023.50	38,855.00	495,613.50
Educational Resource Center	38,074.26	37,915.92	36,857.94	27,611.22	35,784.74	35,042.80	35,163.03	32,110.89	36,730.89	33,085.71	35,299.74	32,638.20	416,315.34
Short-Term Substitute Teaching Services			6,000.00	9,300.00	4,500.00	900.00		5,400.00	10,050.00	20,100.00	28,200.00	17,700.00	102,150.00
Curriculum Postage	13,956.25	13,840.75	13,477.75	9,633.25	13,538.25	13,285.25	12,993.75	9,836.75	13,560.25	12,735.25	12,776.50	12,496.00	152,130.00
ISP Processing Fee			23,510.31			20,766.07			21,220.75			21,702.87	87,200.00
School Curriculum Supplies	4,745.83	4,662.50	4,691.67	4,366.67	4,929.16	7,813.92	1,515.25	4,608.33	4,666.67	4,666.67		5,333.33	52,000.00
Hardware/Software - Employees	6,845.00	6,745.00	6,780.00	6,390.00	6,815.00	6,865.00	6,565.00	6,715.00	6,580.00	6,700.00		8,600.00	75,600.00
Accounting and Regulatory Reporting	10,576.18	10,532.00	10,238.32	7,669.78	9,940.21	9,734.11	9,767.51	8,919.69	10,203.03	9,190.47	9,805.48	9,066.17	115,643.15
Enrollment and Records Management	21,145.83	20,970.84	20,420.83	14,595.83	20,512.50	20,129.17	19,687.50	14,904.17	20,545.83	19,295.83	19,358.34	18,933.33	230,500.00
Human Resources Support	11,408.33	11,241.67	11,300.00	10,650.00	11,358.33	11,441.67	10,941.67	11,191.66	10,966.67	11,166.67		14,333.33	126,000.00
Facility Support Services	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000.00
Direct Course Instruction Support					702.27	619.65	676	669	704	3,877	6,096		13,343.13
Total Enrollment/Unit Based Fees	964,127.93	957,284.29	973,115.16	704,810.91	943,041.10	952,662.84	901,082.47	716,689.27	994,322.47	902,185.54	907,603.08	856,924.06	10,773,849.12
Revenue Based Fees													
Special Education Oversight	47,387.41	49,785.15	47,075.07	35,868.64	46,003.85	45,261.61	45,278.17	41,050.85	61,941.54	49,404.23	47,885.00	86,699.89	603,641.41
Special Education Charge	180,898.76	195,331.34	182,484.97	143,860.72	183,155.24	186,979.37	184,320.35	108,464.94	291,772.10	175,316.56	185,352.66	946,257.91	2,964,194.92
School Administration	123,207.26	129,441.39	122,395.19	93,258.45	119,610.04	117,680.17	117,723.25	106,732.20	161,048.02	128,450.98	124,501.00	225,419.71	1,569,467.66
Marketing Services	14,216.22	14,935.55	14,122.52	10,760.59	13,801.16	13,578.48	13,583.45	12,315.26	18,582.46	14,821.27	14,365.50	26,009.96	181,092.42
Treasury Services	28,432.44	29,871.10	28,245.04	21,521.18	27,602.32	27,156.96	27,166.90	24,630.51	37,164.93	29,642.53	28,731.00	52,019.93	362,184.84
Total Revenue Based Fees	394,142.09	419,364.53	394,322.79	305,269.58	390,172.61	390,656.59	388,072.12	293,193.76	570,509.05	397,635.57	400,835.16	1,336,407.40	5,680,581.25

Great River Connections Academy New School Application

Ohio Connections Academy
Revenue and Expense Statement Fiscal Year 2015
Period Ended June 30, 2015

**These Management Financial Statements do not reflect the effects of GASB 68

	July-14 Actual	August-14 Actual	September-14 Actual	October-14 Actual	November-14 Actual	December-14 Actual	January-15 Actual	February-15 Actual	March-15 Actual	April-15 Actual	May-15 Actual	June-15 Actual	YTD Actual
Pass-Through Expenses													
Student Testing & Assessment	245.77	1,894.72	160.00	7,259.30	56,498.53	13,586.79	7,820.19	42,520.84	62,337.07	109,955.15	88,756.50	52,692.78	443,727.64
ISP Payment Reimbursement						102,105.32			104,053.04			104,820.43	310,978.79
Contract School Staff						339.19							339.19
Staff Recruiting / Background Checks		898.81	140.56	3,548.87	1,857.09	70.00	1,259.29	511.58	442.24	990.14	97.31	133.30	9,949.19
Staff Training / Prof. Dvlpmt.		1,206.11	6,120.79	2,314.00	2,991.23	2,730.17	200.20	128.94	1,158.87	1,217.90	537.22	125.00	18,730.43
Travel and Conferences		22,226.65	20,128.94	22,587.18	2,856.00	20,478.83	1,059.10	11,482.05	7,668.19	5,735.27	2,531.57	36,365.32	153,119.10
Team Building			14,241.11	3,767.33									18,008.44
Office Supplies	732.00	3,993.19	4,580.64	2,513.39	1,047.64	1,424.32	1,294.76	1,267.03	2,345.99	3,112.97	926.90	2,859.27	26,098.10
Copiers/Reproduction	540.74	832.63	1,202.77	1,112.54	810.96	1,036.52	(513.28)	1,080.91	1,196.90	502.11	1,117.36	1,396.28	10,316.44
Office Postage	820.69	4,584.41	620.45	4,894.88	2,169.24	4,774.41	1,687.63	3,908.02	2,884.43	1,429.78	3,477.14	2,683.03	33,884.11
Office Rent	12,323.61	12,323.61	12,652.26	12,439.44	12,740.41	13,269.37	12,439.44	12,740.41	12,439.44	13,041.38	12,740.41	13,041.38	152,191.16
Rent Operating Expense	6,923.99	6,923.99	6,923.99	6,923.99	6,923.99	6,923.99	7,053.05	8,272.44	6,988.52	6,988.52	6,988.52	6,988.52	84,823.51
Maintenance & Repair		1,432.00	563.00	181.25	85.00	213.50	510.00		255.00	404.00	320.00	170.00	4,133.75
Utilities		195.71	242.52	2,929.20		402.03	359.28	414.66	140.11	259.71	262.53	1,564.07	6,769.82
Phone	1,140.31	1,729.43	2,622.96	4,781.97	2,734.52	3,261.97	2,384.69	1,306.52	4,115.51	1,342.37	4,030.30	3,036.57	32,487.12
High Speed Internet	4,636.23	4,779.01	6,812.03	5,834.15	4,846.02	5,860.67	6,516.03	2,480.53	9,684.36	1,742.25	9,736.82	5,826.88	68,754.98
Credit for E-Rate Reimbursement			(4,208.11)						4,208.11				
Expensed Equipment				944.46		107.45						1,374.94	2,426.85
Expenses Pending Allocation	16,278.08	10,875.37	(3,585.68)	(15,157.42)	9,988.99	(10,089.17)	8,873.34	(2,604.81)	36,074.34	(12,604.55)	21,619.70	(59,668.19)	
Total Pass-Through Expenses	43,641.42	73,895.64	69,218.23	66,874.53	105,549.62	166,495.36	50,943.72	83,509.12	255,942.12	134,117.00	153,142.28	173,409.58	1,376,738.62
Other School Expenses													
Summer School													
Graduation Expense	10,000.00	562.62	27.82			95.68				431.00	3,898.99	30,936.67	45,952.78
Student Activities				(6,550.00)		195.00	3,091.00	575.00	96.51		336.69	3,607.54	1,351.74
PSEO							3,159.75					101,170.66	104,330.41
SES Tutoring													
Sponsor Oversight Services		29,479.32	67,804.75	60,305.89	52,426.68	45,695.70	51,845.96	49,336.66	62,021.29	51,233.51	60,151.18	21,053.33	551,354.27
Accreditation							43.68			112.13	2,460.24	803.50	3,419.55
Treasurer and Audit Services	1,500.00	1,500.00	7,178.50	1,951.00	1,910.00	5,825.50	3,919.00	1,500.00	9,905.00	6,584.00	1,763.00	3,000.00	46,536.00
Legal		101.75	100.13						8.76	1,241.50	874.99	24.00	2,351.13
Board-Related Expense		91.87	220.68	1,825.53	456.29	5,237.59		115.00	155.25	(709.53)	450.70	2,390.50	10,233.88
Insurance - D&O	1,174.00						225.00				1,233.00		2,632.00
Dues			1,968.17	300.97	3,623.00	55.98	3,000.00	228.00	4,998.53		39.00	865.00	15,078.65
Banking Fees	133.90	117.90	133.90	133.90	133.90	133.90	117.90	117.90	133.90	133.90	133.90	133.90	1,558.80
Other School Expense		1,658.32	2,898.83	75.00	2,588.20			3,123.20	192.23	(16.73)	4,150.91	201.55	14,871.51
Total Other School Expenses	12,807.90	33,511.78	80,332.78	58,042.29	61,138.07	57,239.35	65,402.29	54,995.76	77,511.47	59,009.78	74,259.60	165,419.65	799,670.72
Adjustments and Credits													
Discretionary Curriculum Credit										(1,000,000.00)	(1,000,000.00)	(696,000.00)	(2,696,000.00)
Contractual Service Credit													
Total Adjustments and Credits	-	-	-	-	-	-	-	-	-	(1,000,000.00)	(1,000,000.00)	(696,000.00)	(2,696,000.00)
Total Program Expenses Before Depreciation	1,560,307.37	2,139,058.39	2,158,555.15	2,163,594.12	2,149,259.15	2,212,248.13	2,051,796.74	1,792,417.21	2,541,291.90	1,130,160.41	1,174,567.36	3,072,546.51	24,145,802.44
Depreciation Expense	1,468.50	1,468.50	2,121.10	986.96	963.57	1,021.53	1,010.11	1,010.11	1,010.11	1,010.11	1,010.11	1,010.36	14,091.07
Total Program Expenses Including Depreciation	1,561,775.87	2,140,526.89	2,160,676.25	2,164,581.08	2,150,222.72	2,213,269.66	2,052,806.85	1,793,427.32	2,542,302.01	1,131,170.52	1,175,577.47	3,073,556.87	24,159,893.51
Net Increase (Decrease)	(1,561,652.36)	(970,393.92)	597,055.37	247,772.67	(53,459.24)	(388,755.78)	102,116.43	1,144,302.56	190,288.41	937,164.69	1,249,098.79	(1,502,476.66)	(8,939.04)
Beginning fund balance													18,940.10
Ending fund balance													10,001.06

Great River Connections Academy New School Application

Ohio Connections Academy
Balance Sheet
June 30, 2015

ASSETS	
Cash and Short Term Investments:	
Cash:Checking	6,851.39
Cash:Savings	1,325,933.80

Total Cash and Short Term Investments	**1,332,785.19**
Other Current Assets:	
Pupil Receivable	50,071.92
Federal Progam Receivable	764,472.31
Prepaid Expenses	169,080.67
Casino Receivable	81,637.61
Other Grant Receivable	80,000.00
Other Receivable - SERS	13,865.69
Other Receivable - Erate	10,443.21
Other Receivable - CAST	5,763.17
Other Receivable - FTE Adjustment	462,386.87

Total Other Current Assets	**1,637,721.45**

Total Current Assets	**2,970,506.64**

Fixed Assets:	
Furniture	27,739.13
Office Equipment	19,422.48
Computer Hardware	70,661.83
Leasehold Improvements	8,226.86

Total Property Plant & Equipment	**126,050.30**
Accumulated Depreciation:	
Accum Depr:Furniture	(27,731.37)
Accum Depr:Office Equipment	(14,374.01)
Accum Depr:Computer Hardware	(41,093.10)
Accum Depr:Leasehold Improvements	(5,815.96)

Total Accumulated Depreciation	**(89,014.44)**

Net Fixed Assets	**37,035.86**

Total Assets	**$3,007,542.50**
	==============
LIABILITIES	
Current Liabilities:	
Due to (from) Connections Academy	2,270,936.30
Accrued Expense	62,743.72
Accrued Compensation	561,303.08
Post Secondary Accrual	102,558.34

Total Current Liabilities	**2,997,541.44**

Total Liabilities	**2,997,541.44**

FUND BALANCE	
Beginning Fund Balance	18,940.10
Change in Fund Balance	(8,939.04)

Ending Fund Balance	**10,001.06**

Total Liabilities and Fund Balance	**$3,007,542.50**
	==============

Great River Connections Academy New School Application

Ohio Connections Academy
Revenue and Expense Statement Fiscal Year 2016
Period Ended June 30, 2016

**These Management Financial Statements do not reflect the effects of GASB 68

	July-15 Actual	August-15 Actual	September-15 Actual	October-15 Actual	November-15 Actual	December-15 Actual	January-16 Actual	February-16 Actual	March-16 Actual	April-16 Actual	May-16 Actual	June-16 Actual	YTD Actual
Revenue													
Opportunity Grant	-	113,769.88	2,362,927.70	2,367,493.05	2,117,829.11	1,723,012.04	1,815,572.81	2,376,986.63	2,344,596.01	2,309,878.47	2,134,543.53	50,424.21	19,717,033.44
Special Ed Funding	-	14,539.49	301,976.00	302,559.44	263,112.97	501,739.12	289,304.67	287,237.38	433,933.50	394,866.04	358,913.84	87,098.99	3,235,281.44
Facilities Funding	-	-	-	19,061.72	10,120.77	6,818.60	8,219.35	8,383.48	10,149.05	10,416.33	9,790.95	169.50	83,129.75
Subtotal	-	128,309.37	2,664,903.70	2,689,114.21	2,391,062.85	2,231,569.76	2,113,096.83	2,672,607.49	2,788,678.56	2,715,160.84	2,503,248.32	137,692.70	23,035,444.63
EMIS Adjustment									17,747.97			126,200.20	143,948.17
Career Technical Education	25,057.98	26,744.65	(11,814.37)	38,225.07	34,194.05	23,948.90	28,504.76	39,358.02	14,903.39	32,811.46	27,971.05	(24,639.04)	255,265.92
Title I										875,793.39		332,722.18	1,208,515.57
Title II-A										207,653.39		75,848.01	283,501.40
IDEA VI-B										417,821.08	143,545.08		561,366.16
ECSE										1,221.87			1,221.87
Race to the Top													-
OCCS Program Enrichment Grant												85,000.00	85,000.00
Casino Distribution							87,788.30					85,478.94	173,267.24
Erate											51,445.23	5,720.41	57,165.64
Miscellaneous Income	110.92	575.35	169.13	76.56	132.40	121.83	180.37	109.32	79.83	125.24	454.11	125.92	2,260.98
Subtotal	25,168.90	27,320.00	(11,645.24)	38,301.63	34,326.45	24,070.73	116,473.43	39,467.34	32,731.19	1,535,426.43	79,870.39	830,001.70	2,771,512.95
Total Revenue	25,168.90	155,629.37	2,653,258.46	2,727,415.84	2,425,389.30	2,255,640.49	2,229,570.26	2,712,074.83	2,821,409.75	4,250,587.27	2,583,118.71	967,694.40	25,806,957.58
Compensation Expense													
Salaries - Administration	103,319.11	101,170.66	101,731.69	110,121.89	102,392.47	103,356.98	104,378.26	100,825.56	99,331.43	101,056.56	100,925.83	233,671.89	1,362,282.34
Benefits - Administration	20,663.82	20,234.13	20,346.34	24,418.66	20,478.49	20,671.40	20,875.65	20,165.12	19,866.29	20,211.31	20,185.17	46,762.03	274,878.40
Pension - Administration	14,464.68	14,163.89	14,242.44	32,177.01	14,334.94	14,469.97	14,612.95	14,115.58	13,906.40	14,147.92	14,129.61	14,546.34	189,311.71
Taxes - Administration	2,066.38	2,023.41	2,034.63	2,202.44	2,047.85	2,067.14	2,087.56	2,016.51	1,986.63	2,021.13	2,018.53	4,673.43	27,245.63
Subtotal Administration	140,513.99	137,592.10	138,355.09	168,920.00	139,253.74	140,565.49	141,954.42	137,122.76	135,090.75	137,436.92	137,259.14	299,653.69	1,853,718.08
Salaries - Teachers	24,162.43	394,123.54	432,963.12	697,877.61	414,277.01	407,218.04	408,331.75	427,755.67	391,458.04	409,240.12	406,271.40	788,314.14	5,201,992.88
Benefits - Teachers	10,421.01	78,114.71	77,762.42	134,349.12	77,478.40	76,006.31	76,376.45	80,119.54	73,007.80	76,580.02	76,579.88	154,177.43	990,973.09
Pension - Teachers	3,382.74	55,177.30	60,614.84	97,702.86	57,998.78	57,010.53	57,166.45	59,885.80	54,804.13	57,293.62	56,878.00	110,363.98	728,279.01
Taxes - Teachers	483.25	7,882.47	8,659.26	13,957.55	8,285.54	8,144.36	8,166.64	8,555.12	7,829.16	8,184.80	8,125.43	15,766.27	104,039.86
Subtotal Instructional Staff	38,449.43	535,298.02	579,999.63	943,887.15	558,039.73	548,379.24	550,041.29	576,316.13	527,099.13	551,298.56	547,854.72	1,068,621.83	7,025,284.83
Total Compensation Expense	178,963.42	672,890.11	718,354.72	1,112,807.15	697,293.47	688,944.73	691,995.70	713,438.89	662,189.88	688,735.48	685,113.85	1,368,275.52	8,879,002.91
Enrollment/Unit Based Fees													
Tangible and Intangible Instructional Materials	401,791.67	412,329.16	381,966.67	377,845.83	394,733.34	406,083.33	395,791.67	395,791.66	345,597.92	390,214.58	390,214.59	407,039.58	4,699,400.00
Connexus® Annual License (LMS)	169,679.00	174,096.00	166,481.50	170,559.50	174,046.50	175,127.50	171,665.00	171,665.00	157,719.50	170,115.50	170,115.50	153,807.50	2,025,078.00
Student Technology	210,909.85	210,909.84	121,411.56	183,568.75	190,804.17	185,245.83	183,808.34	183,808.34	163,539.58	181,556.25	183,856.25	183,856.25	2,180,975.00
Technical Support and Repairs	42,419.75	43,524.00	41,620.38	42,639.87	43,511.63	43,781.87	42,916.25	42,916.25	39,429.88	42,528.87	42,528.88	38,451.87	506,269.50
Educational Resource Center	35,632.59	36,560.16	34,961.12	35,817.49	36,549.77	36,776.77	36,049.65	36,049.65	33,121.10	35,724.26	35,724.26	32,299.57	425,266.38
Short Term Sub Teaching Services	-	-	12,750.00	13,650.00	33,150.00	21,750.00	8,550.00	10,200.00	12,600.00	15,900.00	15,750.00	6,000.00	150,300.00
Curriculum Postage	13,015.75	13,356.75	12,097.25	12,207.25	12,696.75	13,136.75	12,751.75	12,751.75	11,093.50	12,567.50	12,567.50	13,095.50	151,338.00
ISP Processing Fee			21,912.63			21,998.37			22,002.38			22,061.62	87,975.00
School Curriculum Supplies	4,887.50	5,012.50	4,887.50	5,429.17	5,158.33	4,825.00	4,450.00	6,116.67	-	4,233.33	4,500.00	4,500.00	54,000.00
Hardware/Software - Employees	7,015.00	7,165.00	7,015.00	7,665.00	7,340.00	6,940.00	6,490.00	8,490.00	380.00	6,500.00	6,500.00	7,100.00	78,600.00
Accounting and Regulatory Reporting	9,897.94	10,155.60	9,711.42	9,949.31	10,152.71	10,215.77	10,013.79	10,013.79	9,200.31	9,923.40	9,923.41	8,972.10	118,129.55
Enrollment and Records Management	19,720.83	20,237.50	18,329.17	18,495.83	19,237.50	19,904.17	19,320.84	19,320.84	16,808.33	19,041.66	19,041.66	19,841.67	229,300.00
Human Resources Support	11,691.67	11,941.66	11,691.67	12,775.00	12,233.33	11,566.67	10,816.67	14,150.00	633.33	10,833.34	10,833.34	11,833.33	131,000.00
Facility Support Services	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000.00
Direct Course Instruction Support			1,366.29	1,799.28	1,352.52	1,248.48	1,170.45	1,250.01	1,279.08	1,542.24	1,193.40		12,201.75
Total Enrollment/Unit Based Fees	929,161.55	947,788.17	848,702.16	894,902.28	943,466.55	961,100.51	906,294.39	915,023.96	815,904.91	903,180.92	902,948.79	911,358.99	10,879,833.18
Revenue Based Fees													
Special Education Oversight	46,839.68	46,719.24	45,631.97	48,085.04	49,805.46	56,361.89	48,907.21	48,907.21	48,050.14	48,811.98	48,811.98	108,185.62	645,117.42
Special Education Direct Fees	185,763.26	190,597.61	182,262.00	186,726.55	190,544.08	478,193.12	235,681.10	235,681.10	195,972.72	231,269.06	231,269.06	826,649.49	3,370,609.15
School Administration	121,783.17	121,470.02	118,643.13	125,021.09	129,494.21	146,540.90	127,158.75	127,158.75	124,930.35	126,911.15	126,911.15	281,282.61	1,677,305.28
Marketing Services	14,051.90	14,015.78	13,689.59	14,425.51	14,941.64	16,908.56	14,672.16	14,672.17	14,415.04	14,643.59	14,643.60	32,455.68	193,535.22
Treasury Services	28,103.81	28,031.54	27,379.19	28,851.02	29,883.27	33,817.14	29,344.32	29,344.33	28,830.08	29,287.19	29,287.19	64,911.37	387,070.45
Total Revenue Based Fees	396,541.82	400,834.19	387,605.88	403,109.21	414,668.66	731,821.61	455,763.54	455,763.56	412,198.33	450,922.97	450,922.98	1,313,484.77	6,273,637.52

Great River Connections Academy New School Application

Ohio Connections Academy
Revenue and Expense Statement Fiscal Year 2016
Period Ended June 30, 2016

*These Management Financial Statements do not reflect the effects of GASB 68

Pass-Through Expenses	July-15 Actual	August-15 Actual	September-15 Actual	October-15 Actual	November-15 Actual	December-15 Actual	January-16 Actual	February-16 Actual	March-16 Actual	April-16 Actual	May-16 Actual	June-16 Actual	YTD Actual
Student Testing & Assessment	3,227.67	10,574.14	3,437.63	14,223.34	25,022.50	24,583.05	4,833.08	35,995.99	1,597.31	27,481.07	69,593.18	93,456.16	314,025.12
ISP Payment Reimbursement	-	-	-	-	-	103,348.18	-	-	102,172.70	-	-	104,595.46	310,116.34
Contract School Staff	-	-	-	-	-	-	-	-	-	3,423.27	756.00	-	4,179.27
Staff Recruiting / Background Checks	-	280.00	2,241.38	1,624.41	3,980.02	2,679.83	2,230.00	561.72	459.98	179.24	755.67	781.84	15,774.09
Staff Training / Prof. Dvlpmt.	563.34	3,678.05	2,416.55	17,422.69	29,499.31	5,073.61	745.24	2,669.65	2,185.51	746.31	4,947.19	8,446.20	78,393.65
Travel and Conferences	2,590.61	9,521.99	15,962.70	10,967.43	12,855.64	11,512.19	4,568.00	3,093.96	8,423.66	5,315.72	4,081.82	30,790.70	119,684.42
Team Building	-	-	-	-	-	68.44	-	684.72	109.62	-	890.06	-	1,752.84
Office Supplies	(93.68)	1,822.69	3,680.74	2,690.76	1,247.51	2,817.21	691.65	718.42	3,611.64	1,627.97	1,408.80	21,782.41	42,006.12
Copiers/Reproduction	1,460.67	937.36	649.03	1,657.20	863.83	889.40	1,757.63	891.77	1,340.22	502.11	323.10	3,635.20	14,907.52
Office Postage	3,056.11	3,930.32	565.18	3,315.14	1,607.80	669.05	4,641.36	2,578.93	1,656.94	1,704.75	2,788.10	3,484.73	29,998.41
School Rent	11,285.58	12,347.41	12,347.41	12,463.24	12,463.24	12,764.21	12,162.27	12,463.24	12,463.24	12,463.24	12,463.24	12,764.21	148,450.53
Rent Operating Expense	6,148.67	6,610.39	6,657.00	6,657.00	6,657.00	6,657.00	6,657.00	6,657.00	6,657.00	6,674.44	6,691.88	6,665.72	79,390.10
Maintenance & Repair	-	170.00	-	558.70	-	517.97	340.00	620.38	85.00	255.00	-	562.81	3,109.86
Utilities	-	195.08	233.17	341.85	2,549.41	224.59	259.32	232.07	154.88	295.63	-	368.97	4,854.97
Phone	1,704.21	1,585.68	705.19	5,788.83	1,783.77	4,862.12	3,207.45	2,431.97	3,648.23	3,912.00	2,658.48	5,440.34	37,728.27
High Speed Internet	4,678.69	5,057.01	654.07	7,998.92	935.03	6,571.38	3,925.69	4,387.37	6,192.90	5,584.70	5,543.63	6,245.73	57,775.12
Credit for E-Rate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Building Safety Program	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Office Equipment	-	-	-	1,309.18	-	-	-	488.79	68.47	11,400.70	-	-	13,267.14
Expenses Pending Allocation	21,180.05	(3,954.65)	9,328.35	6,299.49	(1,588.33)	(20,865.14)	1,305.35	3,880.67	1,683.32	23,553.57	57,674.82	(98,497.50)	-
Total Pass-Through Expenses	**55,801.92**	**52,755.47**	**58,878.40**	**93,318.18**	**97,876.73**	**162,373.09**	**47,324.04**	**78,356.65**	**152,510.62**	**105,119.72**	**169,685.91**	**201,413.04**	**1,275,413.77**
Other School Expenses													
Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Expense	-	2,034.97	364.12	53.61	23.50	-	-	-	1,804.06	102.60	108.00	13,500.99	21,632.14
Student Activities	5,444.35	-	285.00	296.71	32.95	(7,120.00)	(437.50)	192.37	827.18	(128.90)	(119.54)	3,422.07	(1,706.78)
PSEO	66.00	-	77.40	1,977.71	3,484.13	337.26	2,772.87	2,816.93	-	2,142.85	6,642.08	109,943.68	131,022.09
SES Tutoring	-	-	-	-	-	-	-	-	-	-	-	-	-
Sponsor Fee	-	3,207.73	66,327.23	68,183.48	60,631.42	56,387.97	53,540.04	66,261.41	68,906.41	68,699.31	63,541.04	6,467.70	582,153.74
Accreditation	750.00	-	-	-	-	-	-	-	-	-	-	-	750.00
Sponsor Fee	1,500.00	1,500.00	1,500.00	1,500.00	2,115.00	3,796.00	2,381.50	3,447.50	5,104.50	10,954.00	2,873.50	1,727.22	38,399.22
Treasurer and Audit Services	-	-	439.48	-	-	-	-	-	-	-	-	3,174.00	3,613.48
Legal	1,473.15	371.32	40.25	327.07	1,236.84	1,351.18	-	39.96	517.93	479.17	124.74	1,567.18	7,528.79
Board-Related Expense	-	-	-	-	-	256.00	-	-	-	-	-	-	256.00
Insurance - D&O	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance - Liability	3,772.00	4,500.00	-	183.99	-	159.00	3,164.00	390.50	609.00	810.00	334.00	555.00	14,477.49
Dues	117.90	133.90	133.90	117.90	133.90	117.90	117.90	133.90	133.90	216.68	133.90	133.90	1,625.58
Banking fees	-	939.53	6,856.61	-	163.27	2,896.00	-	4,776.90	838.01	123.84	2,628.03	-	19,222.19
Other School Expense													
Total Other School Expenses	**13,123.40**	**12,687.45**	**76,023.99**	**72,640.47**	**67,821.01**	**58,181.31**	**61,538.81**	**78,059.47**	**78,740.99**	**83,399.55**	**76,265.75**	**140,491.74**	**818,973.94**
Adjustments and Credits													
Discretionary Curriculum Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Contractual Service Credit	-	-	-	-	-	-	-	-	-	(844,666.67)	(844,666.67)	(643,666.66)	(2,333,000.00)
Total Adjustments and Credits	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**(844,666.67)**	**(844,666.67)**	**(643,666.66)**	**(2,333,000.00)**
Total Program Expenses Before Depreciation	**1,573,592.11**	**2,086,955.39**	**2,089,565.15**	**2,576,777.29**	**2,221,126.42**	**2,602,421.25**	**2,162,916.48**	**2,240,642.53**	**2,121,544.73**	**1,386,691.97**	**1,440,270.61**	**3,291,357.40**	**25,793,861.32**
Depreciation Expense	1,010.36	1,010.36	1,010.36	1,055.23	1,033.05	1,214.37	1,078.38	1,078.38	1,078.38	1,078.38	1,078.38	1,078.59	12,804.22
Total Program Expenses Including Depreciation	**1,574,602.47**	**2,087,965.75**	**2,090,575.51**	**2,577,832.52**	**2,222,159.47**	**2,603,635.62**	**2,163,994.86**	**2,241,720.91**	**2,122,623.11**	**1,387,770.35**	**1,441,348.99**	**3,292,435.99**	**25,806,665.54**
Net Increase (Decrease)	**(1,549,433.57)**	**(1,932,336.38)**	**562,682.95**	**149,583.32**	**203,229.83**	**(347,995.13)**	**65,575.40**	**470,353.92**	**698,786.64**	**2,862,816.92**	**1,141,769.72**	**(2,324,741.59)**	**292.04**
Beginning fund balance													10,001.06
Ending fund balance													10,293.10

Great River Connections Academy New School Application

Ohio Connections Academy
Balance Sheet
June 30, 2016

ASSETS

Cash and Short Term Investments:

Cash:Checking	50,000.00
Cash:Savings	2,592,063.16
	- - - - - - - - -
Total Cash and Short Term Investments	**2,642,063.16**

Other Current Assets:

Pupil Funding Receivable	126,200.20
Federal Funding	695,782.54
Prepaid Rent	15,640.59
Prepaid Pension	93,627.28
Other Receivable	190,844.26
	- - - - - - - - - -
Total Other Current Assets	**1,122,094.87**
	- - - - - - - - - -
Total Current Assets	**3,764,158.03**
	- - - - - - - - - -

Fixed Assets:

Furniture	27,739.13
Office Equipment	22,359.28
Computer Hardware	70,661.83
Leasehold Improvements	12,034.94
	- - - - - - - - -
Total Property Plant & Equipment	**132,795.18**

Accumulated Depreciation:

Accum Depr:Furniture	(28,341.81)
Accum Depr:Office Equipment	(18,487.81)
Accum Depr:Computer Hardware	(47,544.47)
Accum Depr:Leasehold Improvements	(7,444.57)
	- - - - - - - - -
Total Accumulated Depreciation	**(101,818.66)**
	- - - - - - - - -
Net Fixed Assets	**30,976.52**
	- - - - - - - - -

Total Assets	**3,795,134.55**
	= = = = = = =

LIABILITIES

Current Liabilities:

Due to (from) Connections Academy	2,953,432.23
Accrued Expense	81,121.34
Accrued Compensation	647,753.92
Deferred Revenue	102,533.96
Total Current Liabilities	**3,784,841.45**
	- - - - - - - - -
Total Liabilities	**3,784,841.45**
	- - - - - - - - -

FUND BALANCE

Beginning Fund Balance	10,001.06
Change in Fund Balance	292.04
	- - - - - - - - -
Ending Fund Balance	**10,293.10**
	- - - - - - - - -

Total Liabilities and Fund Balance	**3,795,134.55**
	= = = = = = =

Ohio Connections Academy
Great River Connections Academy New School Application
Revenue and Expense Statement Fiscal Year 2017
Period Ended June 30, 2017

	July-16 Actual	August-16 Actual	September-16 Forecast	October-16 Actual	November-16 Actual	December-16 Actual	January-17 Actual	February-17 Actual	March-17 Actual	April-17 Actual	May-17 Actual	June-17 Actual	YTD Actual
Forecasted Enrollment													
Forecasted ADM	424.38												
Revenue													
Opportunity Grant	-	361,309.68	2,453,157.70	2,345,389.49	2,287,761.17	1,520,715.40	2,087,203.07	2,198,530.83	2,053,714.56	1,993,218.01	3,015,529.29	(789,013.91)	19,527,515.29
Special Ed Funding	-	55,840.12	409,883.86	388,103.31	245,490.67	225,357.04	308,291.94	324,736.17	518,695.58	249,309.08	(42,281.63)	(182,330.83)	2,501,095.31
Facilities Funding	-	1,505.46	10,221.49	9,772.46	9,511.35	6,357.12	8,696.81	9,160.82	8,556.99	8,304.90	12,155.35	(36.25)	84,206.50
Subtotal	-	418,655.26	2,873,263.05	2,743,265.26	2,542,763.19	1,752,429.56	2,404,191.82	2,532,427.82	2,580,967.13	2,250,831.99	2,985,403.01	(971,380.99)	22,112,817.10
EMIS Adjustment				3,676.92								(3,676.92)	
Career Technical Education		4,491.99	32,972.70	31,220.57	41,417.50	22,570.44	30,877.17	32,524.42	29,921.98	19,825.26	51,173.88	(12,353.43)	284,642.48
Title I							520,004.96		26,982.72		369,960.07	177,287.41	1,094,235.16
Title II-A							132,919.90				98,085.34	73,334.79	304,340.03
IDEA VI-B							322,785.42				231,561.28	148,920.30	703,267.00
ECSE							2,018.22						2,018.22
OCCS Program Enrichment Grant												150,000.00	150,000.00
Casino Distribution							83,596.09					87,688.25	171,284.34
Erate										17,688.36	(1,240.00)		16,448.36
Miscellaneous Income	424.38	6,078.45	(5,512.33)	140.73	194.48	147.72	830.33	183.49	1,975.70	173.26	(1,749.86)	(259.20)	2,627.15
Subtotal	424.38	10,570.44	27,460.37	35,038.22	41,611.98	22,718.16	1,093,032.09	32,707.91	58,880.40	37,686.88	747,790.71	620,941.20	2,728,862.74
Total Revenue	424.38	429,225.70	2,900,723.42	2,778,303.48	2,584,375.17	1,775,147.72	3,497,223.91	2,565,135.73	2,639,847.53	2,288,518.87	3,733,193.72	(350,439.79)	24,841,679.84
Compensation Expense													
Salaries - Administration	106,358.14	108,936.83	110,408.19	95,185.91	108,979.00	117,443.68	107,589.23	110,216.46	105,793.55	109,664.34	106,808.15	246,428.43	1,433,811.91
Benefits - Administration	21,271.63	21,787.37	22,081.64	19,009.53	21,795.80	23,488.74	21,517.85	22,043.29	21,158.71	21,932.87	21,361.63	49,285.68	286,734.72
Pension - Administration	14,890.14	15,251.16	15,457.15	31,493.75	15,257.06	15,434.84	15,062.49	15,430.30	14,811.10	15,353.01	14,953.14	16,263.89	199,658.02
Taxes - Administration	1,515.06	1,665.62	1,758.71	761.84	2,030.67	1,530.75	3,674.34	3,187.10	2,108.29	2,311.13	1,538.68	4,366.51	26,448.70
Subtotal Administration	144,034.97	147,640.97	149,705.68	146,451.02	148,062.53	157,898.01	147,843.91	150,877.16	143,871.65	149,261.35	144,661.60	316,344.51	1,946,653.34
Salaries Teachers	9,237.09	438,266.50	460,127.49	735,931.20	437,490.35	431,713.56	441,186.66	441,510.12	434,173.53	430,553.04	433,426.87	838,818.65	5,532,435.06
Benefits Teachers	1,102.62	86,636.09	82,459.81	140,437.01	82,350.06	81,331.11	83,130.93	82,816.62	81,580.91	80,957.41	81,466.97	164,847.03	1,049,116.56
Pension - Teachers	1,293.19	61,357.31	64,417.85	103,030.37	61,248.65	60,439.90	61,766.13	61,811.42	60,784.29	60,277.42	60,679.76	117,434.61	774,540.90
Taxes - Teachers	(2,083.73)	6,827.68	7,328.74	10,573.02	6,158.66	5,844.91	14,669.39	15,298.31	12,042.00	9,514.69	6,517.61	14,237.06	106,928.34
Subtotal Instructional Staff	9,549.17	593,087.58	614,333.89	989,971.59	587,247.72	579,329.48	600,753.11	601,436.47	588,580.73	581,302.56	582,091.22	1,135,337.35	7,463,020.86
Total Compensation Expense	153,584.13	740,728.55	764,039.58	1,136,422.61	735,310.25	737,227.49	748,597.02	752,313.63	732,452.38	730,563.91	726,752.82	1,451,681.86	9,409,674.20
Enrollment/Unit Based Fees													
Tangible and Intangible Instructional Materials	423,802.47	423,802.46	423,802.46	324,775.94	399,045.84	343,983.33	389,868.75	439,635.42	397,045.83	396,195.83	396,745.84	391,095.83	4,749,800.00
Connexus® Annual License (LMS)	180,953.32	180,953.32	180,953.31	154,070.05	174,232.50	161,389.50	172,092.00	169,632.00	169,440.00	171,524.00	170,759.50	184,312.50	2,052,312.00
Student Technology	193,915.01	193,915.01	193,915.01	165,946.64	186,922.91	183,185.42	186,300.00	189,366.67	190,564.58	187,114.58	188,695.84	184,383.33	2,244,225.00
Technical Support and Repairs	45,238.33	45,238.33	45,238.33	38,517.51	43,558.13	40,347.37	43,023.00	42,408.00	42,360.00	42,881.00	42,689.88	41,578.12	513,078.00
Educational Resource Center	38,000.20	38,000.19	38,000.20	32,354.71	36,588.83	33,891.79	36,139.32	35,622.72	35,582.40	36,020.04	35,859.50	34,925.62	430,985.52
Short Term Sub Teaching Services	-	-	5,700.00	14,550.00	9,750.00	22,200.00	21,000.00	14,700.00	14,700.00	24,750.00	21,300.00	6,150.00	154,800.00
Curriculum Postage	13,654.67	13,654.66	13,654.66	10,626.01	12,897.50	11,198.00	12,614.25	14,154.25	12,831.50	12,809.50	12,839.75	12,680.25	153,615.00
ISP Processing Fee	-	-	24,056.81	-	9,404.96	9,975.73	7,239.58	8,572.25	7,420.61	7,407.77	7,425.19	7,572.10	89,075.00
School Curriculum Supplies	4,497.50	4,497.50	4,497.50	6,807.50	5,075.00	5,257.50	5,105.42	4,138.75	3,248.33	4,791.67	4,791.66	4,791.67	57,500.00
Hardware/Software - Employees	6,597.00	6,597.00	6,597.00	9,369.00	7,290.00	7,809.00	7,376.50	5,816.50	4,648.00	6,900.00	8,000.00	6,400.00	83,400.00
Accounting and Regulatory Reporting	10,555.61	10,555.61	10,555.61	8,987.42	10,163.56	9,414.39	10,038.70	9,895.20	9,884.00	10,005.57	9,960.97	9,701.56	119,718.20
Enrollment and Records Management	20,688.89	20,688.88	20,688.89	16,100.00	19,541.66	16,966.67	19,112.50	21,445.83	19,441.67	19,408.33	19,454.17	19,212.50	232,750.00
Human Resources Support	10,995.00	10,995.00	10,995.00	15,615.00	12,150.00	13,015.00	12,294.17	9,694.16	7,746.67	11,500.00	13,333.33	10,666.67	139,000.00
Facility Support Services	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	30,000.00
Direct Course Instruction Support	-	-	1,468.80	1,162.80	1,092.42	1,040.40	881.28	1,075.59	1,132.20	1,302.03	1,009.80	-	10,165.32
Total Enrollment/Unit Based Fees	951,398.00	951,397.96	982,623.58	801,382.59	930,213.31	862,174.10	925,585.47	968,657.34	918,545.79	935,110.32	935,365.43	897,970.15	11,060,424.04
Revenue Based Fees													
Special Education Oversight	52,168.30	52,168.30	52,168.30	46,924.56	50,857.37	42,958.91	49,540.96	66,521.52	39,476.14	50,309.37	38,157.18	79,725.41	620,976.32
Special Education Direct Fees	240,907.44	240,907.44	240,907.43	287,477.03	252,549.84	73,215.67	222,660.80	410,459.33	351,329.30	257,823.80	-	267,424.64	2,845,662.72
School Administration	135,637.58	135,637.58	135,637.58	122,003.87	132,229.15	111,693.16	128,806.49	172,955.96	102,637.96	130,804.37	99,208.67	207,286.05	1,614,538.42
Marketing Services	15,650.49	15,650.49	15,650.49	14,077.37	15,257.21	12,887.67	14,862.29	19,956.46	11,842.84	15,092.81	11,447.15	23,917.63	186,292.90
Treasury Services	31,300.98	31,300.98	31,300.98	28,154.74	30,514.42	25,775.35	29,724.57	39,912.91	23,685.69	30,185.62	22,894.30	47,835.25	372,585.79
Total Revenue Based Fees	475,664.79	475,664.79	475,664.78	498,637.57	481,407.99	266,530.76	445,595.11	709,806.18	528,971.93	484,215.97	171,707.30	626,188.98	5,640,056.15

Attachment 1

Ohio Connections Academy
Revenue and Expense Statement Fiscal Year 2017
Period Ended June 30, 2017

Great River Connections Academy New School Application

	July-16 Actual	August-16 Actual	September-16 Forecast	October-16 Actual	November-16 Actual	December-16 Actual	January-17 Actual	February-17 Actual	March-17 Actual	April-17 Actual	May-17 Actual	June-17 Actual	YTD Actual
Pass-Through Expenses													
Student Testing & Assessment	251.64	3,705.61	9,321.24	1,838.66	13,210.10	55,072.74	14,991.67	14,541.58	51,430.27	44,290.64	154,732.76	95,089.61	458,476.52
ISP Payment Reimbursement	-	-	-	-	-	95,461.41	-	-	93,703.50	-	-	93,555.38	282,720.29
Contract School Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruiting / Background Checks	-	1,531.96	1,029.80	629.11	372.48	3,133.29	286.36	785.00	1,500.55	1,402.92	250.62	309.96	11,232.05
Staff Training / Prof. Dvlpmt.	37.26	2,999.21	26,231.54	13,728.52	4,133.93	4,126.79	78.30	38.21	4,081.54	2,944.80	7,225.31	2,672.84	68,298.25
Travel and Conferences	1,130.12	7,086.31	8,921.29	16,944.95	16,704.93	11,455.58	2,194.30	3,459.37	18,552.31	2,511.63	6,719.40	30,577.21	126,257.40
Team Building	-	-	205.80	-	-	-	-	312.74	-	-	-	1,947.00	2,465.54
Office Supplies	502.95	2,768.00	1,267.27	2,204.78	1,933.86	1,702.71	1,032.85	1,462.72	3,591.13	2,632.93	1,456.48	(524.69)	20,030.99
Copiers/Reproduction	-	1,772.04	1,358.14	1,261.65	1,750.62	1,022.06	2,190.31	1,115.60	1,210.31	887.76	2,392.63	2,552.66	16,626.02
Office Postage	6,032.00	27.67	2,384.02	5,028.48	1,156.29	3,798.13	2,051.16	106.25	2,071.14	887.76	876.61	4,297.53	28,717.04
School Rent	12,265.48	12,566.45	12,799.11	12,821.03	12,498.14	13,457.79	11,262.65	13,099.41	12,462.65	12,462.65	12,786.03	13,109.41	151,590.80
Rent Operating Expense	8,607.12	6,581.74	8,607.12	6,581.74	6,581.74	5,481.65	6,581.74	7,372.94	7,372.94	7,881.17	7,116.51	6,559.03	85,325.44
Maintenance & Repair	170.00	85.00	170.00	85.00	143.00	765.00	170.00	528.38	87.90	170.00	173.10	436.25	2,810.53
Utilities	58.30	-	59.18	76.39	70.36	164.63	4,860.88	187.69	-	363.15	-	70.13	6,083.81
Phone	242.63	2,001.11	1,757.18	3,058.15	4,736.51	3,647.87	1,885.64	3,725.49	3,266.17	2,492.50	2,239.45	6,838.65	35,891.35
High Speed Internet	3,368.96	5,534.71	5,178.69	5,185.00	5,218.11	2,546.82	5,997.16	8,211.50	3,770.39	8,924.58	3,627.77	9,016.59	66,580.28
Credit for E-Rate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Office Equipment	-	-	-	-	-	443.30	-	-	338.58	-	-	-	781.88
Expenses Pending Allocation	19,587.04	3,726.04	7,596.04	2,997.60	16,015.38	(11,890.09)	(6,489.20)	(3,527.26)	(27,768.16)	85,916.17	(5,927.15)	(80,236.41)	
Total Pass-Through Expenses	52,253.50	50,385.85	86,886.42	72,441.06	84,525.45	190,389.68	47,093.82	51,106.88	175,983.96	172,880.90	193,669.52	186,271.15	1,363,888.19
Other School Expenses													
Graduation Expense	-	21,328.53	29.52	-	-	3,527.73	700.00	506.44	187.96	1,341.26	(901.00)	4,370.68	31,091.12
Student Activities	219.93	-	-	-	-	281.17	-	362.28	-	-	2,387.12	873.15	4,123.65
PSEO	-	565.35	9,722.88	7,205.75	-	4,948.72	2,953.90	16,226.91	7,814.85	1,400.20	1,300.46	8,675.78	60,814.80
Sponsor Fee	-	10,578.68	72,655.89	69,362.15	64,479.52	44,375.00	60,876.72	64,123.81	65,272.23	56,766.43	75,914.42	(24,468.36)	559,936.49
Accreditation	825.00	-	-	-	-	-	-	-	-	-	-	-	825.00
Treasurer and Audit Services	16.40	3,000.00	1,483.60	1,500.00	3,000.00	3,000.00	2,598.08	1,500.00	8,640.00	3,000.00	1,500.00	5,757.31	31,995.39
Legal	3,679.78	385.00	(2,310.00)	106.64	29,859.68	-	1,637.50	220.00	(3,977.50)	165.00	-	2,682.50	32,448.60
Board-Related Expense	89.95	763.13	1,066.97	852.20	875.85	(519.49)	104.22	423.96	439.11	-	519.80	983.67	5,599.37
Insurance - D&O	-	1,818.00	-	-	-	256.00	-	-	-	-	-	-	2,074.00
Dues	-	-	13,012.00	100.00	49.00	49.00	3,049.00	346.97	773.17	491.38	385.00	2,444.98	20,700.50
Banking fees	117.90	117.90	149.90	117.90	133.90	133.90	117.90	133.90	230.66	117.90	153.90	149.90	1,675.56
Other School Expense	-	175.63	1,725.05	-	1,635.05	-	1,752.22	-	-	-	1,635.05	-	6,923.00
Total Other School Expenses	4,948.96	38,732.22	97,535.81	79,244.64	97,033.00	56,052.03	72,037.32	85,596.49	79,380.48	63,282.17	82,894.75	1,469.61	758,207.48
Total Program Expenses Before Depreciation	1,637,849.38	2,256,909.37	2,406,750.17	2,588,128.47	2,328,490.00	2,112,374.06	2,238,908.74	2,567,480.52	1,860,334.54	1,186,053.27	1,003,317.09	2,644,654.48	24,831,250.06
Depreciation Expense	-	2,144.95	815.30	793.60	793.59	759.46	810.09	784.77	784.77	784.77	784.77	784.91	10,040.98
Total Program Expenses Including Depreciation	1,637,849.38	2,259,054.32	2,407,565.47	2,588,922.07	2,329,283.59	2,113,133.52	2,239,718.83	2,568,265.29	1,861,119.31	1,186,838.04	1,004,101.86	2,645,439.39	24,841,291.04
Adjustments and Credits													
Desktop to Laptop Conversion Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Contractual Service Credit	-	-	-	-	-	-	-	-	(575,000.00)	(1,200,000.00)	(1,107,072.73)	(518,927.27)	(3,401,000.00)
Total Adjustments and Credits	-	-	-	-	-	-	-	-	(575,000.00)	(1,200,000.00)	(1,107,072.73)	(518,927.27)	(3,401,000.00)
Net Increase (Decrease)	(1,637,425.00)	(1,829,828.62)	493,157.95	189,381.41	255,091.58	(337,985.80)	1,257,505.08	(3,129.56)	778,728.22	1,101,680.83	2,729,091.86	(2,995,879.18)	388.80
Beginning fund balance													10,293.11
Ending fund balance													10,681.91

Great River Connections Academy New School Application

Ohio Connections Academy
Balance Sheet (Unaudited)
June 30, 2017

ASSETS	
Cash and Short Term Investments:	
Cash:Checking	6,149.89
Cash:Savings	2,857,439.78
	- - - - - - - - -
Total Cash and Short Term Investments	**2,863,589.67**
Other Current Assets:	
Federal Program Receivable	399,542.50
Prepaid Rent	15,640.59
Prepaid Pension	42,386.39
Other Receivable	294,710.99
	= = = = = = = =
Total Other Current Assets	**752,280.47**
	- - - - - - - - - -
Total Current Assets	**3,615,870.14**
	- - - - - - - - - -
Fixed Assets:	
Furniture	27,739.13
Office Equipment	22,359.28
Computer Hardware	70,661.83
Leasehold Improvements	12,034.94
	- - - - - - - - -
Total Property Plant & Equipment	**132,795.18**
Accumulated Depreciation:	
Accum Depr:Furniture	(28,443.52)
Accum Depr:Office Equipment	(20,649.65)
Accum Depr:Computer Hardware	(53,995.84)
Accum Depr:Leasehold Improvements	(8,770.63)
	- - - - - - - - - -
Total Accumulated Depreciation	**(111,859.64)**
	- - - - - - - - -
Net Fixed Assets	**20,935.54**
	- - - - - - - - -
Total Assets	**3,636,805.68**
	= = = = = = =
LIABILITIES	
Current Liabilities:	
Due to (from) Connections Academy	1,990,262.28
Deferred Revenue	866,236.74
Sponsor	39,380.99
Accrued Expense	31,612.68
Accrued Compensation	698,631.08
Total Current Liabilities	**3,626,123.77**
	- - - - - - - - -
Total Liabilities	**3,626,123.77**
	- - - - - - - - -
FUND BALANCE	
Beginning Fund Balance	10,293.11
Change in Fund Balance	388.80
	- - - - - - - - -
Ending Fund Balance	**10,681.91**
	- - - - - - - - -
Total Liabilities and Fund Balance	**3,636,805.68**
	= = = = = = =

Attachment 2
<u>Preliminary Agreement Response</u>

(New School Only) Attach a copy of the preliminary agreement entered between the applicant and the sponsor of the proposed school. If the applicant does not have a preliminary agreement with a sponsor, please explain.

Great River Connections Academy does not have a Preliminary Agreement at this time because the sponsor and governing authority decided to wait until ODE's determination before entering into such agreement.

There certain factors at play, ODE mandates that the school have a lease agreement before the sponsor can enter into a Preliminary Agreement. The governing authority has decided against entering into any binding contract until it is certain that the school is approved to open by ODE.

THE BENEFITS OF SPONSORSHIP.
THE ADVANTAGES OF CHOICE.

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3131 Executive Parkway, Suite 306, Toledo, OH 43606
MAIN 419-720-5200 FAX 419-720-5205
ohioschools.org

Attachment 3
<u>Proposed School Information</u>

1. **Please describe the proposed internet-based or computer-based community school, being sure to address these items:**
   - **Reasons applicant believes Ohio would benefit from an additional internet-based or computer-based community school;**
   - **Community and student population (demographics, ages, and grade levels) school intends to serve;**
   - **Enrollment area (specific counties in Ohio);**
   - **Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning;**
   - **Expectations of academic performance, including academic achievement status or proficiency, academic growth, postsecondary readiness and expectations for mission-specific performance measures; and,**
   - **Expectations of any nonacademic school or student goals to which the school will hold itself accountable.**

<u>Reasons applicant believes Ohio would benefit from an additional internet-based or computer- based community school</u>

Great River Connections Academy (GRCA) will provide a high quality, full-time virtual school option to students of all backgrounds in grades K-12. The current landscape for Ohio Internet-based community schools, or online schools, has been shifting with several schools closing down or reaching enrollment capacity.

The school that our selected partner Connections Education (Connections) currently supports in Ohio, Ohio Connections Academy (OCA), is nearing its desired school size for enrollment and yet there is still significant demand from parents to enroll in a school partnering with Connections. OCA saw the largest growth ever in the fall of 2017 and now has reached capacity for this school year while a healthy waiting list exists. Additionally, we asked our partner, Connections, to conduct an analysis that included consideration of several scenarios to ensure there was sufficient demand to open an additional online school including the potential closure or not of current online schools. Both of these results, the analysis and actual enrollment growth at OCA support opening another online school in Ohio implementing the Connections virtual model. Parents are also becoming more informed on the differences in the quality of online schools in Ohio. As a result, the demand for schools implementing the Connections model, such as OCA, has increased. GRCA will serve to replicate the success of OCA, the highest performing statewide online school for the last seven years.

THE BENEFITS OF SPONSORSHIP.
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Community and student population (demographics, ages, and grade levels) school intends to serve

GRCA will serve students statewide in grades K-12 of legal school age and will locate in the City of Columbus for several reasons including:

- A statewide school located in the middle of the state can better serve and access students in all four regions.
- Most of the Founding Board members reside in metro Columbus.
- GRCA will be able to collaborate and share best practices with administrators, teachers, and staff of the largest teaching center for OCA which is also located in the Columbus area.
- The Columbus area is the fastest growing metro area in Ohio for both potential students and career oriented partnerships with businesses.
- Columbus offers the largest population of teacher and administrative talent in Ohio including the largest teacher education program at The Ohio State University.
- As the state capital, Columbus offers easier access to government resources such as the Ohio Department of Education.
- Columbus has several teaching universities in the region including Capital University, Mount Vernon Nazarene, Ohio Dominican University, The Ohio State University, Ohio Wesleyan University, etc. that offer possible partnerships for research.

GRCA will be tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick-and-mortar classroom including:

- Students whose families seek more involvement in their child's education;
- Students who are medically homebound due to illness or disability;
- Exceptional students who are far ahead of or far behind their peers in school;
- Students pursuing artistic or athletic interests;
- Students who require a flexible school schedule;
- Students who have been bullied; and
- Students who are at risk of academic failure, who may particularly benefit from intensive, personalized instruction.

Figure 1 lists the grade levels and targeted enrollment for GRCA.

Figure 1. GRCA Grade Levels and Targeted Enrollment

School Year	Grade Levels	Targeted Enrollment
2018-19	K-12	1,000
2019-20	K-12	1,250
2020-21	K-12	1,563
2021-22	K-12	1,751
2022-23	K-12	1,786

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Enrollment area (specific counties in Ohio)

GRCA will be a statewide school and the enrollment area will include all counties in Ohio.

Education plan and curriculum intended for each core content area and grade level that complies with the standards developed by the international association for K-12 online learning

Educational Plan

GRCA will provide a comprehensive and rigorous full-time, virtual educational option for students throughout Ohio. The school will deliver instruction primarily through virtual digital learning strategies providing students with choice over time, place, path and modality of learning. GRCA's instructional methods, educational philosophy, and program will include unique elements from Connections. Connections will provide specific educational products and services, always with the oversight and approval of the Board. The following descriptions of Connections' unique core model elements explain how the needs of the students and families will be met through this value-added program. Connections is committed to continual improvement. Accordingly, Connections' routinely updates its systems and techniques to incorporate best practices and lessons learned. Connections will continually improve its offering to GRCA.

- *Assessment Objective Performance Reports (AOPR)*: These reports provide real-time student performance data on essential skills and standards. They identify the objectives students should master by the end of that grade level based upon the Ohio Learning Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives. Teachers will use this data to determine which students need more help with a particular objective. They may then participate in individual or small group tutoring virtually with these students targeting specific skills.

- *Collaboration Among Students:* Using Adobe Connect in LiveLesson sessions, teachers will group students in break-out rooms to allow collaboration. Teachers "visit" each room to observe student collaboration, redirect, etc. This audio/video web conferencing tool allows teachers the flexibility to group students, conduct small group instruction, utilize a whiteboard for illustration, and allows students to work together in a collaborative space. Additionally, for each section of students that a teacher teaches in a course, the teacher will create a section message board. On the section message board, teachers will assign additional collaboration opportunities or have students work together in the virtual space to share information, post documents, and respond to one another. Students are graded on both the content of the projects and their participation in collaborative activities.

- *Curriculum-Based Assessments:* Teachers use curriculum-based assessments (CBAs), via telephone conversation or in one-on-one LiveLesson sessions, as a quick and effective way to gather information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher.

- *Connexus® Education Management System (EMS):* Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software will deliver assignments and track activities (whether conducted virtually or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students, teachers, administrators, and Learning Coaches access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. Connexus is continually updated and improved upon for the success of schools and families. All new releases and updates of Connexus are automatically provided.

- *Interactive Reviews:* Interactive reviews are additional practice opportunities embedded in the curriculum and serve to give students targeted feedback on concepts and skills.

- *Intervention Indicators:* Intervention Indicators are displayed on the teacher home page in Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first step of multitiered instruction. These indicators facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes are used to identify academically at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions. The intervention indicators are triggered if a student does not perform well on formative assessments or if a previous year's test scores show academic need.

- *Longitudinal Evaluation of Academic Progress (LEAP)*: This formative assessment tool is used for students in grades K-8 as a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year.

- *Learning Coach:* A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in person with the student as a Learning Coach under the guidance of the credentialed teacher. The Learning Coach and student interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school provides a unique login and ongoing training, support, and resources to help the Learning Coach carry out this important role.

- *LiveLesson® Session:* A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.

- *Multitiered Instruction:* The school will employ a multitiered instruction framework based upon the Response to Intervention (RTI) model that deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The RTI model targets essential skills/standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. Through this model every student has access to the resources they need to be successful: Tier I Core Curriculum with

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Differentiation, Tier II Supplemental Instructional Supports (two to three times per week), and Tier III Supplemental Instructional Supports (four to five times per week). Student Support and IEP teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.

- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, academic placement advisors and School Counselors review students' past records and performance to properly place them in the school. A Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.

- **Progression Plan:** Within Connexus, there is a Progression Plan tool which will assist teachers and administrators to implement the Progression Plan which defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use progression plans for students to ensure they are on target for graduation and meeting their college and career goals.

- **Scantron Performance Series®:** Students in grades 9-11 will be assessed with the Scantron Performance Series. The Scantron assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics and provides a scaled score that can be used to measure academic growth. GRCA will use a version aligned with the Ohio Learning Standards and will provide teachers with reports and information to address individual student needs.

- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on the objective quantitative data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On-Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.

- **Synchronous Contact:** In a virtual school setting, synchronous contact is defined as a live interaction occurring in real time between teachers and students which allows for real communication and helps to build a relationship between teachers and students. Teachers will schedule LiveLesson sessions, in addition to other synchronous interaction (e.g., phone calls), for students. Teachers will document all synchronous contact with a student within the student's log in Connexus. GRCA will meet the requirements of a virtual provider to maintain synchronous contact with students.

- **Teacher:** The school will employ highly qualified, Ohio-credentialed teachers, as required by law, who are also specially trained in virtual delivery and personalized instruction. Teachers will work from either a school office location and/or work remotely to deliver instruction to a virtual classroom of students and work one-on-one with students through highly interactive, technology-facilitated communication tools and quality timely feedback on assignments. Teachers will maintain a one-on-one relationship with each student.

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- ***Teachlet® Tutorials:*** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, incorporated into lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

- ***WebMail:*** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Curriculum

Students will benefit from a top-quality curriculum, provided by Connections, that supports the Ohio Learning Standards[1] and meets the National Standards for Quality Online Courses (v2)[2] established by the International Association for K-12 Online Learning, iNACOL. The standards address content, instructional design, student assessment, technology, and course evaluation and support. Connections was an early adopter of iNACOL's National Standards for Quality Online Courses and has implemented these standards since 2007.

Connections currently supports another approved online school in the state, OCA, and is currently providing curriculum aligned to the Ohio Learning Standards. Connections courses have been tested against state standards for rigor, depth, and breadth, and are subject to continuous improvement based on state assessment outcomes, user feedback, and standards alignment.

In order to serve OCA, Connections mapped each course to the Ohio Learning Standards. The standards drive what is included in the courses. The analysis is done by examining the course content, which includes unit and lesson objectives, activities, resources, and assessments to ensure alignment to the standards. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments. Instructional content and activities that align to the Ohio Learning Standards are integrated in units and embedded within lessons where the content and concepts are a natural fit within the scope and sequence of a course.

Connections high-quality proprietary curriculum integrates textbooks, instructional activities, and other content from a variety of leading publishers as well as technology-based content. The school will use a variety of multimedia and interactive practices to reinforce standards for language arts and math at each grade level. The proprietary and highly effective virtual animated Teachlet tutorials, which introduce challenging topics and provide interactive practice, will also be included along with proprietary interactive virtual tools and simulations, including a virtual rock and mineral kit, pan balance, geoboard, and interactive math practice activities. LiveLesson sessions, which provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing, will allow teachers and students to interact with one another in real time in the virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they missed them or want to refresh themselves on the topics covered.

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1 http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards

2 https://www.inacol.org/resource/inacol-national-standards-for-quality-online-courses-v2/

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Elementary and Middle School Curriculum

Students in grades K-5 will be enrolled as elementary school students and students in grades 6-8 will be enrolled as middle school students. The program of instruction for students in grades K-8 has the ability to be individualized, personalized, and delivered in a non-traditional environment to give students the best pathways to success.

Although students in a full-time virtual school have flexibility in their daily schedules, elementary and middle school students will take seven to nine courses per year with a minimum of six courses. The lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8. In addition to lessons, students will have the opportunity to participate in clubs, activities, and extracurricular experiences on a weekly basis.

Kindergarten-Grade 5:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 4 lessons per week
- Science, 3-4 lessons per week

- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with daily physical activity
- Optional – electives such as Music, Sign Language, Spanish, or Chinese

Grades 6-8:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3 to 5 lessons per week
- Science, 4 to 5 lessons per week

- Fine Arts, 1 to 2 lessons per week
- Education Technology, 1 lesson per week
- Physical Education & Health, 1 lesson per week, with activities for daily physical activity
- Optional – electives such as Music, Sign Language, Spanish, or Chinese

In Figure 2, we include the titles of courses being offered for students in Ohio in grades K-8 in the 2017-18 school year. This course list may change prior to the 2018-19 school year, when GRCA will open. Connections has informed the Board that future courses can be added to the course catalog based on GRCA's requests and student demand. The School Leader will work with Connections every year to select the courses to be offered at the school based on requirements and student need. Course descriptions are provided at the following URL:
http://www.bluetoad.com/publication/?m=1702&l=1#{"issue_id":293365,"page":0}

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Figure 2. Elementary and Middle School Course List

Elementary and Middle School (K-8) Course List	
Language Arts	**Math**
Language Arts (A & B) K, 1, 2, 3, 4, 5, 6, 7, 8 Gifted and Talented Language Arts (A & B) 3, 4, 5, 6, 7, 8	Math (A & B) K, 1, 2, 3, 4, 5, 6, 7 Gifted and Talented Math (A&B) 3,4,5,6,7 Essential Math (A&B) 3,4,5,6,7 Algebra Readiness (Pre-Algebra) (A & B)* Essential Algebra Readiness (Pre-Algebra) (A & B)* Linear Algebra A/B 8 Algebra 1 A/B* Geometry A/B* *Part of a course sequence offered to gifted or accelerated students*
Science	**Social Studies**
Science(A & B) K, 1, 2, 3, 4, 5, 6, 7, 8 Gifted and Talented Science(A & B) 3, 4, 5, 6, 7, 8	Social Studies (A & B) K, 1, 2, 3, 4, 5 Ohio Studies 6 A/B United States History 7 A/B Global Studies 8 A/B
Technology	**Health and Physical Education**
Educational Technology and Online Learning K, 1, 2, 3, 4, 5, 6, 7, 8	Physical Education K, 1, 2, 3, 4, 5 Health and Physical Education 6, 7, 8
Art	**Elective Courses**
Art K,1,2,3,4,5, Art (A & B) 6,7,8	Elementary Spanish (I & II) 3, 4, 5 Elementary Chinese (I and II) 3, 4, 5 Elementary Sign Language 3, 4, 5 Middle School Spanish (I and II) 6, 7, 8 Middle School Chinese (I and II)6, 7, 8 Middle School Sign Language 6,7,8 Experiencing Music (I, II) K, 1, 2 Discovering Music (I, II) 3, 4, 5 Gifted and Talented Literature Study 2, 6, 7, 8 Home Life K, 1, 2, 3, 4, 5 Introduction to Entrepreneurship 6, 7, 8 WebQuest Business Keyboarding 6, 7, 8

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High School Curriculum

GRCA will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path will be monitored along the way by the student, parents, teachers, and their school counselor. GRCA will provide a comprehensive program with four levels of academic coursework aligned to Ohio Standards: Foundations, Standard, Honors, and Advanced Placement® (AP). While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels enable differentiation based on student needs and college and career goals. Students will work with an academic placement advisor or their school counselor to determine appropriate course level placement.

The high school model will include both teacher- and student-directed instruction, with feedback and support through asynchronous and synchronous e-learning tools. The high school curriculum integrates digital and/or print versions of textbooks from major publishers with enhanced multimedia, interactive materials and resources, discussions, and communication/conferencing tools. In addition, students have offline assignments, projects, novels, and practice work.

High school courses include extensive use of Teachlet tutorials to engage students with the concepts and ideas they need to complete the lessons. Courses incorporate graded asynchronous virtual discussions which are required for all students creating opportunities for collaboration and interaction among students, increases problem solving skills, and provides opportunities for a "real-world" audience. The high school model also includes a host of services and procedures to address credits, transcripts, and counseling. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses thereby thwarting their plans or aspirations.

Like all Ohio public schools, GRCA students that desire to participate, and qualify, will participate in the state's College Credit Plus program. GRCA will also accommodate those students who seek a Career and Technical Education (CTE) course by either providing it directly or in partnership with the local CTE planning district.

In Figure 3, we include the titles of courses being offered in Ohio for students in grades 9-12 in the 2017-18 school year. This course list may change prior to the 2018-19 school year when GRCA will open. Connections has informed the Board that future courses can be added to the course catalog based on GRCA's requests and student demand. The School Leader will work with Connections every year to select the courses to be offered at the school based on requirements and student need. Course descriptions are provided at the following URL:
http://www.bluetoad.com/publication/?m=1702&l=1#{"issue_id":293365,"page":0}

Figure 3. High School Course List

High School (9-12) Course List		
Language Arts		
English 9 (A & B)	English Foundations 9 (A & B)	Honors English 9(A & B)*
English 10 (A & B)	English Foundations 10 (A & B)	Honors English 10(A & B)*
English 11 (A & B)	English Foundations 11 (A & B)	Honors English 11(A & B)*
English 12 (A & B)	English Foundations 12 (A & B)	Honors English 12(A & B)*
Journalism (A & B)	Speech and Debate	Speech and Debate
AP English Language & Composition (A & B)	AP English Literature & Composition (A & B)	Journalism (A & B)
		Developmental Writing
Math		
Algebra 1 (A & B)	Algebra 1 Foundations (A & B)	Honors Algebra (A & B)
Algebra 2 (A & B)	Algebra 2 Foundations (A & B)	Honors Algebra 2 (A & B)
Geometry (A & B)	Geometry Foundations (A & B)	Honors Geometry (A & B)
Pre-Calculus (A & B)	Pre-Algebra (A & B)	Statistics (A & B)
Calculus (A & B)	Explorations in Mathematics (A & B)	AP Statistics(A & B)
Consumer Math (A & B)	AP Calculus BC (A & B)	Advanced Algebra with Financial Applications (A & B)
AP Calculus AB (A & B)		
Science		
Biology (A & B)	Biology Foundations (A & B)	Honors Biology (A & B)
Chemistry (A & B)	Earth Space Science (A & B)	Honors Chemistry (A & B)
Physical Science (A & B)	Earth Science (A & B)	Forensic Science
Environmental Science (A & B)	Marine Science A/B	AP Biology (A & B)
Physics (A & B)	Physical Science Foundations (A&B)	
	Honors Physical Science (A & B)	
Social Studies		
American Government	Economics Foundations	United States History (A & B)
Honors American Government	AP Psychology	United States History Foundations (A & B)
Economics	AP United States History (A & B)	Honors United States History (A & B)
World History (A & B)	AP Macroeconomics	AP United States Government
Honors World History (A & B)	AP Microeconomics	AP United States History
AP Human Geography A/B	World Geography	
Modern World History	Geography and Society	
Honors Modern World History		
Electives		
<u>Humanities</u>	<u>Career Technical Education (CTE)</u>	<u>Health and Physical Education</u>
Chinese I, II, and III (A & B)	Accounting I, II	Health, Fitness, and Nutrition

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High School (9-12) Course List		
French I, II, III, and IV (A &B) German I, II, and III (A & B) Latin I,II,III (A & B) Japanese I and II (A & B) Sign Language I and II (A & B) Spanish I, II, III, and IV (A & B) Art History (A & B) AP Art History A/B Digital Photography I (A & B) Introduction to Graphic Design (A & B) Living Music I, II AP Psychology AP Spanish Language (A & B) Additional Electives Entrepreneurship: Starting Your Own Business (A & B) Freshman Success Critical Thinking and Study Skills International Business Introduction to Marketing Life Management Skills Senior Success Independent Studies Art History (A & B) AP Art History (A & B) Living Music I, II	Administrative Duties & Office Management Anatomy and Physiology Business Communications Business Information Systems Business Law Business Math Career Choices A/B Career Planning and Skills Development College Prep with ACT College Prep with SAT Criminal Investigation Digital Photography I, II (A & B) Human Resource Management Introduction to Business Introduction to Communication Introduction to Early Childhood Education Introduction to Finance Introduction to Homeland Security Introduction to Law Introduction to the Paralegal Profession Introduction to Sociology Java Programming I, II Leadership and Supervision in Business Principles of Marketing Public Speaking Research Methods	Personal Fitness Physical Education Technology 3-D Art I AP Computer Science A/B Business Keyboarding Concepts of Engineering and Technology Digital Arts Emergent Computer Technology Engineering Design I Game Design I (A & B) Game Design II Introduction to Computer Applications Introduction to Graphic Designs (A & B) Web Design I (A & B) 2D Animation

Expectations of academic performance, including academic achievement status or proficiency, academic growth, postsecondary readiness and expectations for mission-specific performance measures

The Board and School Leader will work to define and research the annual school goals. GRCA will develop and revise as necessary specific and measurable tools for successful learning outcomes, based upon the academic progress of its students and the school's performance on several non-academic measures. School Administration will use Connexus to watch each of these variables very closely to monitor the school's overall success. The School Leader, in collaboration with the staff and with the school leadership team, as well as Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous school improvement. The Board will approve these school

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goals and the performance of the administration and staff members will be evaluated in part by using the school goals. GRCA will be accountable for academic success of students. GRCA will develop and implement best practices to support the flexibility and innovative atmosphere inherent in virtual schools and strive to be competitive within Columbus City School District to stimulate continued improvement in all of its public schools.

Figure 4 lists the academic goals for GRCA for the contract term.

Figure 4. Academic Goals

GRCA Academic Goals	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
State Test Achievement: All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level. Data source: State test scores	75%	78%	80%	82%	85%
Academic Growth: % of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category. Reading and Math will be calculated separately and averaged. Data source: State test scores	NA	50%	52%	55%	60%
K8 & HS Successful Course Completion: % of core courses passed in Mathematics, ELA, Science, and Social Studies. Data source: Connexus Section Performance Report	80%	84%	88%	90%	92%
HS Cohorts % on-track: Average of the on-track metrics of four current cohorts. For each cohort it's (# EOY Grad Status = Early or On Time) / (All Students Enrolled and not Validated by State as Excluded from Denominator)	60%	65%	70%	72%	75%
Post-Secondary Plans: % of graduates accepted to one or more post-secondary options (2 or 4 year college, accredited vocational school, and/or military service branch), based on Post-Graduation Plans. Data source: Connexus data calculation	50%	52%	56%	60%	65%

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Expectations of any nonacademic school or student goals to which the school will hold itself accountable

Figure 5 lists the mission-specific goals for GRCA for the contract term.

Figure 5. Mission-Specific Goals

GRCA Academic Goals	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Onboarding and Orientation Tasks: % of onboarding tasks complete within one week of enrollment. Data source: Connexus report	88%	89%	90%	91%	92%
Parent Satisfaction: % of positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools. Data source: Independent Parent Satisfaction Survey	75%	78%	80%	82%	84%
Student Retention: % during school year retention as reported at end of year. Data source: Connexus Data Report	68%	70%	72%	74%	75%

Attachment 4
Sponsor Information
(List of Schools)

1. **Identify all internet-based or computer-based schools overseen by the sponsor. For each of the sponsor's internet-based or computer-based community schools, provide the following:**
   - **Name and unique school identifier of each internet-based or computer-based community school (in Ohio, the IRN is the unique school identifier).**
   - **Calendar years for which the sponsor provided monitoring and technical assistance for each internet-based or computer-based community school.**

Unique School Identifier	School Name	First Calendar Year of Sponsorship	Most Recent Calendar Year of Sponsorship	Total Years of Sponsorship
143396	Alternative Education Academy	2003	2018	15
142950	Ohio Virtual Academy	2003	2018	15
000236	Ohio Connections Academy	2003	2018	15
014136	Mosaica Online of Ohio	2013	2015	2
014148	Provost Academy Ohio	2013	2017	4

Attachment 5
Sponsor's Experience with Online Schools

1. **Describe the sponsor's experience with internet-based or computer-based community schools. Please indicate the number of internet-based or computer-based community schools the sponsors has provided monitoring and technical assistance to since the inception of such activities.**

Since its inception in 2003 as the sponsoring designee for the University of Toledo's Board of Trustees, the Ohio Council of Community Schools (Council) has been overseeing, monitoring, and providing technical assistance to virtual schools in Ohio. As indicated above, the Council immediately began working with two existing virtual schools, Alternative Education Academy (AEA) and Ohio Virtual Academy (OHVA), and began the new school development process with a third, Ohio Connections Academy (OCA). About ten years after that, the Council and the University of Toledo partnered with and began the new school development process with two new virtual schools, Mosaica Online of Ohio and Provost Academy Ohio, which opened in the fall 2013.

In terms of financial performance, and legal compliance, AEA, OCA, and OHVA have consistently exceeded the Council's standards. Over the years, the processes and protocols developed by the Council, in conjunction with the three partners, have ensured compliance and driven operational effectiveness and improvement. These protocols may be seen in action when looking at OCA and OHVA having over 97% attendance as calculated for the FY2017 FTE review.

In terms of academic performance, OCA and OHVA are consistently two of the highest performing virtual schools in Ohio. Additionally, the Council sponsors the only statewide virtual school to have been rated Excellent on the Local Report Card and been the recipient of the Ohio Department of Education's Momentum Award.

2. **Describe the sponsor's assessment of the degree to which its sponsored internet-based or computer-based schools meet the operating standards for online schools, and comply with all applicable laws and rules. If applicable, describe the specific steps taken to correct each internet-based or computer-based school's compliance with applicable laws and rules in the two most recent evaluation cycles.**

The Council ensures its sponsored schools meet the operating standards for virtual schools and comply with applicable laws and rules in a variety of ways.

In terms of meeting the iNACOL National Standards for Quality Online Programs, the Council's partner schools have generally implemented practices that would score it as "Accomplished" or in some cases as "Promising." The Council's processes and protocols for compliance and oversight drive the necessary conversations to begin implementing initiatives to constantly improve the underlying idea behind each of the iNACOL standards.

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In terms of complying with applicable rules and laws, the Council's compliance and oversight protocols set out the annual timeline for completing the hundreds of legally- and contractually-required compliance items. Looking back over the past several years, the Council's partner schools have been compliant with applicable rules and laws. This assessment on a school's compliance is outlined in the Council's annual report to ODE.

The standard for determining whether or not a school has met expectations in terms of compliance is based on a combination of its adherence to state and federal statute, the community school contract, and compliance items from the sponsor evaluation. A school will have met expectations if it has a 100% compliance rate with health and safety requirements and at least 95% for all requirements.

In addition to the general compliance requirements, here are some examples of virtual school-specific requirements the Council monitors on a regular basis: enrollment limits; filtering device and software; orientation course is being conducted; school communication with parents, parent teacher conferences, etc.; access to student performance data; opportunities for teacher face-to-face visits; the school's process to track student learning time; the school's process and how they provide a testing location within a fifty mile radius of the student's residence; counseling, instructional coaching, and testing assistance within a fifty mile radius; adherence to its policy toward students who fail to participate with in the state mandated testing for two consecutive years; how the school is tracking student attendance and student engagement; and, the annual plan for servicing students with disabilities.

3. **Has the sponsor ever terminated or non-renewed sponsorship of an internet-based or computer-based school? Explain the circumstances leading to the decision to terminate the sponsorship for each internet-based or computer-based school. Describe the specific actions taken by the sponsor and the timeline for each action. If the sponsor had not terminated or non-renewed sponsorship with an internet-based or computer-based school, please describe what circumstances would lead the sponsor to the decision to terminate sponsorship and specific actions the sponsor will take including timeline for each action.**

As mentioned above, after going through the Council's in-depth new school development process and ODE's new virtual school application, two new virtual schools opened in the fall 2013, Mosaica Online of Ohio and Provost Academy Ohio.

From the beginning, both schools struggled with marketing and had a hard time breaking into the virtual school market due to the large online schools already present and operating in Ohio. As such, the school's enrollment was significantly less than anticipated; Mosaica Online of Ohio's much more so than Provost Academy.

Throughout the 2013-2014 school year and over that summer, the Council oversaw the development of a plan by the governing authority and operator to increase enrollment throughout the year; however, Mosaica Online of Ohio was not able to increase their enrollment in any substantial way and the long-term financial sustainability and success was in jeopardy. As such, the Council suspended operations of the school prior to the 2014-2015 school year. Over the next few months, as allowed by

the Council, the governing authority, school, and the operator worked to develop a comprehensive plan to emerge from suspension and reopen for the 2015-2016 school year; however, in early 2015, it became clear that the school's plan to emerge from suspension was not going to be successful. As such, due to financial sustainability, enrollment, and leadership issues, the Council and governing authority mutually agreed to terminate the contract effective June 30, 2015.

Much like Mosaica Online of Ohio, Provost Academy Ohio had initial struggles with enrollment. The Council oversaw the development of a plan by the governing authority and operator to increase enrollment throughout the year and remain financially viable. Over the course of the next two years, the school's enrollment increased; however, the school could not adjust to Ohio's virtual school attendance reporting. Even though the school submitted a corrective action plan to the Council and received ample technical assistance and expertise, the school's attendance reporting process was out of compliance. As such, the school was required to repay a portion of the state funds it received.

Throughout the 2016-2017 school year, the Council and governing authority concluded that the school's long-term financial sustainability was adversely impacted by the school's inability to meet enrollment targets and a drop in enrollment. As such, due to financial sustainability and enrollment issues, the Council and governing authority mutually agreed to terminate the contract effective June 30, 2017.

Additionally, for both schools, the Council and governing authority worked collaboratively to ensure the closure of each school happened in a timely and orderly manner in accordance with the school closure guidance, including all files and records being transferred, assets being auctioned, audits completed, and financial books closed.

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Attachment 6
Operator's Experience with Online Schools

1. **Describe the operator's experience with internet-based or computer-based community/public charter schools in and outside of Ohio.**

Connections' Experience Supporting online schools

The members of the GRCA Board are dedicated to providing a quality educational option for students. In order to do so, they opted to leverage the experience, expertise, and lessons learned of a qualified, proven partner.

The Board chose Connections Education (Connections) because of its dedication to providing high quality professional educational services to children of all backgrounds. This partnership will create a virtual school that is setting new standards of excellence in the virtual school arena and will positively impact student learning. The GRCA Board members, many of which have served also on the Ohio Connections Academy Board, have conducted extensive due diligence in evaluating virtual school program providers as well as the virtual school experience from a parent, user, and instructional designer perspective. Connections has a proven record of success in collaborating with public online schools, consistent strong ratings from parents, proven acceptance of students to highly regarded colleges and universities, positive relationships with strong governing boards, and passionate testimonials from families about their successful experiences. Connections is experienced in developing fiscally-responsible and sustainable best practices.

Online Schools in Ohio

Since 2003, Connections has successfully worked with the Ohio Council of Community Schools (Council) supporting Ohio Connections Academy (OCA). Based on state report card results, OCA has been the highest performing statewide online school for the last seven years.

Online Schools outside of Ohio

Connections has over 15 years of experience supporting online schools throughout the country. Connections has shown continued positive enrollment growth since its first supported school opened its virtual doors in 2002 with 400 students. Since that time, enrollment has consistently, and responsibly, increased to over 64,400 students in 34 schools in 27 states for the 2017-18 school year. In addition, through its partnership with school districts, Connections delivers online courses to over 340,000 students. In total, over 400,000 students in the U.S. and 48 countries are receiving online education from Connections in 2018.

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2. **Describe the operator's assessment of the degree to which each of the operator's affiliated internet-based or computer-based schools are meeting the operating standards for online schools.**

Online schools supported by Connections meet the operating standards for online schools as evidenced by the evaluation provided in Attachment 8. Connections' leaders participated with other national online learning leaders in the development of the iNACOL standards, sharing many operator best practices that became national best practices. The operator has used the standards from their inception as a reference for continuous improvement for the partner schools they support. Attachment 8 includes the completed Online Program Self-Evaluation based on pages 22-32 of the iNACOL National Standards for Online Programs report for GRCA. The Council, the governing authority of GRCA, and Connections worked through the self-evaluation together in the January 8th school board meeting and the results represent the consensus of the three groups.

3. **Has the operator ever terminated its agreement with an internet-based or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet-based or computer-based school. Describe specific actions taken by the operator and timeline for each action. If the operator had not had to terminate agreement with an internet-based or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet-based or computer-based school and the specific actions the operator will take, including the timeline for each action.**

No, the operator has never terminated its agreement with an internet-based or computer-based school.

Attachment 7
Operator's Academic Performance Record – In Ohio

1. **If the proposed school will be contracting with an operator, provide a complete and comprehensive list of all schools managed by the operator in Ohio since the operator's first year of operation. For each internet-based or computer-based community/public charter school managed by the operator, provide the following:**
   - **Name and unique school identifier of each school;**
   - **Type of school (site based or online);**
   - **First and most recent calendar years for which the operator managed the daily activities of the school; and the**
   - **Total years the operator managed the school.**

Name and Unique Identifier:	Ohio Connections Academy (000236)
Type of School:	Online School
First Calendar Year:	2003-04
Most Recent Calendar Year:	2017-18
Total Years:	15 Years
Name and Unique Identifier:	Nexus Academy of Toledo (013200)
Type of School:	Blended
First Calendar Year:	2012-13
Most Recent Calendar Year:	2016-17
Total Years:	5 Years
Name and Unique Identifier:	Nexus Academy of Columbus (013201)
Type of School:	Blended
First Calendar Year:	2012-13
Most Recent Calendar Year:	2016-17
Total Years:	5 Years
Name and Unique Identifier:	Nexus Academy of Cleveland (013199)
Type of School:	Blended
First Calendar Year:	2012-13
Most Recent Calendar Year:	2016-17
Total Years:	5 Years

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Attachment 8

<u>Operator's Academic Performance</u>
<u>Record – Outside Ohio</u>

2. **If the operator managed the operations of schools outside Ohio, provide a complete and comprehensive list year by year of all schools managed by the operator outside Ohio. For each school managed by the operator outside Ohio, identify the following information:**
   - **School's unique identifier;**
   - **School's name;**
   - **Type of school;**
   - **State of location of school;**
   - **List each school year with affiliation;**
   - **List overall state report card rating for that year; and the**
   - **URL that links to an explanation of the state's accountability system to allow the Department to compare the performance of those schools to Ohio's ratings system.**

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Figure 1. Schools Supported by Connections

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
08-042, 0128	Alabama Connections Academy	Online	Alabama	2017-18	Not Available Yet	https://ap.alsde.edu/accountability/atof
87407, 81179	Arizona Connections Academy (first established as Chancellor Beacon Arizona Connections Academy)	Online	Arizona	2004-05	Not Rated	https://azreportcards.com/ReportCard?school=81179&district=-1
				2005-06	Not Rated	
				2006-07	Met AYP	
				2007-08	Did Not Meet AYP	
				2008-09	Met AYP	
				2009-10	Met AYP	
				2010-11	C	
				2011-12	C	
				2012-13	C	
				2013-14	B	
				2014-15	Not Rated	
				2015-16	Unavailable	
				2016-17	Unavailable	
				2017-18	Not Available Yet	
0444700, 0444703	Arkansas Connections Academy	Online	Arkansas	2016-17	Not Rated	https://adesrc.arkansas.gov/
				2017-18	Not Available Yet	
39-68650-0125849	California Connections Academy @ Ripon	Online	California	2012-13	API 807	https://www.cde.ca.gov/ta/ac/ar/
				2013-14	Not Rated	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
54-71803-0112458	California Connections Academy @ Central	Online	California	2010-11	API 780	https://www.cde.ca.gov/ta/ac/ar/
				2011-12	API 746	
				2012-13	API 759	
				2013-14	Not Rated	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
30-66464-0106765	California Connections Academy @ Capistrano	Online	California	2010-11	API 782	https://www.cde.ca.gov/ta/ac/ar/
				2011-12	API 777	
				2012-13	API 791	
				2013-14	Not Rated	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
17-64055-0129601	California Connections Academy @ North Bay	Online	California	2014-15	Not Rated	https://www.cde.ca.gov/ta/ac/ar/
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
1796	Colorado Connections Academy @ Mapleton	Online	Colorado	2002-03	Not Rated	https://www.cde.state.co.us/accountability/performanceframeworkresults
				2003-04	Met AYP	
				2004-05	Met AYP	
				2005-06	Did Not Meet AYP	
				2006-07	Met AYP	
				2007-08	Met AYP	
				2008-09	Met AYP (ES/MS) Did Not Meet AYP (HS)	
				2009-10	Met AYP	
				2010-11	Improvement Plan	
				2011-12	Improvement Plan	
				2012-13	Improvement Plan	
				2013-14	Improvement Plan	
				2014-15	Not Rated	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
				2015-16	Improvement Plan – Due to Participation	
				2016-17	Priority Improvement Plan for 2016-17- Decreased Due to Participation	
				2017-18	Not Available Yet	
1526	Colorado Connections Academy @ Durango	Online	Colorado	2016-17	Not Rated	http://www.cde.state.co.us/schoolview/performance
				2017-18	Not Available Yet	
71, 0300	FLVS Full-Time K-5	Online	Florida	2010-11	Unavailable	http://schoolgrades.fldoe.org/
				2011-12	C	
				2012-13	C	
				2013-14	B	
				2014-15	B	
				2015-16	C	
				2016-17	C	
782, 0412	Georgia Connections Academy	Online	Georgia	2011-12	48.2	http://ccrpi.gadoe.org/2017/
				2012-13	65.6	
				2013-14	58.4	
				2014-15	63.1	
				2015-16	61.2	
				2016-17	64.3	
				2017-18	Not Available Yet	
457-0578	INSPIRE (Idaho Connections Academy)	Online	Idaho	2005-06	Met AYP	http://apps.sde.idaho.gov/ReportCard/SchoolYear/23
				2006-07	Did Not Meet AYP	
				2007-08	Met AYP	
				2008-09	Met AYP	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
				2009-10	Met AYP	
				2010-11	Did not make AYP	
				2011-12	Did not make AYP	
				2012-13	3 out of 5 stars	
				2013-14	Not Rated	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
9905, 7944	Indiana Connections Academy	Online	Indiana	2010-11	Not Rated	https://compass.doe.in.gov/dashboard/ screportcard.aspx?type=school&id=7944
				2011-12	D	
				2012-13	D	
				2013-14	D	
				2014-15	D	
				2015-16	F	
				2016-17	F	
				2017-18	Not Available Yet	
9035, 7947	Indiana Connections Career Academy	Online	Indiana	2017-18	Not Available Yet	
914, HS- 0136, MS- 0236, ES- 0436	Iowa Connections Academy	Online	Iowa	2012-13	Met AYP	http://reports.educateiowa.gov/schoolreport card
				2013-14	Met AYP	
				2014-15	Not Rated	
				2015-16	ES: Acceptable, MS: Acceptable, HS: Priority	
				2016-17	ES: Acceptable MS: Acceptable HS: Priority	
				2017-18	Not Available Yet	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
218-0523	Kansas Connections Academy	Online	Kansas	2010-11	Met AYP; Accredited School	http://ksreportcard.ksde.org/summary/FY2011/D02180523.pdf http://ksreportcard.ksde.org/home.aspx?org_no=D0218&bldg_no=0523&rptType=1
				2011-12	Met AYP; Accredited School	
				2012-13	Accredited School	
				2013-14	Not Rated	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Accredited School	
				2017-18	Not Available Yet	
345, 345001	Louisiana Connections Academy	Online	Louisiana	2011-12	Not Rated	http://www.louisianabelieves.com/data/reportcards/
				2012-13	C	
				2013-14	C	
				2014-15	C	
3237, 2678	Maine Connections Academy	Online	Maine	2014-15	Not Rated	http://www.maine.gov/doe/schoolreportcards/reportcards/index.html
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
3902000039020900	TEC Connections Academy	Online	Massachusetts	2014-15	Not Rated	http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=39020900&orgtypecode=6&fycode=2016
				2015-16	Level 3	
				2016-17	Level 3	
				2017-18	Not available yet	
33914, 01878	Great Lakes Cyber Academy	Online	Michigan	2012-13	Not Rated	https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard3.aspx
				2013-14	Red	
				2014-15	Not Rated	
				2015-16	Yellow	
				2016-17	Not Available Yet	
				2017-18	Not Available Yet	
33911, 00469	Michigan Connections Academy	Online	Michigan	2010-11	Not Rated	https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/EducationDashboard3.aspx
				2011-12	A - Met AYP	
				2012-13	Yellow	
				2013-14	Yellow	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
				2014-15	Not Rated	
				2015-16	Orange	
				2016-17	Not Available Yet	
				2017-18	Not Available Yet	
4017-018	Minnesota Connections Academy	Online	Minnesota	2005-06	Not Rated	http://rc.education.state.mn.us/#
				2006-07	Did not Meet AYP	
				2007-08	Did not Meet AYP	
				2008-09	Did not Meet AYP	
				2009-10	Did not Meet AYP	
				2010-11	Did not Meet AYP	
				2011-12	Did not Meet AYP	
				2012-13	Did not Meet AYP	
				2013-14	Did not Meet AYP	
				2014-15	Did not Meet AYP	
				2015-16	Did not Meet AYP	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
554, 1	New Mexico Connections Academy	Online	New Mexico	2013-14	D	http://webnew.ped.state.nm.us/bureaus/accountability/district-report-cards/
				2014-15	C	
				2015-16	F	
				2016-17	F	
				2017-18	Not Available Yet	
020, 005	Pecos Connections Academy	Online	New Mexico	2016-17	F	http://webnew.ped.state.nm.us/bureaus/accountability/district-report-cards/
				2017-18	Not Available Yet	
18 (changes to 85 in 1718), 85405	Nevada Connections Academy	Online	Nevada	2007-08	Met AYP	http://nevadareportcard.com/DI/nv/state_public_charter_schools/ nevada_connections_academy/2017
				2008-09	Did not meet AYP	
				2009-10	Met AYP	
				2010-11	ES: Did Not Meet AYP MS: Did Not Meet AYP	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
					HS: Met AYP	
				2011-12	ES: 3/5 stars MS:2/5 stars HS:2/5 stars	
				2012-13	ES: 3/5 stars MS:4/5 stars HS:3/5 stars	
				2013-14	ES: 2/5 stars MS:4/5 stars HS:2/5 stars	
				2014-15	ES: 2/5 stars MS:4/5 stars HS:2/5 stars	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Rated	
00A, 000	North Carolina Connections Academy	Online	North Carolina	2015-16	D	http://www.dpi.state.nc.us/accountability/reporting/
				2016-17	D	
				2017-18	Not Available Yet	
74-I004, KG–5 = 55003970; 6–8 = 55003971; 9–12 = 55003972	Oklahoma Connections Academy	Online	Oklahoma	2011-12	Unavailable	http://sde.ok.gov/sde/public-records
				2012-13	Unavailable	
				2013-14	Unavailable	
				2014-15	ES: D- MS: D HS: C-	
				2015-16	ES: F MS: D+ HS: C-	
				2016-17	Not Available Yet	
				2017-18	Not Available Yet	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
2104, 4399	Oregon Connections Academy	Online	Oregon	2005-06	Not Rated	http://www.ode.state.or.us/data/reportcard/reports.aspx Santiam Cayon SD
				2006-07	Met AYP	
				2007-08	Did not meet AYP	
				2008-09	Met AYP	
				2009-10	Did not meet AYP	
				2010-11	Did not meet AYP	
				2011-12	Not Rated	
				2012-13	Level 2/5	
				2013-14	Level 2/5	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
115227871, 8366	Reach Cyber Charter School	Online	Pennsylvania	2016-17	44.8	http://www.paschoolperformance.org/Profile/105204
				2017-18	Not Available Yet	
115220002, 7774	Commonwealth Connections Academy	Online	Pennsylvania	2003-04	Did Not Meet AYP	http://www.paschoolperformance.org/Profile/7144
				2004-05	Did Not Meet AYP	
				2005-06	Did Not Meet AYP	
				2006-07	Did Not Meet AYP	
				2007-08	Met AYP	
				2008-09	Did Not Meet AYP	
				2009-10	Did Not Meet AYP	
				2010-11	Did Not Meet AYP	
				2011-12	D	
				2012-13	F	
				2013-14	F	
				2014-15	F	
4701003	South Carolina Connections Academy	Online	South Carolina	2008-09	Did Not Meet AYP	https://ed.sc.gov/data/report-cards/state-report-cards/
				2009-10	Did Not Meet AYP	
				2010-11	Did Not Meet AYP	
				2011-12	ES: Average	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
					MS: Average HS: At-Risk	
				2012-13	ES: Average MS: Average HS: At-Risk	
				2013-14	ES: Average MS: Average HS: At-Risk	
				2014-15	Not Rated	
				2015-16	Not Rated	
				2016-17	Not Rated	
				2017-18	Not Available Yet	
101912100	Texas Connections Academy @ Houston	Online	Texas	2008-09	Not Rated	https://tea.texas.gov/perfreport/src/index.html
				2009-10	Not Rated	
				2010-11	Academically Unacceptable	
				2011-12	Not Rated	
				2012-13	Met	
				2013-14	Met	
				2014-15	Improvement Required	
				2015-16	Improvement Required	
				2016-17	Improvement Required	
				2017-18	Not Available Yet	
2H, 101	Utah Connections Academy	Online	Utah	2012-13	Not Rated	https://datagateway.schools.utah.gov/Accountability/SchoolGrades/2017
				2013-14	ES/MS/Jr High: D	
				2014-15	ES/MS/Jr High: D HS: F	

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
				2015-16	ES/MS/Jr High: D HS: F	
				2016-17	ES/MS/Jr High: D HS: F	
				2017-18	Not Available Yet	
23311, 5445	Washington Connections Academy	Online	Washington	2016-17	Not rated	http://reportcard.ospi.k12.wa.us/ Summary.aspx?domain=AYP&schoolId=7975 &OrgType= 4&reportLevel=School&year=2016- 17&yrs=2016-17
				2017-18	Not Available Yet	
147-850	Wisconsin Connections Academy	Online	Wisconsin	2002-03	Unavailable	http://dpi.wi.gov/accountability/report-cards
				2003-04	Unavailable	
				2004-05	Unavailable	
				2005-06	Met AYP	
				2006-07	Met AYP	
				2007-08	Did Not Meet AYP	
				2008-09	Met AYP	
				2009-10	Met AYP	
				2010-11	Unavailable	
				2011-12	Not Rated	
				2012-13	Exceeds Expectations	
				2013-14	Meets Expectations	
				2014-15	Not Rated	
				2015-16	Exceeds Expectations	
				2016-17	Meets Expectations	
				2017-18	Not available yet	
0201000, ES= 201004,	Wyoming Connections Academy	Online	Wyoming	2008-09	This school is not a LEA and does not	https://portals.edu.wyoming.gov/Reports/Pu blic/
				2009-10		
				2010-11		

Unique Identifier	Name of School	Type of School	State	Each School Year with Affiliation	State Report Card Rating for that Year	URL to State Accountability System
MS=201051, HS=201056				2011-12	receive a separate report card.	wde-reports-2012/public-reports/waea/ overall-school-performance-level
				2012-13		
				2013-14		Big Horn #1 District can be selected on the accountability system to see the ratings for the district information that WYCA is a part of, but a WYCA specific report card is not available because the state doesn't issue one.
				2014-15		
				2015-16		
				2016-17		
				2017-18		
9930, 5302	Nexus Academy of Indianapolis	Blended	Indiana	2015-16	A	https://compass.doe.in.gov/dashboard/ screportcard.aspx?type=school&id=5302
				2016-17	F	
41929, 01397	Nexus Academy of Grand Rapids	Blended	Michigan	2012-13	Red	https://www.mischooldata.org/DistrictSchool Profiles2/ ReportCard/EducationDashboard3.aspx
				2013-14	Yellow	
				2014-15	No State Ratings	
				2015-16	Orange	
				2016-17	Not available	
33913, 01389	Nexus Academy of Lansing	Blended	Michigan	2012-13	Green	https://www.mischooldata.org/DistrictSchool Profiles2/ ReportCard/EducationDashboard3.aspx
				2013-14	Yellow	
				2014-15	No State Ratings	
				2015-16	Yellow	
				2016-17	Not available	
63930, 01869	Nexus Academy of Royal Oak	Blended	Michigan	2013-14	Purple	https://www.mischooldata.org/DistrictSchool Profiles2/ ReportCard/EducationDashboard3.aspx#
				2014-15	No State Ratings	
				2015-16	Yellow	
				2016-17	Not Available	

Attachment 9
iNACOL Self Evaluation

THE BENEFITS OF SPONSORSHIP.
THE ADVANTAGES OF CHOICE.

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National Standards of Quality for Online Programs[1]

Online Program Self-Evaluation Form

		5 - Exemplary	4 - Accomplished	3 - Promising	2 - Incomplete	1 - Confusing	N/A	
	5 Exemplary: a model of best practice as related to this criterion **4 Accomplished:** excellent implementation; comparable to other examples **3 Promising:** good implementation; however, somewhat lacking in depth or detail **2 Incomplete:** partial implementation of this criterion; additional work needed; good start **1 Confusing:** not obvious; more work needed; not a good example **N/A Not Applicable:** Some standards may not apply to all types of programs							INSTITUTIONAL
A	Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.							
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	5	(4)	3	2	1	N/A	
✓	Indicates that online learning is the focus of the organization.	5	4	(3)	2	1	N/A	
✓	Demonstrates a commitment to measurable quality and accountability.	5	(4)	3	2	1	N/A	
✓	Reflects involvement of key stakeholders.	5	(4)	3	2	1	N/A	
✓	Is made available to the public.	(5)	4	3	2	1	N/A	
✓	Is reviewed periodically by program leadership.	5	4	(3)	2	1	N/A	

[1] Graf, David & Caines, Maisie. (2000). WebCT Exemplary Course Project Scoring Rubric. Retrieved June 23, 2009 from: http://www.webct.com/Communities/library/iteminformation?source=browse&objectID= 4367802

Comments/Evidence:

GRCA's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

GRCA will strive every day, through our Governing Board, our School Leader, our staff, and our partnership with Connections Education (referred to as Connections), to work towards achieving our mission and objectives. Through day-to-day actions at the school and the actions of the Board, GRCA will maintain and abide by the mission.

The vision of GRCA will be to reach students throughout Ohio for whom an innovative, personalized learning approach provides the best pathway to school success. GRCA will implement a uniquely individualized learning program for each student in a way that cannot be offered in the traditional educational model. GRCA will combine the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. In the near future, GRCA will be one of the highest performing statewide eSchools for those students who need a personalized, flexible education, even for a short period of time, due to academic or non-academic needs.

GRCA will use data to analyze the effectiveness of the mission and vision including feedback from parent and employee satisfaction surveys and the results of the state accountability system. Assessments including summative assessments such as Ohio's State Tests in English Language Arts, Math, Science, and Social Studies; formative assessments such as the DIBELS® Next, the Longitudinal Evaluation of Academic Progress® (LEAP), and Scantron; Advanced Placement® (AP) exam scores; college entrance exam scores; and college and other post-secondary school acceptances will be used. Other school specific measures will be included that account for the unique student population served which includes highly mobile and some at-risk students.

The mission and vision are shared in information sessions, school mailings, handbooks and on the school website. Teachers and school staff also relay expectations during all communications and contacts with families. The mission is more than words; it is the foundation of the entire program. Our mission statement, vision, and core values, which make up our organizational beliefs, will all work in tandem to reinforce our high expectations of our staff and our students and encourage all members of our community to succeed.

The Board, school staff, and community will review the mission and vision periodically to ensure accuracy against actual practice. This is a required step for the AdvancEd accreditation process which the school will begin when the School Leader and Board determine is appropriate, usually after the first year of operation.

(Please see pages 2-3 in the charter application for more detail.)

B	Governance — Governance is typically provided by a Board of Directors, an Advisory Board or a School Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff.						
✓	Members are knowledgeable about K12 online learning and/or receive appropriate training after joining the governing board.	⑤	4	3	2	1	N/A
✓	Supports the organization by securing necessary resources.	5	④	3	2	1	N/A
✓	Fulfills the role defined for it in the by-laws of the institution.	5	④	3	2	1	N/A
✓	Collaborates with program leadership to implement policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies.	5	④	3	2	1	N/A
✓	The legal status of the online program is clearly defined with no ambiguities in ownership, control, or responsibility.	⑤	4	3	2	1	N/A

Comments/Evidence:

(Please see pages 27-30 in the charter application - School Governing Authority, Organizational Capacity - for additional information for this section.)

The four Governing Board members have significant experience in governing Ohio K-12 online schools, and specifically, a current partner school supported by Connections (Ohio Connections Academy). One Board member served on the Ohio State Board of Education for six years, C. Todd Jones. The Board Chair, Dr. Dean Goon, has been involved in teaching and researching educational technology at the higher education level and providing best practice guidance to Ohio public schools on implementing online learning solutions **(see Attachment G in the charter application for Board member resumes)**.

The Sponsor (OCCS), the Applicant (the Board), and the Operator (Connections) will work together to operate, manage, and oversee the school. The Board members have access to all state mandated trainings from a variety of sources including OCCS, Board Counsel, Fiscal Officer, Auditor of State office, Buckeye Charter School Boards, Inc., the Ohio Department of Education, and Connections. In addition, the Board retains a nominal budget to participate in best practice training/conferences such as the National Charter School Conference and the iNACOL Annual Online and Blended Learning conference.

The Board will retain an independent Ohio-licensed and Ohio-bonded fiscal officer. The Board will work with that fiscal officer and Connections to develop and approve an annual school budget and five-year forecast as required by state law. In addition to the fiscal officer, the Board has a Board Treasurer Officer position which has already been filled.

The Board approved their Bylaws at the November 17, 2017 Board meeting and used the Bylaws to guide the election of the founding Board members and officers.

The school's staff, leadership, and Board collaborate with Connections and the Sponsor on the drafting, revising, and publishing of policies and procedures in handbooks, enrollment documents, the website, and other key school policy and procedure documents, to ensure compliance with federal/state/local laws and regulations as well as school-specific policies.

The school status and the roles of OCCS, the Board, and Connections are clearly explained on the website and other public documents. **On pages 27-30 of the charter application, the various roles are explained in more detail.**

INSTITUTIONAL

C	Leadership — The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements.						
✓	Is responsible for meeting the organization's annual goals and communicating these goals to its constituents.	5	(4)	3	2	1	N/A
✓	Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment.	5	(4)	3	2	1	N/A
✓	Provides a productive collaborative environment for learning and work, and the leadership necessary to plan both day-to-day operations and the long-term future of the online program.	5	(4)	3	2	1	N/A
✓	Verifies that measures are in place to ensure quality, integrity and validity of information.	(5)	4	3	2	1	N/A

Comments/Evidence:

The School Leader will participate in school improvement planning, including a peer-review process and review and approval by Connections' Partner School Leadership Team, the Board, and OCCS as appropriate. Action plans are developed as a part of the school improvement planning process that are focused on intentional implementation of strategies developed to meet the school's accountability measures, including the state's accountability measures reported on the Local Report Card, the school's Academic and Mission Specific Goals **(as described in Figures 2 and 3 of the Proposed Outcomes section of pages 25-26 of the charter application)**, and yearly focus goals. The school goal setting process includes discussions between the School Leader and teacher leadership to develop the draft and then review and approval by the Board.

The Board, fiscal officer, OCCS, and Connections will work collaboratively on developing an annual budget and enrollment projection, analysis, and on-going reporting; to ensure productive and collaborative learning and work environments for all stakeholders; and to measure and report on student progress. The School Leader also presents a yearly State of the School report that reflects on the previous year's outcomes, as well as presenting the upcoming year's school improvement plan.

Connections and school leadership will be expected to participate in a variety of activities including conferences, legislative and regulatory updates, listservs/blogs, news feeds, trainings, and regular meetings, to stay up-to-date on trends in education and online learning. The School Leader will work with OCCS and Connections to collect, analyze, and verify data and reporting, and to provide regular reports to the Board to ensure the quality, integrity, and validity of the information. The Board also engages an Ohio-licensed school treasurer to serve as the Board's fiscal officer. The Board will be provided with monthly data to review student performance, attendance, enrollment, budget actuals and other metrics that allow them to be an informed and engaged decision-making body.

INSTITUTIONAL

D	Planning — A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which defines annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance.							
	Strategic Plan							
✓	Is developed that addresses 3-5 years of actions and has been approved by the program's leadership and governance.	5	(4)	3	2	1	N/A
✓	Is updated on a regular basis (at least every 3-5 years) and includes historical data, baseline information, trend data, and projections, allowing data-driven decision-making.	(5)	4	3	2	1	N/A
✓	Addresses the requirements for resources that effectively and efficiently serve their students and faculty, including curriculum, technology, support, professional development, and fiscal viability.	5	(4)	3	2	1	N/A
	Organizational Goals							
✓	Are aligned with the strategic plan.	5	(4)	3	2	1	N/A
✓	Are updated annually based on past year's accomplishments.	(5)	4	3	2	1	N/A
✓	Are shared and supported throughout the organization.	5	(4)	3	2	1	N/A

Comments/Evidence:

Connections' annual school improvement planning process for the upcoming school begins with analyzing needs, reviewing data, reviewing the success of the previous year's school goals (if available), and identifying any specific areas of concern - a collaborative effort involving school leadership, the Board, OCCS, Connections, and other stakeholders as needed. As the staff and faculty meet throughout the school year, data and results from the school year are studied so that changes can be made to improve student achievement and family satisfaction in the GRCA program.

The school's leadership team creates a School Improvement Plan based around various categories (e.g., academic achievement, parent satisfaction, school growth, graduation rate, and college and career readiness). This plan is presented to the Partner School Leadership Team for discussion and submitted to the Board and OCCS for feedback. School Improvement Planning includes both annual goals and longer-term goals for improvement. These goals and long-term plans are based on careful review of all school goals and data, and also incorporate an understanding of trends in the education environment and potential new opportunities.

In addition to the internal school improvement planning processes, GRCA will participate in the Ohio Improvement Process (OIP) that provides a robust long and short term planning process for driving continuous improvement.

Generally, the school's long-term goals include measured sustainable growth that fosters not merely maintaining, but improving the overall program quality and depth, as well as breadth.

INSTITUTIONAL

E	Organizational Staffing — A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management.							
✓	Sufficient professional, administrative and support staff are provided to carry out the mission and annual organizational goals.	5	(4)	3	2	1	N/A	INSTITUTIONAL
✓	Ongoing training and support are provided to the staff to carry out the mission of the program.	(5)	4	3	2	1	N/A	
✓	Clearly defined roles and responsibilities are evident to create a collegial team to assure effective delivery of	5	(4)	3	2	1	N/A	
✓	Evaluations of staff and faculty occur on a regularly scheduled basis.	(5)	4	3	2	1	N/A	

Comments/Evidence:

In the Connections model, the school leadership team hosts regular staff meetings in which they address upcoming issues, discuss weekly staff and student activities, and provide teacher updates (by the training representative and other representatives). Teachers provide and lead approximately 50% of the staff meeting agenda. Additionally, the team discusses conversations regarding teaching strategies, homeroom tactics, and policies and procedures.

Teachers will benefit from ongoing and effective professional learning which begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers will be provided with an interactive program manual as a resource to training course segments and specific Connections professional learning courses. Teachers will build a strong foundation for teaching in the virtual environment with student success as a focus. Professional learning communities and weekly teacher updates will keep teachers up-to date and on the road to being experts in virtual learning.

Teacher professional learning is critically important in ensuring that the staff is optimally effective at teaching in a virtual environment and addressing the Ohio Learning Standards in their daily instructional practice. The school will use the National Standards for Quality Online Teaching published by the iNACOL and the Connections Core Standards for Facilitating Student Learning, as guides for pinpointing necessary teacher skills and professional development requirements. **These standards and additional details on the ongoing professional learning provided to teachers can be found starting on pages 12-13 of the GRCA New School Application in Section B, Instructional Practices**.

Evaluations of staff occur on annual basis, and include mid-year reviews. School leaders meet with the teachers they manage at least twice per month to discuss performance, data, and student success. Teachers are given a great deal of feedback by their managers throughout the evaluation process. Managers have the opportunity to watch teachers give direct instruction in a LiveLesson setting, read logs to see how the teachers communicate with parents and students. There is a great deal of feedback provided to teachers prior to the evaluation. Teachers are required to take the Teacher Orientation course at the start of the school year, and the course remains available throughout the year as a reference. In addition, teachers receive ongoing, high quality professional development from Connections throughout the school year on best practices, strategies, and resources for facilitating student learning, using data to inform instructional planning, and strategies for supporting student learning in an online environment. Funds for additional third-party professional development opportunities are available based on the needs of the school, school goals, and budget.

During weekly administrative team meetings, the leadership team evaluates current enrollment numbers, the number of teaching staff, and budgets. Staffing decisions are based on a careful analysis of these factors, always with a focus on student outcomes. Job descriptions clearly define roles and responsibilities for all staff, as well as expectations for employees in the virtual school environment.

F	Organizational Commitment — In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it.						
✓	Activities and accomplishments of the organization are aligned to the mission statement.	5	④	3	2	1	N/A
✓	Programs that function under the authority of another educational organization have a demonstrated commitment from the parent organization to support the implementation and ongoing operation of this program.	⑤	4	3	2	1	N/A
✓	Sustainability of the program is articulated through strategic and operational planning and implemented through ongoing operations (e.g. commitment to sustainable funding, maintaining quality staff, and compliance with applicable educational statutes).	5	④	3	2	1	N/A
✓	Is accredited by a recognized accrediting body.	⑤	4	3	2	1	N/A

Comments/Evidence:

School administrators and school leadership meet with each other and the Connections' Partner School Leadership Team weekly, monthly, and semi-annually in a variety of virtual and in-person meetings to discuss policies, goals, issues, requests for improvements or changes, and to share best practices and to ensure that all are in alignment with the overall mission. In addition, collaboration and communication among school staff and leadership is encouraged. The Connections' Professional Learning Community provides a structured process for school staff to collaborate within their role and to broaden their professional knowledge. Connections actively solicits input and buy-in from all stakeholders when proposing policies and procedures in accordance with the school's mission, and all policies are approved by the Board and are developed to comply with OCCS, state, federal, and other applicable regulations.

Connections' philosophy of measured, sustainable growth accompanied by strong operational expertise and high business ethics, coupled with a strong collaborative partnership with the Board and OCCS ensures the long-term sustainability of the program.

Connections is accredited by AdvancED, and every school partnering with Connections that has sought regional accreditation (whether through AdvancED, Middle States Association, or Western Association of Schools and Colleges) has been successfully accredited. GRCA will seek accreditation when the School Leader, the Board, OCCS, and Connections determine accreditation is appropriate for the school.

INSTITUTIONAL

G	Financial and Material Resources — A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices.						
✓	Are available to assure a quality educational experience in alignment with the organization's mission statement.	5	(4)	3	2	1	N/A
✓	Are managed in a responsible manner according to prescribed budget and accounting principles.	(5)	4	3	2	1	N/A
✓	Are allocated in support of mission statement that demonstrates sustainability over time.	5	(4)	3	2	1	N/A

Comments/Evidence:

(Please see pages 32-33 and Attachment J in the charter application.)

The improvement of student achievement will be the primary determinant of the allocation of fiscal resources for GRCA. Annually, the Board will prepare and approve a balanced fiscal budget. This budget will be developed in a manner that is aligned with the school's mission. The budget will be analyzed and reviewed by the Board at its regularly scheduled meetings. Additionally, the school will engage a third-party fiscal agent who will assist with ensuring funds are expended in alignment with the approved budget. In the event that the Board or School Leader identify necessary budget adjustments, a revised budget will be prepared and presented to the Board for approval.

The Board will be contracting with Connections to provide financial services that will assist with making sure the school secures available funding. In the event that school funding is not sufficient to maintain a positive net asset balance at the end of any given year, Connections will provide a service credit to offset its fees to the school. This will serve as an added assurance that resources will remain available to achieve the school's mission. Additionally, there will be ongoing efforts to seek supplemental funds to support student achievement improvement.

INSTITUTIONAL

H	Equity and Access — A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs.						
✓	Policies clearly state eligibility requirements for the program.	5	(4)	3	2	1	N/A
✓	Policies and practices are in place that provide accommodations for students with disabilities.	5	(4)	3	2	1	N/A
✓	Ensures that students have equitable access to the program consistent with its mission and purposes.	5	(4)	3	2	1	N/A

Comments/Evidence:

(Please see pages 17-22 and pages 30-32 in the charter application.)

The eligibility requirements for GRCA will be clearly stated on the school website, in the school handbooks, during information sessions, and are also given to families when they contact the school to enroll. As part of the enrollment process, families who indicate their student has special needs are referred to the placement department and the school's Manager of Special Education to ensure the appropriate program placement for the student. All students with disabilities will be offered enrollment at GRCA regardless of disability; the GRCA staff will provide accommodations, modifications, and special education services according to each student's IEP or Section 504 Plan.

The Board, OCCS, and Connections will work collaboratively to ensure students equitable access to the program. Federal and state laws require all public schools to provide students, regardless of disability, race, ethnicity, gender, or native language, with an equal opportunity to participate in and benefit from the school's education program. As a public statewide school, any student in Ohio will be eligible to enroll. GRCA will be committed to creating a culture of access for inclusive learning. Through provision of assistive technologies, and timely delivery of print instructional materials in accessible formats to student with vision related or print disabilities, all students will have equitable access to the GRCA program.

Families' native language is collected during the enrollment process on the GRCA state-compliant home language survey. If a language other than English is indicated on this survey, students will be screened for language proficiency level. If students are not English proficient, services will be provided according to proficiency level. Annual assessment with the ELPA21 will also be conducted. School communication with non-English speaking caretakers will be provided in a language they can understand.

INSTITUTIONAL

I	Integrity and Accountability — In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes.							
✓	The online program discloses accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other factors considered important to prospective and current students and stakeholders.	5	(4)	3	2	1	N/A	
✓	The program results in learning appropriate to the rigor and breadth of the course, program, or diploma completion requirements.	(5)	4	3	2	1	N/A	

Comments/Evidence:

The school will communicate all information related to the program via its website, handbooks, information sessions, and through ongoing communication among stakeholders in the school community. Students will be provided with a variety of curriculum opportunities to meet graduation requirements, including core and elective courses, which are aligned to state and national standards. This alignment provides the framework for the development of rigorous course content that is of a grade appropriate depth and breadth. Teachers personalize instruction based on each student's needs, and the grade book and other Connexus communication tools provide great transparency into all aspects of the student's learning to appropriate stakeholders.

The school's curriculum and course of study is described in the section titled, Educational Program, in the GRCA charter application on pages 3-25 starting with its alignment to Ohio Learning Standards on page 7 and a description of the scope of the K-12 curriculum starting on page 8. GRCA will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college or an immediate career choice. A student's personalized path will be monitored along the way by the student, parents, teachers, and their school counselor. GRCA will provide a comprehensive program with four levels of academic coursework aligned to Ohio Standards: Foundations, Standard, Honors, and Advanced Placement® (AP). While all levels are designed to meet standards and provide students a rigorous curriculum, the four levels enable differentiation based on student needs and college and career goals. Students will work with an academic placement advisor or their school counselor to determine appropriate course level placement.

INSTITUTIONAL

J	Curriculum and Course Design — A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.							
✓	Has clearly stated and attainable educational goals.	(5)	4	3	2	1	N/A	
✓	Is clear and coherent in its organization.	(5)	4	3	2	1	N/A	
✓	Utilizes quality instructional materials and appropriate technology that enable and enrich student learning.	(5)	4	3	2	1	N/A	
✓	Demonstrates rigorous course content.	(5)	4	3	2	1	N/A	
✓	Provides for high-degree of interaction between teacher, learners, parents, and among learners themselves.	5	(4)	3	2	1	N/A	
✓	Embeds critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.	(5)	4	3	2	1	N/A	

TEACHING AND LEARNING STANDARDS

✓	Meets requirements of appropriate state or national standards, including applicable end of course assessments.	5	④	3	2	1	N/A
✓	Meets requirements of accessibility for individuals with disabilities.	5	④	3	2	1	N/A
✓	Meets requirements of copyright and fair use.	⑤	4	3	2	1	N/A
✓	Is designed to accommodate different learning styles.	5	④	3	2	1	N/A
✓	Is designed with consideration for time and place limitations of students.	⑤	4	3	2	1	N/A

Comments/Evidence:

(See Educational Program, pgs. 3-4 and A Curricular Plan, pgs.6-10.)

Connections understands that clear guidelines and processes provide a foundation for development of quality online courses, helping ensure internal consistency, instructional effectiveness, and the appropriate use of intellectual property. At the core of its development model, Connections employs a research-based framework that supports both quality course construction as well as a feedback loop that ensures continuous improvement. This systematic instructional design process, known as ADDIE, incorporates elements of analysis, design, development, implementation, and evaluation. All Connections courses contain clear and measurable learning objectives for each unit and lesson.

Connections' consistent course structure features a course summary, unit summary and objectives, and lesson objectives. Each lesson provides a clear and coherent instructional sequence that includes motivation, instruction, activity and practice, review, and assessment. This organizational sequence enables students to confidently navigate each course, with a clear understanding of the learning expectations.

Connections' courses align to state and national standards, which themselves serve as the foundation of rigorous and relevant course content. Such rigor provides students with solid foundational knowledge while enabling them to build and extend higher order and critical thinking skills, which alongside creative thinking skills, scaffold throughout each course. Each course includes active learning elements (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections' courses also include over 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. A variety of engaging multimedia elements and tools are built into every lesson in order to accommodate students of different learning styles and to stimulate active participation. Additional resources students may access include the National Library of Virtual Manipulatives, Project Gutenberg texts, government websites, and PowerWrite, in addition to other cutting-edge proprietary learning tools. All courses indicate the publisher where applicable and as required by the publisher. All proprietary material from Connections is marked appropriately. The Connections' Curriculum and Legal teams work together to ensure appropriate copyright and licensing status for both Connections and third-party materials. Most course content is compliant with either section 508 or Website Content Accessibility Guidelines 2.0 AA standards.

K	Instruction — A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.						
✓	Is grounded in the program's mission, beliefs, and expectations for student learning.	5	④	3	2	1	N/A
✓	Is supported by research and best practice.	5	④	3	2	1	N/A
✓	Is continually refined based on assessment of stakeholders' needs.	5	④	3	2	1	N/A
✓	Is adaptable to best serve different student learning styles.	5	④	3	2	1	N/A

TEACHING AND

✓	Is sensitive to the cultural differences of students.	5	(4)	3	2	1	N/A
✓	Includes frequent teacher to student interaction, teacher to parent interaction, and fosters frequent student-to-student interaction.	5	(4)	3	2	1	N/A
✓	Is sensitive to time and place limitations of students.	(5)	4	3	2	1	N/A
✓	Faculty hold the required state certifications.	5	(4)	3	2	1	N/A
✓	Faculty are trained in and demonstrate competency in online instructional methodologies and learning technologies.	5	(4)	3	2	1	N/A
✓	Includes a process to monitor that the work and assessments are completed by the students registered for the course.	5	(4)	3	2	1	N/A

Comments/Evidence:

At the core of its development model, Connections employs a research-based framework that supports both quality course construction as well as a feedback loop that ensures continuous improvement. Connections' systematic instructional design process, known as ADDIE, incorporates elements of analysis, design, development, implementation, and evaluation. All Connections' courses reflect best practices for online education, contain clear and measurable learning objectives for each unit and lesson, and are sensitive to the cultural differences of students. Each course includes active learning elements (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Connections provides a systematic approach to professional learning for all teachers which addresses each of these items. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Following each required professional learning session, teachers upload an "artifact" to their professional learning e-portfolio. This artifact demonstrates how teachers are using their professional learning to personalize instruction, implement new instructional strategies, make data-driven decisions, and reflect on their teaching practices.

Professional learning sessions use evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity. Professional learning sessions have included topics such as Connecting Students and Teachers to Create Community, Effective Questioning to Maximize Achievement, Practice + Reteaching: An Integral Part of Learning, Feedback and Student Engagement, Learning Outcomes with Meaning, Helping Students to Connect to Learning in Meaningful Ways, and Measuring Student Learning Through Questioning.

Connections' education management system, Connexus®, enables teachers to create custom assignments and custom assessments to modify courses. Teachers are also able to deliver synchronous sessions that are engaging and interactive for all students. All teachers hired to work at GRCA will be state certified in the area(s) they teach.

Lesson and assessment content is available online 24 hours a day. Each lesson has been designed to be completed within a specified amount of time, but students have flexibility in completing lessons at their own pace. Offline activities have been designed so that students may complete them safely within their home environment. Teachers are in regular contact with their students via LiveLesson session, phone, and WebMail. They conduct Curriculum Based Assessments (CBAs), informal conversations with the student to ensure that s/he has mastered the material in a recent assignment. These regular contacts with students help teachers know each student's individual level of ability, and can ensure that students are completing their coursework themselves. Plagiarism monitoring tools are available for students and teachers, and all students are expected to sign and adhere to the Connections' Honor Code.

L	Assessment of Student Performance — A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.						
✓	Enables students to monitor their own learning progress.	(5)	4	3	2	1	N/A
✓	Enables teachers to adapt their instruction to meet learner needs.	5	(4)	3	2	1	N/A
✓	Uses multiple methods to assess student performance.	5	(4)	3	2	1	N/A
✓	Assesses a variety of types of student performance.	5	(4)	3	2	1	N/A
✓	Uses formative assessments to inform instructional practice.	(5)	4	3	2	1	N/A
✓	Informs ongoing course design and revisions.	(5)	4	3	2	1	N/A
✓	Measures student attainment of the course's educational goals.	(5)	4	3	2	1	N/A
✓	Provides for timely and frequent feedback about student progress.	(5)	4	3	2	1	N/A

Comments/Evidence:

(See pages 14-17, Assessment, in the charter application.)

The Grade Book allows students, teachers, and parents to track progress on a daily basis; see upcoming and missing assignments; gauge student progress through the course, and see how many lessons are completed or need to be completed. Students can click on any course title and see a complete list of all assignments for the course, their type (test, written assignment, quick check, etc.), their weight towards the overall grade, the score earned on each assignment, and teacher feedback. When a teacher leaves feedback for a student on any assignment, a WebMail notification informs the student and their parent of the feedback.

A variety of elements within the curriculum will help evaluate student attainment of educational goals, including quick checks, quizzes, unit tests, final exams, portfolio assignments, skills checks, audio/visual assessments, and online discussions. Some of these are delivered and submitted electronically, and some are paper-and-pencil-based projects that are mailed in to the school in pre-paid envelopes. Teachers can also create custom assignments for additional challenge, or modify assignments for remediation. Teachers, therefore, are able to use various methods to inform and even adjust their instruction, evaluate students and to determine grades.

For students in grades K and 1, DIBELS® Next will measure reading readiness and LEAP will measure readiness in Math. For students in grades 2-8, the LEAP assessments in both reading and math provide essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on mandated tests and reports key accountability data on progress throughout the academic year. GRCA will use the Scantron® Performance Series (SPS) assessment for students in grades 9-11 for pre-, mid-, and post-testing.

Curriculum Development specialists utilize course data and StarTrack ratings to refine curriculum concepts and assessments, as well as determine the need for a new course design and/or rebuild. Instructional feedback to students may be provided by teachers to give encouragement or redirection to students. All student grades are available 24/7 in the grade book. Inquiries via telephone or WebMail are promptly answered. In addition, all contact with Learning Coaches and students is documented in a Student User Log or a Household Log, so requests for assistance or other type of inquiries are carefully recorded.

TEACHING AND LEARNING STANDARDS

M	Faculty — A quality online program supports the faculty by providing opportunities for them to develop their professional skills through mentoring, professional development, and technical assistance.						
✓	Provides and encourages participation in induction and mentoring programs.	5	(4)	3	2	1	N/A
✓	Provides regular feedback regarding teacher performance.	5	(4)	3	2	1	N/A
✓	Provides a wide variety of professional development opportunities.	(5)	4	3	2	1	N/A
✓	Provides timely, effective technical support.	5	(4)	3	2	1	N/A

Comments/Evidence:

OCCS, the Board, and Connections will collaborate to support and guide the GRCA teachers in numerous ways including providing an annually updated, online Teacher Orientation Course and Program Handbook; training and mentoring at and across schools weekly; reports on student and teacher progress that are available to both teachers (for self-assessment) and their supervisors (for review and ongoing discussion during regularly-scheduled meetings); bi-annual, formal teacher reviews; a robust Professional Development calendar at and across schools; and teacher support help desks for Connexus (platform and protocols) and other, technical support (e.g., email, phones, SharePoint). The annual staff satisfaction survey solicits anonymous feedback from teachers and other staff, and is actively used to drive program improvements.

SUPPORT STANDARDS

N	Students — A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.						
✓	Provides an orientation to online learning technologies and successful online student practices.	5	(4)	3	2	1	N/A
✓	Provides academic and administrative services to address their academic and developmental needs.	5	(4)	3	2	1	N/A
✓	Provides support services for individual needs.	5	(4)	3	2	1	N/A
✓	Provides access to learning and assessment content, instruction, technologies and resources.	(5)	4	3	2	1	N/A
✓	Establishes standards for teacher to student communication.	(5)	4	3	2	1	N/A
✓	Provides timely and meaningful assessment feedback.	5	(4)	3	2	1	N/A
✓	Provides timely, effective technical support.	5	(4)	3	2	1	N/A

Comments/Evidence:

Students will be provided with an annual student orientation that is customized to their status (e.g., new or returning to GRCA, grade level--elementary, middle, and high school) that guides them through their roles as online students using the Connexus platform, the routines they need to create to learn successful in an online environment, and the various resources available to them to support them and their learning (e.g., Teacher, Online Help, School Handbooks). All students will be provided with a homeroom or advisory teacher who remains in regular contact with the student to guide his/her learning and developmental needs. Additionally, counselors are available to students and their Learning Coaches to address developmental, life-skill and planning, and child welfare issues. Students access their lessons, tools, assessments, and supplemental resources through Connexus. The Planner allows teachers, students, and/or their parents to set their own "user schedule" for which lessons and lessons and assessments to complete each day. Teachers use the annually-updated Core Standards for Facilitating Student Learning document to guide their work in meeting Connections' standards for teacher-student communication and providing timely and meaningful assessment feedback. Teachers also complete a comprehensive Orientation at the beginning of the year that sets expectations for teacher conduct and interactions with students and parents. Students (and their Learning Coaches) use the Student Technical Support Help Desk, Message Board, and Online Help to address their technical support needs.

O	Guidance Services — A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school.						
✓	Ensures academic advising is provided for students to meet requirements of the program and/or school.	5	(4)	3	2	1	N/A
✓	Provides staff training in the unique student needs of online learning.	5	(4)	3	2	1	N/A
✓	Provides tools and/or information to assist students in determining the appropriateness of specific courses for their academic needs.	5	(4)	3	2	1	N/A
✓	Understands the network of services available to support online learning.	(5)	4	3	2	1	N/A

SUPPORT STANDARDS

Comments/Evidence:

A suitable variety of social and support services is made available through the school and partnering agencies and organizations within the community. The availability of services is communicated to staff members, students, and stakeholders. Teachers and staff members make referrals as appropriate. Stakeholder surveys indicate satisfaction with access to and quality of services provided.

Counselors are an integral part of the staff. They work to support all the students from the time they enroll in the school until a student graduates, or withdraws for another opportunity. During enrollment, school counselors help with course selection and interpretation of transcripts. The comprehensive counseling program is comprised of activities which support students in overcoming non-academic barriers to learning in the area of academic development, personal growth and college and career readiness. Students will have the opportunity to participate in activities which address these topics throughout the school year. All LiveLesson sessions are synchronous opportunities which are also recorded for students who may have a conflict. Opportunities include:

- Weekly High School LiveLesson sessions

- Biweekly Middle School LiveLesson sessions

- Biweekly Career Fireside Chat LiveLesson sessions

- Biweekly Chat-with-a-Grad LiveLesson sessions

- College Application Club (grades 9-12)

- First Generation College Club (grades 9-12)

- High School Career Club

- Middle School Career Club

Counselors will receive support in implementing a comprehensive counseling program which addresses the needs of all students. This support will include:

- Weekly individual and group meetings for the lead counselor to support him/her in the implementation of a comprehensive counseling program.

- Biweekly training sessions to ensure counseling tasks are being completed in a timely manner.

- Monthly professional learning sessions aimed at enhancing counseling skills in a virtual setting.

All staff are trained in recognizing students who are in distress and the protocol for how to help them. This training is completed annually. Counselors work closely with the faculty to make sure that all students are supported throughout their career at GRCA.

P	Organizational Support — A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online courses.						
✓	Provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff.	⑤	4	3	2	1	N/A
✓	Provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program's mission, beliefs and objectives.	5	④	3	2	1	N/A

Comments/Evidence:

Connexus is one of the most comprehensive, reliable, and user-friendly online learning systems available. It is a proprietary system, designed from the ground up to meet the exact requirements of the Connections instructional model and the needs of GRCA students and families. It brings the school right to students 24 hours per day from any Internet connection. Connexus is powerful, yet very intuitive and user-friendly. It is also comprehensive, allowing students and parents to access everything they need from one place such as viewing all students' schedules, assignments, and lessons, adjusting the learning schedule for students, monitoring students' progress, recording attendance, and communicating with teachers and other families via secure WebMail and message boards. Internet safety is addressed in trainings, the curriculum, and through technical installations on equipment. Connections complies with FERPA, and supports all partner schools with FERPA compliance. School staff are appropriately trained on FERPA and confidentiality requirements. Multiple system backups and "fail safes" and industry-standard data security systems ensure both the smooth operation of Connexus and the security of all data and information. **This information is included in the Data Collection and Monitoring section of the GRCA charter application on pages 16-17.**

Q	Parents/Guardians — In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.						
✓	Are provided information about the program, successful online student practices and supportive learning environments.	5	④	3	2	1	N/A
✓	Receive timely responses from faculty and staff.	5	④	3	2	1	N/A
✓	Receive critical information about student progress and are encouraged to communicate with faculty and administrators to best support the online learning	⑤	4	3	2	1	N/A

SUPPORT STANDARDS

SUPPORT STANDARDS

Comments/Evidence:

Parents or guardians serve as personal, face-to-face Learning Coaches responsible for their children's day-to-day activities. All parents and/or guardians are required to complete the Learning Coach Orientation Course, which explains their responsibilities and how to interact with Connexus. Parents are also regularly in contact with their student's teachers through our WebMail system, and receive regular updates and training from school support staff. Connexus provides 24/7 access to student grades, course completion information, communication with teachers, and allows all parents to have up-to-the minute information about their student's academic progress. Teachers grade online assessments within 48 hours and portfolios within one week, and students are notified when teacher feedback is available via Connexus and the grade book. All students and parents are encouraged to contact the school and their teachers as often as necessary, but teachers also proactively reach out to students via phone, WebMail, message and discussion boards, LiveLesson sessions, and in-person activities such as field trips.

As described in the GRCA charter application starting on page 11, the centerpiece of instruction at GRCA will be the Personalized Learning Plan (PLP) which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document that will be developed at the beginning of the school year by the Ohio-credentialed teacher in consultation with the student and the student's Learning Coach. The PLP will be built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the Learning Coach, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Connections curriculum aligned to the Ohio Learning Standards. All daily lessons will be provided to students and families virtually.

The Connections core model sets minimum requirements for interactions between students/parents and teachers. These are minimums and most students and teachers interact frequently -- through phone calls, LiveLesson, and feedback on assignments. Students who are struggling will receive more attention through the school's multitiered instructional model (for example, invitations to targeted synchronous instruction, one on one tutoring).

R	Program Evaluation — A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.						
✓	Conducts ongoing internal evaluations that include regularly collecting and analyzing data based on national, state, and/or program metrics.	5	(4)	3	2	1	N/A
✓	Conducts ongoing internal evaluations that include using clearly articulated measures to evaluate its learners.	5	(4)	3	2	1	N/A
✓	Conducts ongoing internal evaluations that include determining program success by measuring student achievement and satisfaction based on valid and reliable assessment techniques.	(5)	4	3	2	1	N/A

EVALUATION STANDARDS

✓	Conducts ongoing internal evaluations that include ensuring students participate in state or national standardized testing, as appropriate and evaluating results against state or national data.	5	(4)	3	2	1	N/A
✓	Conducts ongoing internal evaluations that include consistently evaluating faculty to assure instructional quality, using clear, consistent policies, measures and procedures.	5	(4)	3	2	1	N/A
✓	Conducts ongoing internal evaluations that include reviewing and evaluating courses to ensure quality, consistency with the curriculum, currency, and advancement of the student learning outcomes.	5	(4)	3	2	1	N/A
✓	Conducts periodic external evaluations that include validating internal evaluation process and results.	5	(4)	3	2	1	N/A
✓	Conducts periodic external evaluations that include independently assessing progress towards goals, mission and strategic plan of program.	5	(4)	3	2	1	N/A
✓	Conducts periodic external evaluations that include informing an improvement plan for the online program.	(5)	4	3	2	1	N/A
✓	Program Evaluation communicates evaluation results to program stakeholders.	(5)	4	3	2	1	N/A

Comments/Evidence:

Connexus is used to collect student achievement data; student, teacher, and parent ratings of every lesson in the curriculum; and overall ratings of the school. This data is used to evaluate the effectiveness of the curriculum and instructional practices, the user-friendliness of Connexus, and overall stakeholder satisfaction. In addition, third-party staff, and parent satisfaction surveys are administered annually, and are used to drive improvements to all aspects of the program. Regular review and revisions (both major and minor) to curriculum ensure that content is current, valid, aligned to state and national standards, and is successfully advancing student achievement.

Students are evaluated based on state standardized tests, pre-and post-testing, and a variety of elements provided within the curriculum: assessment objectives, quizzes, tests, portfolio assignments, skills checks, and online discussions or oral exams.

Teachers and administrators are evaluated twice annually. The school sets school goals at the start of the school year, and the Board and OCCS regularly, but at minimum quarterly, receive updates on the school's progress towards meeting these specific school improvement goals and the overall mission. Connections also participates in third-party evaluations such as accreditation, and was re-accredited by AdvancED in 2015.

EVALUATION STANDARDS

S	Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.							
✓	Uses strategic, long-range and operational planning and evaluation to continuously improve its educational programs and services.	(5)	4	3	2	1	N/A	
✓	Uses data effectively to drive instructional and management decision-making.	5	(4)	3	2	1	N/A	
	Is based on:							
✓	Advancement of the program's vision and mission.	5	(4)	3	2	1	N/A	
✓	Student achievement.	5	(4)	3	2	1	N/A	
✓	Internal and external evaluation.	5	(4)	3	2	1	N/A	
✓	Current research in the relevant areas.	(5)	4	3	2	1	N/A	
✓	Promising practices.	(5)	4	3	2	1	N/A	
	Includes provisions for:							
✓	Beta testing and peer review.	5	(4)	3	2	1	N/A	
✓	Satisfaction surveys by students, parents, teachers and schools as appropriate.	(5)	4	3	2	1	N/A	
✓	Evaluation of curriculum and instruction as it relates to student achievement.	5	(4)	3	2	1	N/A	
✓	Regular online teacher performance evaluations.	(5)	4	3	2	1	N/A	
✓	Reviewing and updating policies and procedures.	5	(4)	3	2	1	N/A	
✓	Reviewing appropriateness, effectiveness and quality of teaching and learning technologies.	5	(4)	3	2	1	N/A	
✓	Regular online course reviews.	(5)	4	3	2	1	N/A	

EVALUATION STANDARDS

Comments/Evidence:

As described previously, Connections embodies the concept of continual improvement, driven by the effective use of all available school data, and towards the goals defined in each school's improvement plan as well as in the company's strategic plan. The leadership team creates a School Improvement Plan based around various categories (e.g., academic achievement, parent satisfaction, school growth, graduation rate, and college and career readiness). This plan is presented to the senior staff and submitted to the Board. School Improvement Planning includes both annual goals and longer-term goals for improvement. Connections long-term goals include measured sustainable growth that fosters not merely maintaining, but improving the overall program quality and depth, as well as breadth.

Connexus is continually updated and improved, following the Agile model. Curriculum, though completely updated on a six-year cycle, is continually revised and improved as needed during that cycle and new courses, tools, and resources are added regularly. Data is used to drive decision making and improvements at all levels, and Connexus provides all stakeholders with access to enormous amounts of timely, relevant data on all aspects of the program. Stakeholder feedback is strongly encouraged, through annual third party parent and staff satisfaction surveys, Star Track lesson and school ratings, the Connexus Feedback link, Board meetings, and other less formal means (communications with teachers, polls, short surveys, etc.).

Data, through collection, analysis, and utilization is a main driver in the work of Connections. Teachers and administrators are thoroughly trained in the use of data and have it easily available to them through Connexus; they meet regularly to discuss current data and to use that data to drive discussions of student learning and school improvement. Data is used daily in fulfillment of GRCA's mission to "to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program." Connexus provides the systems needed for longitudinal data collection and analysis that can then be used to drive improvement efforts across all areas of the program. Curriculum is updated regularly based on iNACOL, state, and national standards, as well as research on best practices in learning and online learning. Internal and external evaluations (audits, accreditation, curricular review and approval, other third-party evaluations) are constants for Connections and are used to improve curriculum, Connexus, instructional practices, and every aspect of the online learning experience.

Connections is constantly collecting feedback on all of aspects of its program through student, parent, and staff satisfaction surveys. Additionally, parents, students, and staff are able to submit their feedback directly through the use of 'feedback' links in each lesson, and throughout Connexus. Connections regularly triangulates student state test scores, pre- and post-test scores, and course grades from the Connections curriculum to help determine if curriculum is appropriately aligned, rigorous, and current. Analysis of student achievement data across subject areas and by grade is also used to evaluate the overall effectiveness of the curriculum and to target areas for improvement. Student and employee handbooks, trainings, professional development programs, and other policy and procedure documents are all reviewed and revised annually. Teachers are evaluated formally twice annually (mid-year and end of year evaluations). The curriculum follows a six-year revision cycle, but daily, weekly, and annual revisions are made as needed within the full revision cycle.

Additional Documentation for GRCA eSchool Application.

Operator's Experience with Online Schools

3)   Has the operator ever terminated its agreement with an internet-based or computer-based school? Provide an explanation describing the circumstances leading to the decision to terminate agreement for each internet-based or computer-based school. Describe specific actions taken by the operator and timeline for each action. ==If the operator had not had to terminate agreement with an internet-based or computer-based school, please describe what circumstances would lead the operator to terminate agreement with an internet-based or computer-based school and the specific actions the operator will take, including the timeline for each action.==

No, the operator has never terminated its agreement with an internet-based or computer-based school.

In the school's Statement of Agreement (Section 19) with the operator, the grounds for termination are defined for both parties including those that permit the operator to terminate the agreement. Any early termination would take effect at the closing of the last day of the then current Academic Year, unless otherwise agreed to by the operator and Board or provided for in the termination section. Notices of termination must be made in writing no later than January 15 of the then current Academic Year with a list of all reasons for termination.

The Statement of Agreement can be terminated by the operator as follows:

- If both parties to the agreement agree in writing to the termination;
- If the School Board materially breaches the agreement and fails to cure such breach within thirty days following written notification of such breach. In the event objectively ascertainable reasonable efforts have been made to effect such cure and the breach at issue does not objectively lend itself to cure within such 30 day period, then such additional time as necessary to complete said cure, but in no event longer than 60 days following written notification of such breach;
- The agreement may be terminated immediately, if the payments to which the operator is entitled under the Agreement are materially reduced as a result of a change in funding provided to the School or applicable laws or regulations impose requirements that are materially different from those previously provided under the agreement and the operator is unwilling or unable to make the required changes;
- If there are unresolvable differences between the parties relating to what the operator considers to be conduct that reflects materially and unfavorably upon the operator's reputation with respect to the manner in which the school carries out its responsibilities under the terms of the agreement and the operator provides the school with thirty (30) days written notice of its intent to terminate during which such time the operator and School Board shall work in good faith to alleviate to the operator's satisfaction the circumstances giving rise to such unresolvable differences;
- In the event the Board rescinds the delegation of responsibility provided to the operator and the operator provides the Board with written notice of its intent to terminate rather than to negotiate a restructuring of the parties' relationship as a result of such rescission;
- If the Charter is terminated or if the school is no longer authorized by the Sponsor as required by applicable state law and regulations, the operator or Board can terminate immediately.

February 7, 2018

Ohio Department of Education
Attn: Office of Community Schools
25 South Front Street
Columbus, OH 43215

Re: Letter of Support for Great River Connections Academy

As an organization that traces its history to the beginning days of the charter school movement in Ohio, the Ohio Council of Community Schools ("Council") is an advocate of not only quality school choice and academic achievement but also quality stewardship by our partner schools. I am writing on behalf of the Council to offer support for the approval of Great River Connections Academy's ("GRCA") virtual school application that was submitted to the Ohio Department of Education ("ODE") for approval.

Prior to submitting a virtual school Application to ODE, GRCA applied to the Council to open a new virtual school for the 2018-19 school year. In this letter, we hope to demonstrate the Council's:

1. New School Application and Approval Process;

2. Experience with sponsoring virtual schools;

3. Oversight process as it pertains to attendance; and,

4. Compliance requirements for virtual schools.

The application submitted by the school was thoroughly vetted through the Council's new school development application process. Our application and contracting processes are firmly rooted in the Principles and Standards for Quality Charter School Authorizing established by the National Association of Charter School Authorizers (NACSA), and are rigorous, clear, transparent, and student-focused. As a charter school sponsor, the Council cultivates relationships with sponsored schools based on a balance of autonomy and accountability. We provide meaningful technical assistance to our sponsored schools to help them provide a high-quality education to the students they serve. Per the New School Application, all approved applications must earn a minimum of 36 out of 45 and cannot receive a "Falls Far Below Standard" (zero) in any section or in any two criteria. The total score of 36 out 45 is 80% which is greater than the minimum 75% threshold set by the Sponsor Performance Review and national standards. GRCA's application was reviewed by the New School Development Team which consist of four Council staff members and one external reviewer. All five people scored the application above the minimum threshold for approval. Once approved by the New School Development Team, the application was presented to the Council's Performance and Accountability Committee for review and approval. We feel confidently that the application was thoroughly reviewed and appropriately scored and are excited to lend our full support behind GRCA.

The Council has a highly qualified staff of twenty-two employees with expertise in charter school leadership, operations, special education, English Language Learners, teaching, two licensed school treasures, legal compliance, policy, as well as a cadre of Regional Representatives who live in the region of all sponsored schools. This enables the Council to provide rigorous hands on oversight, monitoring, and technical assistance to its sponsored schools with processes and protocols aligned to standards developed by the National Association of Charter School Authorizers and the Sponsor Performance Review.

Since our inception in 2003 as the sponsoring designee for the University of Toledo's Board of Trustees, the Council has been overseeing, monitoring, and providing technical assistance to virtual schools in Ohio. This incredible depth of knowledge and experience makes the Council the premier sponsor of virtual schools in Ohio. As indicated above, for the past fifteen years, the Council has been continuously working with three virtual schools, Alternative Education Academy (AEA), Ohio Connections Academy (OCA), and Ohio Virtual Academy (OHVA). About five years ago, the Council and the University of Toledo partnered with and began the new school development process with two new virtual schools, Mosaica Online of Ohio and Provost Academy Ohio, which opened in the fall 2013. These two new schools have since closed due to the Council's rigorous oversight and commitment to stewardship.

In terms of financial performance, and legal compliance, AEA, OCA, and OHVA have consistently exceeded the Council's standards. Over the years, the processes and protocols developed by the Council, in conjunction with the three partners, have ensured compliance and driven operational effectiveness and improvement. These protocols may be seen in action when looking at OCA and OHVA having over 97% attendance as calculated for the FY2017 FTE review. The Council as part of the Monthly Financial Review process monitors reported enrollment numbers and tracks its financial impact. In addition, at least quarterly, the Council requires its virtual schools to report the adjusted percent of time based on what is being reported to ODE and what is being logged by students. It is the Council's recommendation that virtual schools adjust their percent of time at least twice a year; however, quarterly adjustments are encouraged.

In terms of academic performance, OCA and OHVA are consistently two of the highest performing virtual schools in Ohio. Additionally, the Council sponsors the only statewide virtual school to have been rated Excellent on the Local Report Card and been the recipient of the Ohio Department of Education's Momentum Award.

In terms of meeting the iNACOL National Standards for Quality Online Programs, the Council's partner schools have generally implemented practices that would score it as "Accomplished" or in some cases as "Promising." The Council's processes and protocols for compliance and oversight drive the necessary conversations to begin implementing initiatives to constantly improve the underlying idea behind each of the iNACOL standards.

The Council ensures its sponsored schools meet the operating standards for virtual schools and comply with applicable rules and laws in a variety of ways. In terms of complying with applicable rules and laws, the Council's compliance and oversight protocols set out the annual timeline for completing the hundreds of legally- and contractually-required compliance items. Looking back over the past several years, the Council's partner schools have been compliant with applicable rules and laws. This assessment on a school's compliance is outlined in the Council's annual report to ODE.

The standard for determining whether a school has met expectations in terms of compliance is based on a combination of its adherence to state and federal statute, the community school contract, and compliance items from the sponsor evaluation. A school will have met expectations if it has a 100% compliance rate with health and safety requirements and at least 95% for all requirements.

In addition to the general compliance requirements, here are some examples of virtual school-specific requirements the Council monitors on a regular basis: enrollment limits; filtering device and software; orientation course is being conducted; school communication with parents, parent teacher conferences, etc.; access to student performance data; opportunities for teacher face-to-face visits; the school's process to track student learning time; the school's process and how they provide a testing location within a fifty mile radius of the student's residence; counseling, instructional coaching, and testing assistance within a fifty mile radius; adherence to its policy toward students who fail to participate with in the state mandated testing for two consecutive years; how the school is tracking student attendance and student engagement; and, the annual plan for servicing students with disabilities.

The Council fully supports the school's application and requests the Ohio Department of Education's permission to open in the fall 2018. Thank you for your time and consideration. We are available to answer any questions ODE may have in reviewing the application documents.

Yours in Education Choice,
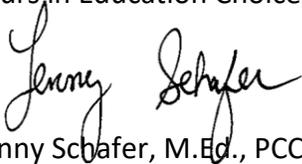
Lenny Schafer, M.Ed., PCC-S
Executive Director

COMMUNITY SCHOOL SPONSORSHIP AGREEMENT

This Agreement (the "Agreement") is by and between The University of Toledo, a public institution of higher education created under Chapter 3364 of the Ohio Revised Code (the "University"), by and through its Board of Trustees (the "Board"), and its designee under Chapter 3314 of the Ohio Revised Code, the Ohio Council of Community Schools, an Ohio not-for-profit corporation ("OCCS").

WHEREAS, Ohio law permits the formation and operation of community schools;

WHEREAS, Ohio law permits the Board to sponsor and to designate a sponsoring authority for purposes of sponsoring community schools in accordance with Ohio law;

WHEREAS, the University, by and through its Board, and OCCS executed an Agreement for Community School Sponsorship on March 19, 2003, and an Amendment on March 19, 2008, that designated OCCS as the sponsoring authority of the Board for purposes of sponsoring community schools in accordance with Ohio law;

WHEREAS, the Board and OCCS may execute amendments in writing, which contain mutually agreed upon modifications to the original Agreement;

WHEREAS, OCCS is a self-sustaining not-for profit entity under § 501(c)(3) of the Internal Revenue Code and an Ohio non-profit corporation that may engage in private business operations other than those functions provided for in addition to those provided for in this Agreement;

WHEREAS, the Board has passed a resolution retaining OCCS as its sponsoring authority through this Agreement, and OCCS has passed a resolution accepting such designation; and,

WHEREAS, in consideration of these promises, and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree to the following terms in the Agreement as the Second Amended Agreement for Community School Sponsorship:

NOW, THEREFORE, the Board and the OCCS enter into this Agreement subject to the following terms and conditions.

1.   OCCS Composition and Obligations.

    (A) OCCS is established and operated as a non-profit corporation under Chapter 1702 of the Ohio Revised Code (hereafter referred to as "R.C."), and will maintain in good standing its status during the Term of this Agreement. OCCS qualifies as a tax-exempt organization under §501(c)(3) of the Internal Revenue Code. OCCS's Code of Regulations and Bylaws are attached to this Agreement as Tab A.

    (B) OCCS will only carry out acts and ensure performance of functions in compliance with Ohio Community School law in R.C. Chapter 3314, as may be revised from time to time, the United States Constitution, the Ohio Constitution, other applicable state or federal law, or as provided for in this Agreement.

(C) For purposes of public records and open meetings laws, OCCS agrees that R.C. § 149.011 and R.C. § 121.22 govern whether OCCS is a public office and/or public body for purposes of the work to be performed under this Agreement. OCCS agrees to comply with R.C. § 149.43 and § 121.22 with regard to its work to be performed under this Agreement only.

(D) OCCS also agrees to comply with R.C. Chapter 102 and R.C. § 2921.42 now in effect and as hereafter amended for purposes of work to be performed under this Agreement and to the extent that OCCS is a public office under Ohio law, provided that any amendments to R.C. Chapter 102 and R.C. § 2921.42 make those sections still applicable to OCCS.

(E) OCCS agrees that it will elect one (1) person, appointed by the Chairperson of the Board to serve as a trustee of OCCS.

2. Non-discrimination and Equal Opportunity. In the hiring of employees for the performance of work under this Agreement or any subcontract, OCCS will not by reason of race, color, religion, sex, age, ancestry, national origin, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation and participation in protected activities, discriminate against any citizen of the state in the employment of labor or workers, who are qualified and available to perform the work to which the employment relates.

3. Reporting. OCCS will submit a written report for each fiscal year ending June 30 to the chairman of the Board of Trustees and the President of the University. Such annual report will summarize the activities of schools sponsored by OCCS and will include (1) student information (including enrollment, suspension/expulsions, and general comments); (2) educational program information; (3) staff information (including recognition and turnover); (4) financial information (including budget condition, cash condition, and general comments); and, (5) operational information in each sponsored school's annual report. The report will also provide a summary of applicant activity and status with regard to new charters. Upon written request of the President or Board, OCCS will present the report to the President, the Board, or a designated committee of the Board.

4. Sponsorship Activities.

(A) OCCS has developed and submitted written guidelines (including timelines) for accepting and evaluating proposals for community schools to the Board. To the extent that any material modifications are made, OCCS will provide a new copy of the guidelines referenced in this Paragraph to the Board within 30 days from when they are enacted.

(B) OCCS will review applications for new community schools in accordance with R.C. Chapter 3314. In evaluating such applications, OCCS will review and consider the following: (1) the school model; (2) the curricular model; (3) academic performance; (4) location of the facility; (5) the management model,

including staffing plan; (6) composition of the community school's governing board and governing structure; (7) financial projections (including at 12 months, 3 years, and 5 years); and, (8) funding sources. OCCS may consider additional factors, as appropriate based upon circumstances attendant to individual schools. In addition, nothing in this Agreement requires OCCS to consider all factors listed in this Paragraph if inapplicable to a particular school.

(C) OCCS may enter into preliminary agreements with a proposing person or group in accordance with R.C. § 3314.02(C)(2). Upon reaching such preliminary agreement, OCCS will, on behalf of the Board, negotiate in good faith a contract in accordance with R.C. § 3314.03; however, the Board, or its designee, will retain the authority to sign as a party to all contracts for community schools, which signature will not be unreasonably withheld. Such contracts will comply with R.C. § 3314.03, 3314.05, 3314.07, and other applicable Ohio and/or federal law. OCCS will file any agreements as required by law.

5. <u>Oversight Activities</u>.

(A) OCCS has developed and submitted written guidelines to the Board for the monitoring and oversight of sponsored schools in accordance with Ohio law. Such guidelines include, but are not be limited to, the following activities: (1) examination of the curriculum for student achievement; (2) site visits and visual inspection of school facilities; (3) review of teacher credentials; (4) review of school governing structure; (5) review of management agreements, including any changes thereto; and, (6) review of financial performance of sponsored schools.

(B) With regard to the oversight and sponsorship activities for the various community schools sponsored under this Agreement, OCCS will undertake all responsibilities necessary for sponsors under R.C. Chapter 3314 and as otherwise provided for by Ohio law. To the extent that any duties are borne by the Board, the parties will confirm as much in writing under the Notice provisions of this Agreement.

(C) All oversight fees paid by community schools under existing or new contracts with the Board (including any contract formerly entered into by the OCCS) will be paid to the University, and deposited in University designated Account No. A10287. The University will use its best efforts to submit payment to OCCS within 30 days of receipt of an invoice from OCCS. If the University's good faith attempts to meet this time requirement are unsuccessful, the University will provide written notice to OCCS with an estimate of when payment will be forwarded.

6. <u>Record Retention and Record Keeping Requirements</u>. OCCS will keep all financial records in a manner consistent with generally accepted accounting principles. OCCS will keep documentation to support each action in a manner allowing it to be readily located. OCCS will keep separate business records for its sponsorship and oversight activities under this Agreement, including records of disbursements made and obligations incurred in the performance of this Agreement all of which are supported by contracts, invoices, vouchers,

and other data as appropriate. During the period covered by this Agreement and until the expiration of 5 years after termination of this Agreement, OCCS agrees to provide the Board access to any books, documents, papers, and records of OCCS involving transactions related to this Agreement.

7.   Insurance Requirements. Unless the Board waives in writing, OCCS will carry and maintain at OCCS's cost, with companies authorized to do business in Ohio, the following ordinary liability insurance during the Term of this Agreement. OCCS will provide the Board with certificates of insurance evidencing the required coverage and amounts, including without limitation any certificates of renewal of insurance. The certificates of insurance will contain a provision that the policy or policies will not be canceled without 30 days' prior written notice to the Board. This liability insurance will include at a minimum the following:

   (A)   Workers Compensation, by participating in the state fund;

   (B)   Claims made employment practices liability coverage in an amount not less than $1,000,000 in the general aggregate;

   (C)   Occurrence-based commercial general liability coverage for bodily injury and property damage, in not less than the following amounts: $5,000,000 general aggregate limit and $3,000,000 for each occurrence; and,

   (D)   Occurrence-based commercial automobile liability coverage, including coverage for use by OCCS of non-owned and hired autos, in an amount not less than $500,000 per accident.

8.   Disputes. The Board and OCCS will make initial attempts to resolve any dispute arising under this Agreement between a designated Trustee of the Board and a designated member, Trustee, or officer of OCCS. Nothing in this provision precludes the Board and OCCS from considering all other potential means of dispute resolution, upon mutual agreement of the parties.

9.   Agreement Authorization. Before executing this Agreement, each party must pass a resolution (by majority vote at an open meeting and memorialized as a resolution in its minutes) authorizing execution of this Agreement and authorizing one or more individuals to execute this Agreement for and on behalf of the party with authority to bind that party.

10.   Term. This Agreement, which replaces and fully supersedes the Agreement entered into between the Board and TCSC on March 19, 2003, and First Amended Agreement entered into between the Board and OCCS on March 19, 2008, will commence as of the date signed by the Chairperson of the Board and be effective through June 30, 2023. Thereafter, this Agreement may be renewed for additional terms as mutually agreed to by the parties in writing.

11.   Independent Sponsoring Authority. At any time during the Term of this Agreement, OCCS may succeed the Board and become an independent sponsoring authority pursuant to Ohio law, of all schools then under contract with OCCS. OCCS may exercise this option by providing 90 days' written notice to the Board.

(A) Upon becoming an independent sponsoring authority, OCCS will assume all of the Board's and University's liabilities for community schools sponsored according to the terms of this Agreement.

(B) OCCS will defend, indemnify, and hold harmless the state of Ohio, the University, the Board, their respective officers and employees from any claims, demands, actions, suits, causes of action, audits, obligations, losses, costs, expenses, attorney fees, damages, judgments, orders, and liabilities of whatever kind or nature, in law, equity or otherwise, arising out of the subject matter of this Agreement or relating to OCCS as a sponsoring authority for one of the community schools, and the University retains the right to select and oversee its own legal counsel and approve all settlements.

(C) In the event OCCS becomes an independent sponsoring authority and sponsors one or more community schools, all remaining funds of the Board or under its control relating to its role as a sponsoring organization for that particular community school will be transferred or otherwise assigned to OCCS.

(D) Upon becoming an independent sponsoring authority during the Term of this Agreement, OCCS will continue to serve as the Board's designee under the terms of this Agreement for any community schools whose contracts are not assigned.

(E) OCCS will not operate to serve any other purpose other than as Sponsor for community schools or to advance educationally-related issues, unless OCCS requests such approval in writing and the Board and University agree.

(F) OCCS will refrain from offering higher education services that compete or conflict with those provided by the University, unless OCCS requests such approval in writing and the Board and University agree.

12. <u>Legal Defense</u>. OCCS and the University agree to cooperate with each other to defend against any pending lawsuits or legal matters to the extent that they share mutual legal interests and it is practicable under the facts of the given situation.

13. <u>Breach and Termination</u>. During the Term of this Agreement, either party may terminate this Agreement: (a) in the event of a material breach by the other party upon written notice to the other party unless the breach is cured within 30 days (15 days for health and safety issues with community schools under its oversight) of the termination notice; or (b) in the event of the bankruptcy, dissolution, or insolvency of the other party.

14. <u>Governing Law</u>. The laws of the State of Ohio will govern this Agreement and any claims arising in any way out of this Agreement. Any provision of this Agreement prohibited by law in the State of Ohio will be deemed void and of no effect.

15. <u>Absence of Third Party Beneficiary</u>. No provision of this Agreement is intended, nor will be interpreted to provide or create any kind of any customer, affiliate, trustee, employee, or any party hereto or any other person or entity, unless specifically provided otherwise in

this Agreement, and, except as so provided, all provisions hereof will be solely between the parties to this Agreement.

16. <u>Relationship of the Parties</u>. In the performance of the duties and obligations contemplated in this Agreement, the Board, and OCCS are at all times performing as independent contractors. This Agreement will not be construed to constitute the Board (or any of its employees) and OCCS (or any of its subcontractors, employees or agents) as agents, partners, employees, or joint venturers of the other. In addition, none of the members of either the Board or OCCS will be construed to be acting in their personal capacity in entering into this Agreement or taking any other actions pursuant to this Agreement, unless explicitly provided otherwise.

17. <u>Responsibility of Board</u>. To the extent permitted by Ohio law, including but not limited to the Ohio Constitution, R.C. Chapter 2743, R.C. § 3314.07(D), and R.C. § 3345.40, the Board agrees to be responsible for any proven negligent acts or omissions by or through itself and its trustees in carrying out its obligations under this Agreement. The Board agrees to defend itself and pay any judgments and costs arising out of these negligent acts or omissions of the Board or its trustees acting within the scope of their authority. Both parties retain the right to select its own legal counsel in any suit in which it is named.

18. <u>Responsibility of OCCS</u>. OCCS agrees to be responsible for any claims, liabilities, or costs resulting from any acts or omissions of OCCS or its employees and agents that are related to or arising out of the subject matter of this Agreement. OCCS will defend, indemnify, and hold harmless the state of Ohio, the University, the Board, its employees, officers, and agents from any claims, demands, actions, suits, causes of action, obligations, losses, costs, expenses, attorney fees, damages, judgments, orders, and liabilities of whatever kind or nature, in law, equity or otherwise, arising from any a failure of OCCS, a community school, or any of their respective officers, trustees, directors, employees, successors, agents, or contractors to perform any duty, responsibility, or obligation imposed by law or by this Agreement, or resulting from any act or omission that results in injury, death, or loss to person or property, breach of contract, or violation of law. For any suit in which the Board or the University is named, the University retains the right to select its own legal counsel and approve all settlements. In the event that OCCS must appropriate funds to cover this Paragraph under Ohio law so that it is fully enforceable, the parties agree that OCCS' obtaining insurance under Paragraph 7 of this Agreement satisfies this portion of the Agreement.

19. <u>Community School Contracts</u>. OCCS will require the following language or language substantially in the following form in its sponsor contracts with community schools during the Term of this Agreement:

> The [insert name of school and its governing board] will indemnify and hold harmless OCCS, the state of Ohio, and the University, their respective Boards and employees, officers and agents (collectively the "Sponsor") from any claims, demands, action, suits, causes of action, obligations, losses, costs, expenses, attorneys fees, damages, judgments, order, and liabilities of whatever kind or nature, in law, equity or otherwise, arising from any of the following:

(a) a failure of [insert name of school and its governing boards] or any of its officers, trustees, directors, employees, successors, agents or contractors to perform any duty, responsibility or obligation imposed by law or by this Agreement; and its officers, trustees, directors, employees, successors, agents, or contractors that result in injury, death or loss to person or property, breach of contract, or violation of law.

(b) an act or omission by [insert name of school and its governing board] or any of its officers, trustees, directors, employees, successors, agents, or contractors that results in injury, death, or loss to person or property, breach of contract, or violation of law.

The entering into this Agreement and the oversight of the [insert name of school and its governing board] pursuant to this Agreement, will in no way implicate the Sponsor or render any of them liable or responsible for the acts or omissions of the governing board or the school and the governing board and school hereby agree to indemnify, and will defend and hold harmless the Sponsor for claims, demands, actions, suits, causes of action, losses costs, expenses, attorney fees, damages, judgments, orders, or liabilities of any kind claimed by the school or its governing board, parents of the students, or third parties otherwise directly resulting from the operations of the school.

To comply with Ohio law, this indemnification provision is limited to $10 million. The Governing Authority and School hereby agree that it will make the necessary appropriations and/or procure the necessary insurance in order to make this Paragraph enforceable under Ohio law.

20.   Assignments and Modifications. The parties will not assign or delegate this Agreement and its terms to another party without the written approval of the other party. No modifications to this Agreement will be valid and binding unless signed by both the Board and the OCCS and attached to this Agreement.

21.   Notice. Any notice to one party or the other will be satisfied upon receipt, and delivered by personal delivery or by certified mail, return receipt requested, to the following persons and addresses:

Board:	President The University of Toledo 2801 West Bancroft Street, MS 912 Toledo, Ohio 43606
With a copy to:	Peter John Papadimos Vice President and General Counsel The University of Toledo 2801 West Bancroft Street, MS 943 Toledo, Ohio 43606

OCCS: Chairman of the Board of Trustees
                               Ohio Council of Community Schools
                               3131 Executive Parkway, Suite 306
                               Toledo, Ohio 43606

With a copy to: Mark H. Troutman
                               Isaac, Brant, Ledman & Teetor, LLP
                               The Midland Building
                               250 East Broad Street, Suite 900
                               Columbus, Ohio 43215

The parties must provide the other party any notices of change of person or address pursuant to this paragraph.

22. Severability. If any term, provision or clause of this Agreement is determined to be unlawful or unenforceable, the parties agree that the remaining provisions and terms of the Agreement will continue to be in full force and effect. The unlawful or unenforceable term, provision or clause will be removed and replaced in a manner that most nearly conforms to the removed portion and original intent of the parties.

23. Headings. The headings and subheadings are for convenience only and are not to be used for interpretation of this Agreement.

24. Survival. The above Paragraphs 6, 7, and 11 to the extent not waived in writing by either party will survive termination or expiration of this Agreement.

25. Administrative Fee. OCCS agrees to pay the University an Administrative Fee ("Fee"). The amount of this Fee will be $50,000 annually, beginning with the first Fee's due date of November 1, 2012. OCCS will pay the Fee by November 1st of each successive year until the final payment under this Agreement is made on November 1, 2022.

The University will direct $20,000 of the Fee per year throughout the Term of this Agreement to fund and award scholarships to student candidates from any OCCS-sponsored school for the following academic year who meet the published requirements of the University for admission and other criteria to be jointly developed by the University and OCCS. The University and OCCS agree that these funds will be used only for OCCS students unless the following should occur:

   (A) If the scholarship funds are not awarded in their entirety in the first academic year after receipt, then any remaining scholarship funds will be available for award to any eligible charter school student in the second academic year following receipt of those funds.

   (B) If any remaining scholarship funds are not awarded in the second academic year after receipt, then any remaining scholarship funds will be available for award to any eligible student at the University, at the discretion of Enrollment Services for the University.

(C) The process above in this Paragraph will be separately applied to each fiscal year.

(D) The scholarship money may be utilized as either traditional scholarships for high school graduates or for concurrent enrollment of eligible high school students.

These scholarship funds and their distribution will be managed by the University.

The scholarship money will only be awarded up to and including the full balance of the account of scholarship monies received from OCCS, and the University will not incur any additional financial commitment through these awards. The University reserves the right to make such a commitment on its own, if it deems appropriate.

26. Unresolved Findings of Recovery. OCCS warrants that it is not subject to any "unresolved" findings of recovery, as provided for by R.C. § 9.24. If this warranty is deemed to be false, the Agreement is void *ab initio*, and OCCS must immediately repay to the State any funds paid under this Agreement.

27. Material Assistance. OCCS hereby represents and warrants to Board and University that it has not provided any material assistance, as that term is defined in O.R.C. Section 2909.33(C), to any organization identified by and included on the United States Department of State Terrorist Exclusion List and that it has truthfully answered "no" to every question on the "Declaration Regarding Material Assistance/Non-assistance to a Terrorist Organization." OCCS further represents and warrants that it has provided or will provide such to Board and University prior to execution of this Agreement. If these representations and warranties are found to be false, this Agreement is void ab initio.
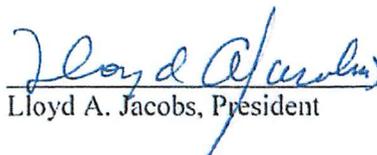
EXECUTED AS OF THE DATE SET FORTH BELOW AND EFFECTIVE as of the date signed by the Chairperson of The University of Toledo Board of Trustees.

OHIO COUNCIL OF COMMUNITY SCHOOLS

By: _____
Harlan Reichle, Chairman

Date: 6/29/2012

THE UNIVERSITY OF TOLEDO

By: _____
Lloyd A. Jacobs, President

Date: 6/29/12