



OHVA Board of Trustees Meeting

October 18, 2022

Our Approach: Student-centric, Innovative

Our People: Passionate, Engaged

Our Students: Inspired, Empowered, Educated

1. Meeting called to order by President Stephen Vasquez at 2:00 PM.

2. **Roll Call/Guests:**

	Board Members	Present	Absent	Time of Arrival After Call to Order
1	Kelly Arndt – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Adam Davenport – Board Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Patricia Humbert – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Susan Lippens – Board Vice President	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2:02 p.m.
5	Ben Lochbihler – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
6	Gina Lopez – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Jacob Moeller – Board Treasurer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Matt Norton – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	Tiaunna Richardson – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Stephen Vasquez – Board President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Jennifer Wise – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12	OCCS Ex-Officio Representative – Kristin Katakis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Also in attendance were: K12 Senior Head of School, Dr. Kristin Stewart; K12 Director of Academics Kyle Wilkinson; K12 Sr. Operations Manager Emily Rogers; K12 Human Resources Manager Carole Arman; K12 Manager of School Compliance and Ops Tiffany Porter; K12 Special Programs Director Johna McClure; K12 School Treasurer and OHVA Designated Fiscal Officer Dawn Cummings and OHVA Legal Counsel Renisa Dorner. Various members of K12 Administrative Team were also in attendance.

3. **Public Participation on Agenda Items:** None

4. **Public Participation on Non-Agenda Items:** None

5. **Approval of Minutes of the Regular Meeting of August 16, 2022**

Mr. Davenport moved to approve the minutes as written; Mr. Moeller seconded; and all in attendance voted in favor.

Board Vice-President Susan Lippens entered the meeting.



6. Operations

a. Head of School Report

Dr. Stewart presented a 4-page Head of School report showing enrollment at 14,864 students with 17.1% special education. Enrollment is expected to decrease as OHVA needed to end enrollment due to program capacity. OHVA currently has 295 homeless students as part of the vulnerable population served by the school. The spotlight student was Bella who shot a score of 63 at the golf Sectionals. OHVA has seen an increase in number of subpoenas being received to provide not only records but also individuals to provide testimony. Administration will continue to work with legal to address these issues.

b. Academic Report

Mr. Wilkinson reviewed a 13-page presentation which included a review of 2022 state report card. He explained that achievement and progress have the highest rates, 28.6%, on the report card. Achievement is based on student performance on state tests while progress is based on value added. No overall grade was received, but it is believed that OHVA would have received 2 stars. OHVA had 92.6% participation rate for state tests. College Career Workforce and Military Readiness was not rated and won't be rated until 2025.

i. Updated Anti-Bullying Policy

Motion I: Resolution regarding Ohio Anti-Hazing Act

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the following amendments to the Prohibition Against Harassment, Intimidation, Bullying and Hazing policy, in order to be compliant with Collin's Law: The Ohio Anti-Hazing Act:

1. Each reference to "harassment, intimidation and bullying" shall be changed to "harassment, intimidation, bullying and hazing." Each reference to "harassment, intimidation or bullying" shall be changed to "harassment, intimidation, bullying or hazing." Each reference to "harassment, intimidation and/or bullying" shall be changed to "harassment, intimidation, bullying and/or hazing."
2. The definition of "hazing shall be included in the second paragraph as follows:
"Hazing" means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
3. A new section immediately following Anonymous Complaints shall be added as follows:
"Hazing Complaints: In accordance with Collin's Law: The Ohio Anti-Hazing Act, complaints of hazing will be immediately reported to law enforcement in the



county in which the victim of hazing resides, or in which the hazing is occurring or has occurred.”

Discussion: Dr. Stewart explained the changes to the policy that needed to be made. Ms. Dorner confirmed that she reviewed the changes as being compliant with the new statute.

Moved: Davenport	Seconded: Arndt	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

c. Special Programs Report

Ms. McClure reviewed a 5-page presentation showing the vulnerable populations served by OHVA. The Special Education Annual Rating was “meets requirements” and it is the 5th consecutive year. OHVA special education department continues to work with families regarding issues raised concerning IEP and ETR.

d. Operation Report

i. Residency Verification Update

Ms. Rogers reported 13,198 addresses were processed through Verimove in August with 90 forwarding addresses being identified and 3 showing out of state. Ms. Rogers also reported 14,355 addresses were processed through Verimove in September with 138 forwarding addresses being identified and 6 showing out of state. She reported that OHVA administration was in the process of following up on the flagged addresses. Issues regarding Ohio’s residency requirements are being addressed through legal.

7. Finance

a. Budget Review

Ms. Cummings reviewed the current budget and forecast for FY23. Enrollment projections have been reduced by 2,000 students. The deficit forecasted is \$1.8 million. Ms. Cummings reported that OHVA received a \$1.9 million credit for FY22.

b. Bank Reconciliation

Motion II: Resolution regarding filing of the Bank Reconciliations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the filing of the bank reconciliations for the months of August and September 2022 as presented by the School Treasurer.



Discussion: Mr. Moeller confirmed he had an opportunity to review the bank reconciliations for August 2022 and September 2022 as presented by the School Treasurer and they appeared appropriate.

Moved: Moeller	Seconded: Arndt	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

c. Review/Approve Five-Year Forecast

Motion III: Resolution regarding Five Year Forecast

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the Five-Year Forecast (copy attached hereto) as presented by the School Treasurer.

Discussion: Ms. Cummings explained the assumptions used in forecasting the next 5 years including the significant reduction in funding for FY25, 26 and 27 due to expected loss of funding related to the pandemic. The enrollment was kept flat at 12,898.

Moved: Arndt	Seconded: Lopez	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

d. Review/Approve FY23 ODE Community School Budget

Motion IV: Resolution regarding OHVA FY 2023 ODE Community School Budget

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the ODE Community School Fiscal Year 2023 Budget (copy attached hereto), as required by ORC §3314.032(C), and as presented by the School Treasurer. The OHVA budget passed by Board resolution on June 21, 2022 shall be amended in accordance with this budget for FY 2023. No additional K12 services, other than those specifically approved on June 21, 2022, are being approved by the approval of the ODE Community School Fiscal Year 2023 Budget. The School Treasurer shall continue to provide financial information as required in the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC and as directed by the Board and/or the Board Treasurer or Board President.



Discussion: Ms. Cummings explained the assumptions used in the specific budget document required by the state.

Moved: Norton **Seconded:** Richardson **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

8. Personnel/Staff Development

a. New Hires

Motion V: Resolution regarding Employment Agreements

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the OHVA Employment Agreements offered to the following individuals as recommended by the Head of School:

New Hires

Employee Name (Last Suffix, First MI)	Job	Last Hire Date
Hake, Stacy L.	Advisor	08/29/2022
Hart, Rachele N.	Teacher HS	09/12/2022
Joy, Shelly E.	Advisor	09/12/2022
Monteleone, Sarah	Teacher Elementary School	09/12/2022
Nelson, Janis A.	Teacher Middle School	09/12/2022
Norton, Kimberly M.	Advisor	08/15/2022
Schrader, Shelly M.	Advisor	08/22/2022
Broering, Molly R.	Teacher Middle School	08/15/2022
Brokaw, Seth W.	Teacher HS	08/15/2022

Discussion: Dr. Stewart reported all hires were due to either backfilling of positions or because of need in specific areas. OHVA continues to search for Interventional Specialists.

Moved: Vasquez **Seconded:** Davenport **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>



b. Resignations

Motion VI: Resolution regarding Resignations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignations of the individuals listed below as recommended by the Head of School, as of the termination dates listed below, based on the unique circumstances presented by these individuals and considering the best interests of OHVA:

Terminations

Employee Name (Last Suffix, First MI)	Job	Termination Date
Cunningham, Shay L.	Intervention Spec 35	08/11/2022
Faris, Victoria E.	Advisor	08/17/2022
Bintz, Kimberly G.	Teacher HS	09/09/2022

Discussion: Dr. Stewart reported the reasons provided were satisfactory.

Moved: Vasquez **Seconded:** Lippens **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

c. Resignation of Employee and Waiver of K12 Contract Provision

Motion VII: Resolution regarding Resignations of Employees and Waiver of Paragraph 7.04

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of Robin Harvey as an Advisor and the resignation of Sarah Aubry as a Behavior Specialist, effective immediately to allow them to accept a position with Stride, Inc. or an affiliate (“Stride”). Further, the Board of Trustees of OHVA hereby waives the application of Paragraph 7.04 entitled Non-Solicitation of the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC to allow Robin Harvey to be employed by Stride as an Assistant Principal of Special Programs, exclusively for Ohio Virtual Academy and to allow Sarah Aubry to be employed by Stride as an Assistant Special Programs Manager, exclusively for Ohio Virtual Academy. This waiver is revoked if Stride employs these individuals in a position other than the one specifically listed.

Discussion: Dr. Stewart reported the need to fill administrative positions and the interest shown by both individuals to move into the administrative roles.

Moved: Vasquez **Seconded:** Davenport **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>



Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

d. Extra Duty Agreements

Motion VIII: Extra Duty Contracts

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the Board-approved Extra Duty Contracts offered to the following individuals:

Karen Levet	Becky Spencer	Jessica Logozzo
Julie Keaton	Sarah Snyder	Kallie Pietras
Amy Gilles	Stephanie Graham	Kari Snyder
Jason Robbins	Steve Dulemba	Kate Morookian
Andrew Frantz	Cindy Jones	Kelli Stull
Mike Hanks	Julene Knudson	Kelly Dyer
Aaron Lyman	Amanda Bryant	Kelly Dyer
Michael Zelnik	Kimberly Crozier	Kelly Kiger
Andy Doman	Nathan Herr	Kim Bintz
Jenn Atamanick	Jennifer Yost	Lori Lauth
Carrie Mohre	Haylee Crecco	Lydia Friedman
Samanth Crowell	Jamie Swanstrom	Maria Beery
Tirisa Lather	Joli Taylor-Edwards	Roger Gluckin
Alana Yeager	Tiffany Hunka	Rylan Moore
Charlene Hauke	Courtney Leahy	Sam Crowell
Susan Maple	Kristin Pullman	Samantha Makar
Nicole Blakley	Britni Chrisman	Sharon Neisler
Daphne Chek	Andy Doman	Sonya Stripe
Amber Hawes	Ann Taddeo	Stephen Hodges
Bethany Martin	Audrey Leonard	Stephen Hodges
Carol Rudisill	Bryan Householder	Susan Franz
Cathy Young	Bryan Householder	Susan Franz
Elizabeth Raseta	Caela Walker	Tami Absi
Joli Taylor-Edwards	Chelsey Barnes	Tara Roth
Shawna Kleinknecht	Dan Fawcett	Tara Roth
Joellen Byerly	Daphne Chek	Tess Watson
Kim Palocsay	Erin L Malcolm	Tiffany Hunka
Linda Fritsch	Faith Richards	Tirisa Lather
Mary Nichols	Heather Paluch	Ken Sowers
Mike Kobylski	Jared Shoup	Carrie Mohre
Becky Henry	Jen Patton	



Head of School confirms all individuals listed above meet the qualifications of the Board-approved job descriptions for the extra duty assignment.

Discussion: Dr. Stewart explained the list of extra duty assignments regarding clubs, National Honor Society, Student Council, etc. Mr. Norton asked what is the highest amount paid and Dr. Stewart responded \$3,500 with the average amount between \$750 - \$1,000.

Moved: Lopez	Seconded: Arndt	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

e. Addition of Applied Behavior Analysis (ABA) for United Health Care

Motion IX: Resolution regarding Applied Behavior Analysis (ABA) coverage

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the addendum to include Applied Behavior Analysis under the OHVA healthcare plan offered through United Health Care. The Head of School or designee is hereby authorized to take such action as necessary to include Applied Behavior Analysis as a coverage option under the OHVA healthcare plan offered through United Health Care as recommended by OHVA’s broker, Hylant.

Discussion: Ms. Arman explained that a staff member researched this issue and requested OHVA to include ABA under the healthcare plan. United Healthcare was agreeable. Ms. Dorner confirmed that the inclusion of ABA was legally appropriate.

Moved: Vasquez	Seconded: Moeller	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

9. Compliance

a. OCCS Update

Ms. Katakis reviewed an 8-page Board Brief. OHVA is up to date on Epicenter. OCCS has sponsored events at the Toledo Zoo and the Valentine Theatre for sponsored schools.



b. OCCS Grant for Rock and Roll Academy

Motion X: Resolution regarding OCCS Grant

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the following resolution:

WHEREAS, the governing authority of OHVA, or its designee, has applied for funds available through the Performance, Innovation, and Improvement Grant offered by the Ohio Council of Community Schools (“OCCS”); and

WHEREAS, OCCS has reviewed the application and, in alignment with the “Budget” portion of the application, has offered the Governing Authority a grant to aid in funding the initiative as outlined; and

WHEREAS, the grant is contingent upon the Governing Authority accepting the grant award and agreeing to additional terms of the grant.

NOW, THEREFORE, BE IT RESOLVED, that the Governing Authority hereby accepts the Performance, Innovation, and Improvement Grant from the Ohio Council of Community Schools in an amount not to exceed \$37,800.

RESOLVED FURTHER, that the grant award shall be disbursed to fund only the items and initiatives as outlined in the “Budget” portion of the application.

RESOLVED FURTHER, grant funds found to be used in an unapproved or untimely manner will be returned to OCCS by the Governing Authority.

RESOLVED FURTHER, that in addition to providing OCCS with information on the outcomes in the application, the Governing Authority will direct the school’s administration to:

- Schedule a monitoring site visit with your OCCS Regional Representative; and,
- Provide the governing authority and OCCS with an update.

The Head of School is hereby directed to schedule a monitoring site visit with the OCCS Regional Representative. Further, the Head of School or designee shall provide the Board and OCCS with an update regarding this grant within the next 6 months.

Discussion: Dr. Stewart explained the grant related to the Rock and Roll Academy. Mr. Wilkinson agreed to provide data regarding student participation at the February Board meeting.

Moved: Moeller	Seconded: Vasquez	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

c. 2021/2022 Annual Report

Motion XI: Resolution Regarding Annual Report

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the 2021-2022 Annual Report (a copy attached hereto) as recommended by the Head of School.



Discussion: Dr. Stewart summarized the contents of the Annual Report which is a legal requirement in Ohio to be provided to parents.

Moved: Moeller	Seconded: Arndt	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

d. Employment References – Written or Verbal Policy

Motion XII: Resolution regarding employment references

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the Employment Reference – Written or Verbal policy as follows:

Employment References – Written or Verbal

The Governing Board of Ohio Virtual Academy recognizes that an employee or former employee may request an administrator or an OHVA employee to provide an employment reference either by letter or verbally. Any and all requests for a reference shall be submitted to the appropriate administrator who has personal knowledge regarding the individual’s personnel file and performance. No current or former employee shall have any expectation that a letter of reference will be written upon request. The decision to comply with a request for a reference letter or a verbal reference shall solely be at the discretion of the administrator. No OHVA employee shall prepare or provide a letter of reference or a verbal reference for a current or former employee of OHVA in violation of this policy.

If an administrator decides to prepare a reference letter, the Board expects the administrator will provide only truthful comments concerning the employee or former employee’s actual performance that can be substantiated by the administrator’s personal knowledge and/or the individual’s personnel file. In accordance with law, an administrator who, in the scope of his/her employment, provides a letter of reference or employment reference may be entitled to a qualified privilege for statements included in that reference letter, provided such statements were made in good faith, without malice, and in accordance with this policy.

All Ohio Virtual Academy employees as well as OHVA administrators are prohibited from providing a letter of reference, providing an employment reference or taking any other action that assists or aids an OHVA employee, contractor or agent in obtaining a new job if he or she knows or has reasonable cause to believe that such OHVA employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of State or Federal law. "Assists" or "aids" does not include the routine transmission of administrative and personnel files. The only exceptions permitted are those authorized by Section 8546 of the Every Student Succeeds Act, such as where the matter has been investigated by law



enforcement and the matter was officially closed due to lack of probable cause or where the individual was acquitted or otherwise exonerated of the alleged misconduct.

If you have questions regarding this policy or your responsibilities under it, you must contact the Head of School.

The Head of School is responsible for implementing this policy and training all OHVA employees and administrators regarding their responsibilities under this policy as soon as administratively feasible.

Discussion: Ms. Dorner explained the statutory prohibition related to schools providing references when an individual had engaged in misconduct related to a minor. Dr. Stewart confirmed the administration’s adherence to such policy.

Moved: Lopez	Seconded: Norton	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Richardson	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

10. Other Updates

Mr. Wilkinson presented the certificate from Cognia showing Accreditation with Distinction. OHVA is one of 95 out of 1,500 schools awarded Distinction.

- a. Discussion/determination on Board Point Person(s) for specified subject matters

Mr. Vasquez confirmed that the following individuals will be the Board Point Person for the administration to review issues with related to the specific subject matter designated. Ms. Dorner advised all that each of them can consult legal counsel if an issue develops that needs legal involvement. Additionally, each can consult with other Board members regarding issues as they develop.

Board Point Persons:

- Academic Susan Lippens
- Human Resources Adam Davenport
- Finance/Audit Jacob Moeller
- Contracts/Governance Stephen Vasquez

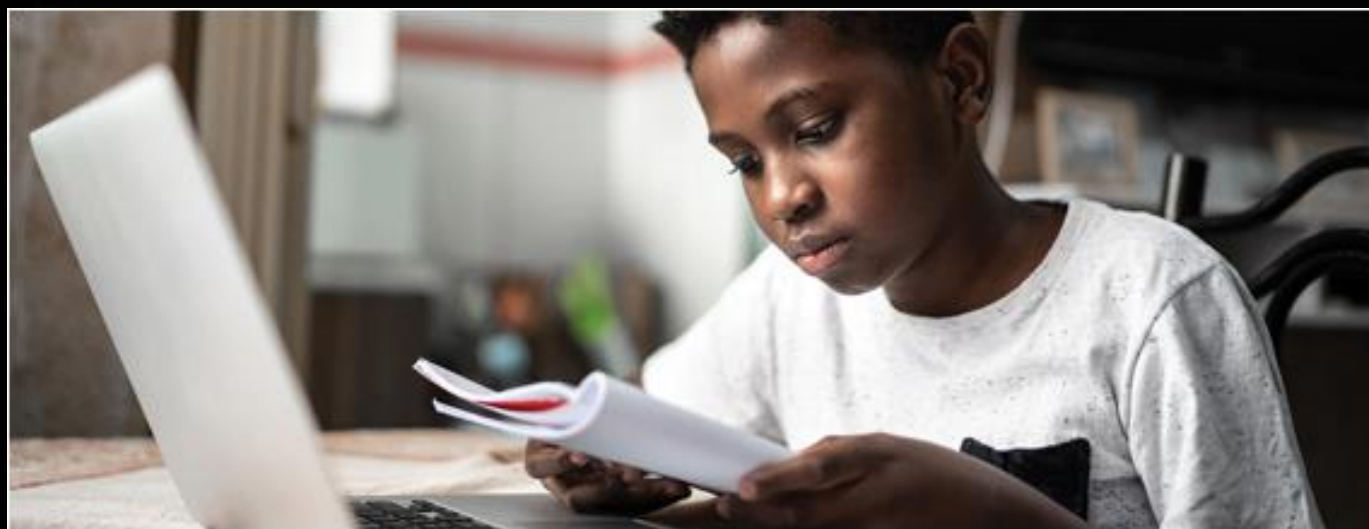
11. Upcoming Event Dates and Communications

Mr. Vasquez reminded everyone that the next Board meeting will be held on December 6, 2022.

Ms. Dorner also indicated that the Sunshine Law Training will likely occur after the December meeting prior to the holiday dinner.

Having no further business, Mr. Vasquez adjourned the meeting at 3:25 p.m.

OHIO VIRTUAL ACADEMY



A NOTE FROM OUR HEAD OF SCHOOLS

Dear OHVA Parents and Community Stakeholders,

We are excited to share our news of the 2021/2022 school year. Our school continued to be a popular choice by Ohio parents. In 2022 we served approximately 17, 600 students at Ohio Virtual Academy. This growth demonstrates that OHVA has become a viable option for many of our students in Ohio. We are excited, yet humbled, by the trust parents have placed in our school. We cherish the fact that we can partner with parents to provide an outstanding educational experience for our students.

This edition of the Ohio Virtual Academy Annual Report provides you with an understanding of our school's academic achievements, student activities and finances for the 2021/2022 school year.

Through ESSER funds, as well as Title 1 and state funding we have been able to serve you and your child in a variety of ways including continuing to provide top notch curriculum and support to help students grow academically. The funds were used to provide supplemental programs and academic supports through small group instruction. They also assisted in providing additional training for our teachers to use programs to help identify student placement. The data assists us in providing data driven instruction for our students. This information helps provide recognized areas of weakness, so we can provide the necessary instruction to fill learning gaps. Our academic staff continues to demonstrate their dedication to the students and families that attend OHVA. It is our sincere desire to see all students succeed.

We continued to utilize funds to support staffing in the Family Transition, speech therapy and behavior specialist departments. These staff members continue to help provide their distinctive expertise along with our highly qualified special education staff to provide support for our students with specific academic needs. We were also able to address mental health concerns through partnerships and curriculum to support our students and help them to grow emotionally. We continue to grow in these departments and will continue to fine tune the services offered our students with specific academic, health and emotional needs.



- Be Connected
- Be Aware
- Be Impactful
- Bring Hope to Our Students



We are extremely excited to share that we continue to see academic growth for our students, especially those who have continued enrollment with OHVA year-over-year. Schools across the nation continue to feel the effects of COVID and the learning loss that followed. OHVA is proud to say that we have continued working diligently and students at OHVA have continued to grow academically.

We continued to work passionately to serve our students and used many tools and interventions to help meet student's individual needs. Teachers continued throughout the year to use ClassConnect sessions to meet with students in large, small and individual sessions to help remediate and provide academic sessions in reading, writing, math, history and science. These sessions were well attended, and parents and students provided feedback that they found them to be helpful and informative.

As always it has been a pleasure serving the OHVA family and the OHVA team looks forward to continued partnership with the students and parents who are enrolled with us. I hope you find the remainder of this report provides you with an overview of Ohio Virtual Academy and its continued service to Ohio families.

Sincerely,

Dr. Kris Stewart, Ph.D.



Ohio Virtual Academy Senior Head of School





WHY WE EXIST

Ohio Virtual Academy is an innovative online school with passionate educators dedicated to empowering students through an education experience tailored to each student's needs.

Accountable

The Career Learning Program at OHVA helps students in grades 9 – 12, get ahead with courses in Business and Information Technology.

Dual Enrollment program lets qualified students earn college credits on select courses.

Respectful

Ohio-certified teachers guide progress and tailor teaching to student needs.

Individualized Learning Plans target each student's strengths and weaknesses.

Engaged

Engaging, highly interactive curriculum enriches and inspires.

Social events, extracurricular activities, and clubs bring students together.



KINDERGARTEN – GRADE 2

At K-2 we recognize our academic success is built on a foundation of relationships with our students, learning coaches, teachers, administration, school counselors, and additional OHVA staff working together. It is important to identify that we are a team and cultivate those relationships first and foremost as we begin the formative years of our student’s academic careers. This is why we enjoy starting the school year out with our Meet Your Teacher Events. At the start of the 2021-22 school year, we hosted 68 locations across the state where our families had the opportunity to meet our OHVA teachers face to face and learn more about daily instruction. We continue building those relationships throughout the school year in daily Class Connect and 1:1 student, learning coach, and teacher conferences where it is a team approach to develop individualized learning goals. We want the student and learning coach to participate in and understand the learning goals and what the student should master by the end of the school year.

“Building Relationships and Building Strong Readers”

The 2021-22 school year allowed our K-2 academic team to increase our instructional support by adding an I Support teacher within each teaching team adding more targeted small group instruction for students who were working below grade level in the areas of reading and math. We also found that our students were working at a social and emotional deficit, and by implementing the Zones of Regulation at the beginning of each class we were able to provide students with the vocabulary to express their feelings. The Zones also offered our students the opportunity to build a sense of community and empathy for one another as they were able to share. In addition to our social-emotional support, we were able to provide our students with a school counselor at each grade level offering a full school counseling program designed to meet K-2 student needs.



At the K-2nd grade level, we are building strong readers. Our students are learning to read so that when they reach the upper elementary grades they can read to learn. We use state-approved assessments to track our student's academic growth. At the kindergarten level, students were assessed using the Kindergarten Readiness Assessment-Revised. All K-2 students complete AIMSweb+, an online assessment tool, which provides us with baseline data in the areas of reading and math. This is also used as our state diagnostic assessment tool for reading. Every K-2nd grade student is benchmark assessed three times throughout the school year; fall, winter, and spring. If a student scores on target to well below target the student is labeled as a synchronous learner, will attend Class Connect instruction at their ability level, and their Stride curriculum is adjusted in the areas of math, phonics, and language arts to meet the student's individual academic needs. Teachers provide daily small group instruction in the areas of math, phonics, and language arts so that students learn to read fluently, comprehend what they read, and ultimately become strong writers. 100% of our K-2 teachers are Orton Gillingham trained through IMSE which allows us to implement a multi-sensory reading instructional approach in the classroom.

Our academic growth utilizing AIMSweb+ demonstrated a 99% completion rate which allowed us to place students in the appropriate Stride curriculum level and small group instruction. We had 35% of our kindergarten students enroll in the fall on target for reading, we ended the school year with a 21% increase in scores to 56% of our Kindergarten students on target for the Spring AIMS+ benchmark. Of our K synchronous learners who were not on target, 46% moved up an instructional level.

We believe in a team approach supporting our students in their social-emotional learning, as well as their academic learning to reach academic success.

Our first-grade students enrolled in the Fall at 39% on target in reading and we ended the school year with a 20% increase in scores to 59% on target for the Spring AIMS+ benchmark. Of those first-grade synchronous students who were not on target, 46% moved up an instructional level. Our second-grade students enrolled in the Fall at 52% on target, and we ended the school year with a 9% increase in scores to 61% on target for the Spring AIMS+ benchmark. Of those second-grade synchronous students who were not on target, 41% moved up an instructional level.

It is our OHVA tradition to host Kindergarten Recognitions in May with the 2021-22 school year being our second round of virtual events. All kindergarten students receive a package in the mail with a red felt graduation cap and certificate of achievement. Many of our kindergarten students enjoy wearing their red felt caps to class throughout the month of May. Our kindergarten team of teachers hosted a total of 48 online celebrations that allowed family members to log in across the country to join along with students and Learning Coaches to celebrate this significant milestone. It is always such a joy to see all our kindergarten students with their red OHVA caps and beaming smiles.

Our K-2 Summer Reading Program was another great success with an average weekly attendance of 250-300 students. We strategically only invited those students who were not on target in their reading at the end of the school year. We were able to have two teachers host weekly grade-level sessions for 9 weeks. Having two consistent teachers contributed to consistent student attendance. Students who attended received 3 books in the mail. Our students were very engaged during the class sessions and participated in great discussions.

At OHVA we believe in a team approach supporting our students in their social-emotional learning as well as their academic learning to reach academic success. At K-2 our Focus Will Always Be Building Relationships and Building Strong Readers!



GRADES 3-5

The 3-5 team focused on targeted academic instruction in Math, English Language Arts and Composition aligned to Ohio's Learning Standards. ELA teachers worked with students to strengthen their reading comprehension, vocabulary, reading fluency and writing skills. Math instruction focused on fact fluency, number sense, and grade level specific math standards. Fifth grade students engaged in one week of live science instruction monthly, to reinforce the Ohio science standards and prepare for the spring science OST. Grade level content area teachers implemented daily live small group targeted instruction aligned to the grade level standards, utilizing the Online School Curriculum. Our integrated ELA and math curriculum provides many opportunities for skill practice, interactive online activities, and lesson differentiation.



Third through fifth grade students were given the MAP diagnostic assessment in math and reading to measure their academic growth fall, winter, and spring. The results of the fall assessment determined each student's specific academic growth goals that helped determine their individual instructional path. Students knew their goals for the year by participating in student led conferences to take ownership of their academic growth. Our third-grade students that scored "on-track" for the MAP reading assessment were able to be promoted based on the guidelines of the Third Grade Reading Guarantee. The Ohio Department of Education recognizes the MAP assessment as an alternative assessment to demonstrate grade level reading proficiency, and we are proud to be able to offer our 3rd grade students this option. 88% of our 3rd grade students met the state determined, MAP RIT score of 194 by the spring measure.

Students in grades 3-5 completed four interim assessments in math and reading. These were proctored during Class Connect after an instructional cycle of Ohio standards were taught using the Stride curriculum, and various other resources including, live class practice opportunities. The assessments took place approximately every 5-6 weeks with an average 97% participation rate. These assessments covered the concepts/ lessons taught during the previous weeks. Students experienced computer enhanced questions on these assessments like the format on the state assessments. By assessing our students at different intervals throughout the year, teachers and learning coaches gained critical information about what standards students were mastering and which standards needed more practice and instruction. The data from the assessments gave teachers information to determine what skills to concentrate their focus on during class and the ability to align them to adaptive supplemental programs for students.

After each interim assessment, teachers met as a grade level subject area team to discuss the results of the assessment, test question item analysis, determine remediation plans, and make any instructional changes needed to the curriculum map. Students were also given a short pre-test on the standards before each instructional cycle for teachers to determine prior knowledge and better focus their instruction

We are data driven in 3-5 and use student mastery, demonstrated growth and skill deficits, to determine our instruction. Each grade level follows an outlined curriculum map in math and ELA that aligns the Ohio standards to the Stride curriculum. The instructional teams meet weekly in TBT (Teacher Based Team) meetings to discuss assessment data, class exit tickets, engagement, and social-emotional data for their students. This allows them a scheduled opportunity to analyze and have team discussions to determine the appropriate academic path for their students as well as, make sure the student has the proper supports in place. The small groups for targeted instruction remain fluid throughout the year and team discussions occur during TBT before a student is moved to a new instructional leveled group.

The Satellite Reading teachers worked with our 3rd grade emergent readers who were determined to be “not on track” by the MAP Diagnostic Assessment. These highly qualified reading teachers worked with small groups of students daily on reading fluency, comprehension, vocabulary, and writing to provide appropriate intervention strategies to facilitate their growth. 57% of our 3rd grade students were able to meet the TGRG reading cut score requirement, a reading sub score of 46 or scaled score of 683 on the fall OST assessment and 68% of those that tested in the spring met the state determined score. Principals were given the discretion to use student data to make determinations for promotion to 4th grade based on individual student data with evidence of growth. We were able to promote 99% of our 3rd Grade students based on these guidelines.



Instructional Support teachers provided small group instruction to students in the areas of math and reading. They were able to meet weekly with students to provide small group targeted academic support based on assessment data from MAP, previous state tests and Interim Assessments. These highly qualified teachers provided students with specific differentiated interventions to strengthen areas of academic weakness, moving towards mastery of grade level content standards



Our 3rd, 4th and 5th grade students who were determined well below grade level on the fall MAP reading diagnostic, were able to work weekly with an Orton Gillingham trained Instructional Support teacher using OG based strategies.

Students participated in monthly 7 Mindsets assemblies to develop social emotional learning. The monthly 7 Mindset themes were reinforced by teachers in daily classes. We were able to add an additional school counselor to our team to provide a counselor for each grade level. Our 3-5 Counselors held small group sessions to support students struggling with anxiety and emotionally impactful family circumstances. Parents were sent quarterly newsletters from the counseling department with helpful resources and the counselors set up a web page with numerous supports available to the families. Our counselors are a critical part of the team approach to supporting the academic, social, and emotional growth of each child in 3-5.

We continued using the Zones of Regulation curriculum with students meeting with their Intervention Specialists in social skills groups. Our behavior specialist also met with a group of general education students referred by their homeroom teachers for behavior support with the Zones curriculum. We used this as a Tier 2 support and intervention with our 3-5 students. The whole staff was trained on the curriculum and the corresponding vocabulary to reinforce this in class with those students using it to regulate behavioral emotions.

Teachers set personal instructional goals to develop their classroom strategies facilitating the student learning experience and fostering academic growth. They were given an actionable effective educator rubric that included the updated Ohio OTES guidelines which was used to complete self-evaluations, administrator informal observations and peer reviews with feedback. There were opportunities given throughout the school year to share best practices during professional development and team meetings. Teachers were also given opportunities to take classes and seminars outside of OHVA to develop their professional growth. Utilizing grant funds, we were able to offer opportunities to train more reading teachers and Intervention Specialists in Orton Gillingham Instruction at the close of the school year. The implementation of the Orton Gillingham strategies will strengthen the reading instruction we provide for all our 3-5 students and prepare teachers for upcoming Ohio Dyslexia legislation training requirements.

Together we SOAR in 3-5! Support. Opportunity. Achievement. Relationships





MIDDLE SCHOOL

The 2021-2022 academic year was another wonderful year of growth and opportunities in our Middle School despite ongoing challenges going on for many of our families! We served approximately 4800 students in 6th, 7th, and 8th Grades! THE Middle School staff was comprised of a team of more than 160 General Education teachers, Intervention Specialists, School Counselors, Advocates, iSupport, and Support Staff.

We continued our Middle School strategies of required Class Connect sessions in the core subjects of Math, ELA, Science, History, and Career Explorations (CTE). A combination of online and offline academic work times serve to appropriately prepare our students for High School and beyond. Student grades continued to be based on individual students' progress in the Online Middle School (OMS), monthly writing samples, classroom assignments, and mathematics practice problems. Sessions were offered in both large group and small group settings, as academically appropriate for individual students. Our iSupport team continued to support students with another layer of academic reinforcement in Math and ELA. Students with Special Needs are additionally supported by our Intervention Specialists in small group and/or 1:1 instructional setting.

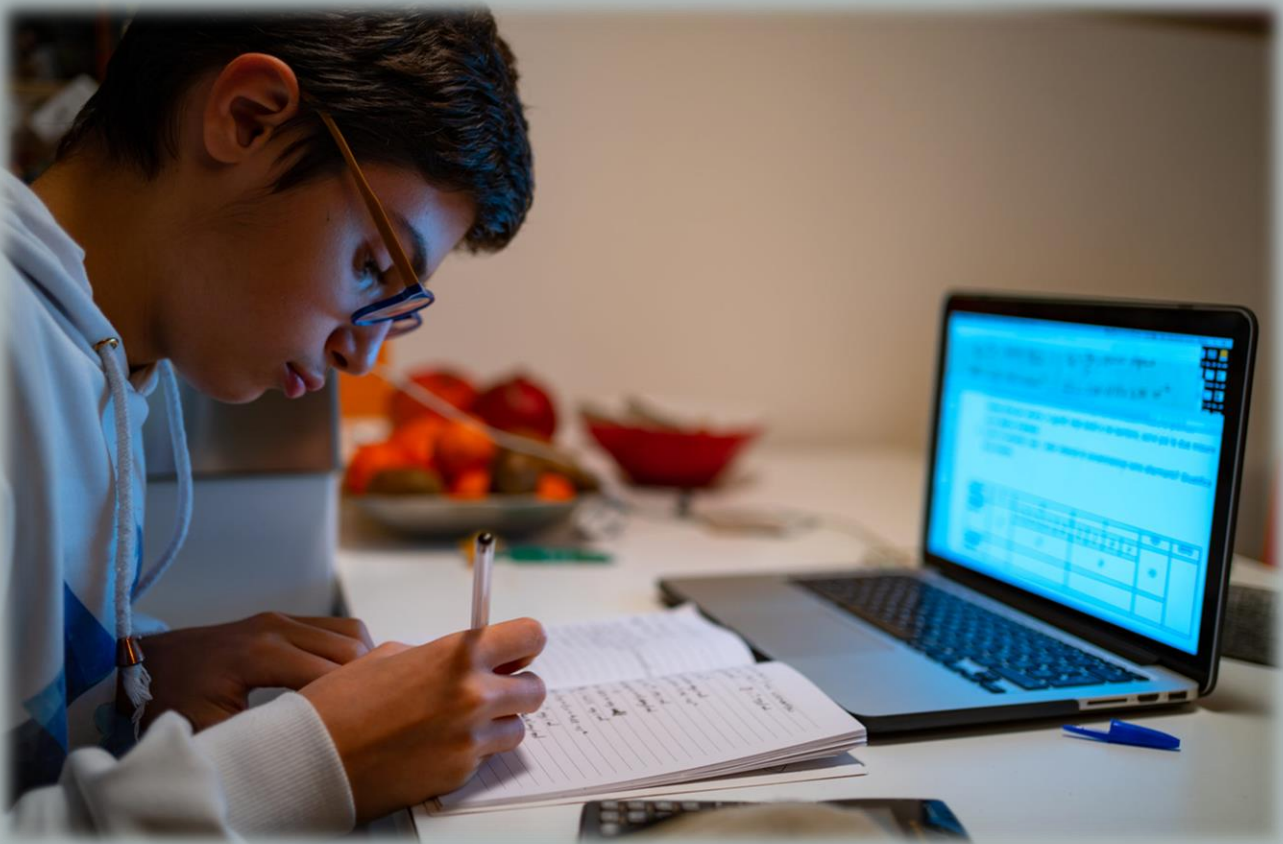
We are **THE Middle School. It Can Be Done!**

Our Middle School students were also sustained by School Counselors for College Credit Plus (CCP), High School Credit students, High School transition, as well as college and career planning. National Junior Honor Society was also a part of OHVA Middle School. Students were selected based the national requirements which incorporate the five pillars of scholarship, service, leadership, citizenship, and character. As a result of the continued outstanding efforts of our Middle School Team – staff, families, and students – an intense focus on data driven instruction, and the comprehensive set of programs and supports offered to our students, we continued to grow academically.



Our 8th Grade Recognition in June 2022 was again held in an online format. We were able to recognize more than 450 families and their successful 8th Grade students. We were able to celebrate current 8th Grade National Junior Honor Society members and induct new members from 5th, 6th, 7th, and 8th grade. Many of these students were present and shared how proud they were of this accomplishment in their student slides. We also were able to highlight students who have been at OHVA since Kindergarten, and we were able to recognize those in attendance.

We are enormously proud of our success at the Middle School and look forward to the future together! Our Middle School motto is “We are THE Middle School. It Can Be Done!” This drives our culture, our goals, and our day-to-day operations. We appreciate our families and their choice of THE Ohio Virtual Academy Middle School!



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HIGH SCHOOL

The 2021-2022 school year marked the 20-year anniversary for the Ohio Virtual Academy, and it was a great year! As such, the high school hosted several celebratory events throughout the year that also coincided with a shift toward “normalcy” following covid restrictive measures. With this shift, the school returned to hosting face-to-face events for students and families, proctoring students for state testing requirements, as well as meeting in-person for professional development for our high school teaching team. The Ohio Virtual Academy High School saw a steady rate of new and returning students, which led to an eventual cap of enrollment of just over 16,000 students total in grades K-12 and approximately 6,000 at the high school level. Furthermore, the high school continued to grow and expand some areas of past success and plan for changes and improvements for the following school year. Ultimately, the high school team provided students with a stable student-focused learning environment, which resulted in several areas of improvement across the board.

“Be Connected. Be Aware. Be Impactful. Be Effective. Bring Hope.”

One of our earliest moments of success in the 2021-22 school year came along with our extensive review and re-accreditation process through Cognia. The school leadership team dedicated several hours to the Cognia review process as well as time spent in team and individual interviews with Cognia representatives. To gain a sense of the depth of the review, the Cognia review team stated in its final report that they “interviewed 73 individuals, observed 61 digital learning environments, and reviewed documents provided by the school to determine areas of strength and further opportunities” (p. 13). The Cognia Review team also interviewed families and students who also shared their value and commitment to OHVA. While their final report took several weeks for them to prepare following their visits, the Cognia review team shared a final 19-page report in January that indicated Ohio Virtual Academy scored well above their average range for all institutions, and the Ohio Virtual Academy earned the 5-year accreditation status.

Contrastingly, one of our latest moments where we formally recognized our success came at the conclusion of the school year as we highlighted our achievements earned throughout the year. Our end of year school meeting, held on June 13 and 14, 2022, was met with heightened excitement due to the extended hiatus of in-person events due to Covid. For the first time since August 2019, our whole high school staff met in person, along with the other grade band teams throughout OHVA, at the Kalahari Resort and Conventions center in Sandusky. The high school team focused on celebrating successes in each of our dedicated whole team meetings. Some highlights include: our record-breaking participation rate in MAP testing, reaching our goal of 95% participation; an overall passing rate of 82%; and 1031



June graduates with a record number of 492 students attending the graduation ceremony! Some other key accomplishments we shared with the high school team included our participation in over 1,300 Special Education meetings, 483 peer observations completed, our first ever OHVA National History Day state qualifier and our second year of eSports. Furthermore, each department team collected moments of success and workmanship that we highlighted separately.

Some of the programs we continued include our Impact Academy, Internet Café, the “7 Mindsets” curriculum, and the growth of our Career Technical program. First, the OHVA Impact Academy is a peer-mentoring group and a student-led initiative of the National Honor Society. The Impact Academy was created to assist 9th grade students with either the transition to high school or transition to OHVA from another school and has grown in student interest and impact each year. Further, they even led a highly praised professional development session for teachers at the end-of-year conference at Kalahari. Next, we continued the Internet Café program which provides an opportunity for our upper classmen to socialize and get to know one another outside of the classroom. Then, our “7 Mindsets” curriculum focuses on connections and being aware, so we can make an impact by creating HOPE for others. The advisory staff held weekly homeroom sessions with students focused around the 7 Mindsets initiatives. This half-hour time block created a safe space for students to work on social and emotional aptitude, where they could make progress towards a successful high school career and life after graduation. Lastly, our Career Technical Education (CTE) program continues to grow and attract more students to the program. One area of success in CTE is with our SkillUp OHVA program, where students can gain exposure to career-based explorations as early as kindergarten and all the way through high school. For the high school, we expanded our CTE pathways to include Information Technology, Business, Health Science, and Engineering, while also planning for further expansion of Early Childhood Education and Agriculture Natural Resource Management for the 22-23 school year. At the conclusion of the 2021-22 school year the CTE team boasted several accomplishments such as 49 Industry Recognized Credentials (IRCs) earned by students, 56 “Advanced” WebXam scores, and several dozen placements into Career and Technical Student Organizations (CTSOs).



Ohio State testing is always a priority, major time commitment, and a collaborative effort for the high school team. The high school staff focused on preparing students for the End of Course (EOC) exams, in Algebra I, Geometry, English 10, American History, Government, and Biology. Teachers, intervention specialists and the iSupport team worked in different ways to provide support at different levels. Our iSupport team worked with students in each subject area with additional practice test and skills sessions while the General Education teachers refined their courses and instruction using EOC testing blueprints to address the tested skills and content. Our Intervention Specialists held additional targeted sessions to develop foundational skills aligned to the subject-area content and the students' IEPs. Continuous improvement is also a priority for the high school, and in the 21-22 school year we focused on targeted instruction in live sessions that included the reduction of coteaching teams. In other words, the number of students invited and attended each session became smaller. The smaller class sizes were welcomed by teachers, students, and families alike.

The high school also continued to utilize the class connect schedule developed in 2019 once again in 2022; keeping the consistency of the schedule allowed for continued effective and focused instruction. The morning hours of each school day were reserved for general instruction, while the afternoons were dedicated to electives and career tech classes. Teachers held targeted small group instruction to address specific skills and standards, which supported students in a more meaningful way. This propelled growth, excitement, and confidence as students were increasingly successful in their studies. Another area where the school continued its improvement is with its utilization of the Newrow program for live class connect sessions. Following its introduction in the spring of 2019, teachers continued to practice and perfect teaching strategies in the new system and push through technical challenges. One element of Newrow that continues to be a benefit is the ease of ability to share video and multimedia; the high school admin team emphasized using webcams during live sessions which resulted in both an increase in webcam usage for both students and teachers.

To further grow teachers and staff, the administration team transitioned to the Ohio Department of Education's OTES 2.0 framework, which included additional evaluation elements, namely the elimination of Student Growth Measures and SLOs and the addition of HQSD, high-quality student data. In addition, teachers observed others in Peer Observations twice during the school year; first within their own subject area and then secondly outside of their subject area. Teachers also reflected on the process and their response to the Peer Observations is generally positive as they can learn, observe, and grow practices from their colleagues. Another area of growth within the framework of teacher effectiveness is with our teacher-based-teams (TBTs). The high school admin team revamped the TBT process and data reporting form following committee meetings held in the previous school year. The TBT committee guided the decisions to clarify the purpose of TBT, clarify the steps of the TBT cycle, and to further define and align the structure of the TBTs. The result of the changes was well received where teachers reported an observed shift to more productive and data-focused conversations.



In addition to the growth and success with students, teachers and support staff, the high school saw substantial progress in credits earned during the 2021-2022 school year. During the fall semester, students earned credit for 77.9% of the attempted high school courses. In the spring, students earned credit for 84% of the attempted high school courses. Our Credit Recovery population also realized similar success; our overall CR passing rate grew from 61.6% in 20-21 to 64.4% in the 2021-22 school year. Furthermore, our CR team is seeing a reduction in the number of students requiring the CR coursework. The number of courses offered in Semester 1 dropped from 9216 in 20-21 to 6768 in 2021-22. This reduction in the CR population is another indicator that students are achieving greater success across the board. All of these earned credits will directly impact the OHVA High School goal of students graduating and moving on from OHVA with hope for their future.

Signatures:

AJM, MD, MM, AJS, AZ



CAREER LEARNING PROGRAM

The Career Learning Program at OHVA teaches the career skills students need to be successful after high school. Whether students intend to continue their education, enlist in the military, or start their career after graduation, our career learning program options can combine passion and interests with the skills needed to compete for jobs in high-demand fields.

During the 2021-2022 academic year, our fourth cohort of state approved Career Technical Education (CTE) pathway students began the program and our third cohort of CTE pathway students graduated with 46 students earning their blue CTE cords! As part of our CTE program, students have the opportunity to take courses related to specific career fields, participate in student organizations, accumulate work-based experience, earn industry credentials, and learn from professionals in their field.

Pathway students earned 183 Industry Recognized Credentials during the 21-22 academic year, which is an 83% increase from last year! These credentials set students apart from their peers entering the workforce by being able to show potential employers that they have attained industry relevant skills. Eighty-four work-based learning events were held throughout the year, ranging from career fairs and virtual industry speakers, to resume building workshops. Many of our students also participated in an internship or work placement related to their pathway to apply the skills they learned in their courses in the work setting. These experiences resulted in the accumulation of over 11,000 work-based learning hours! An exciting new partnership came to fruition during the 21-22 school year as Orion Education Group partnered with the OHVA Health Science CTE pathways to provide courses and training that will give students advanced standing within their Medical Assisting and Billing and Coding Programs.

The Career Learning team is proud of the success and growth of the program during the 2021-2022 school year. The opportunities for Career Learning students expanded to include two new pathway offerings to meet a wider range of our students' interests and industry needs. With this addition, there are now 10 pathways offered in seven different career fields for our students to pursue. Career learning at OHVA expands beyond the CTE pathways; OHVA offers career learning opportunities through the Cardy Club and middle school and high school career exploration courses. The implementation of our Cardy Club provides our elementary students with engaging activities in the form of micro-PBL lessons that expand their knowledge of a range of industries and careers, while the exploration courses help students discover the career options that fit their interests so they can develop a plan to reach their career goals.



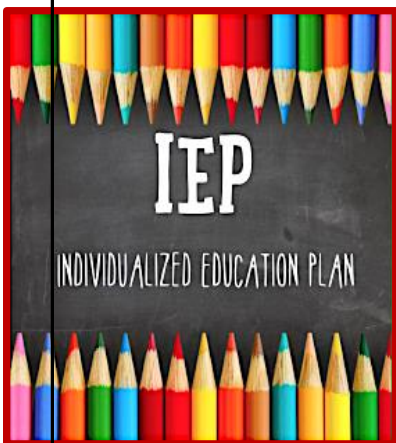
SPECIAL EDUCATION DEPARTMENT



The Special Education Department at OHVA contains 185 team members, that consists of Intervention Specialists, School Psychologists, Speech Pathologists, Transition Liaisons, SPED Registrars, 504 Coordinators, Related Services Team, Behavior Specialists, Special Education Social Emotional Counselors, and SPED Assistant Coordinators. It truly takes a team effort to be able to support the number of special education students that we have the privilege of serving each year.

During the 21-22 school year, highest special education student population was 2,846. During the 21-22 school year, the number of students on a 504 Plan rose from 644 to 737. The 504-team held over 638 meetings. Intervention Specialists held 3,779 IEP meetings. Our School Psychologists held 173 initial ETR meetings. As a school, we held 912 ETR meetings. All of these various meetings ensure that we are properly servicing the student and meeting their needs in order for them to make progress.

We take compliance very seriously in our department. Staff are provided ongoing training and professional development to make sure we are meeting federal and state requirements. Our Intervention Specialists work closely with the General Education teachers, School Counselors, Advisors, Related Services Providers, School Psychologists, and many other staff members to ensure our students' needs are being met and that they are showing growth. Through this hard work, we have met or exceeded our yearly audits with Stride and OCCS



The department also met all compliance indicators on the 2021 Ohio Department of Education Special Education Annual Rating. These audits ensure that our documents meet compliance standards, and our policies/procedures are in place to meet the needs of our students.

The special education department works collaboratively with various teams throughout the organization to ensure our students receive wrap around support. The special education department works closely with the general education teachers through co-teaching and assisting with MAP and Aimsweb assessments.



They work together in teacher-based teams to discuss student data to influence instruction and help to develop best practices. Beginning in the 21-22 school year, we have added 1 additional Behavior Specialist in grades 3-5. Allowing us to have a grade brand specific Behavior Specialist in each grade band. The K-5 Behavior Specialists have implemented the Social Emotional curriculum, Zones of Regulation. The 6th-12th grade Behavior Specialists have implemented The Core Project as their Social Emotional curriculum. Both align with the Ohio Department of Education and CASEL. We have also added 2 Special Education Social Emotional Counselors to help meet the increasing needs of our students struggling with things such as anxiety, depression, and social emotional concerns. We want to meet the needs of the whole child to help them succeed in and outside of the school setting.





GRADUATION 2022

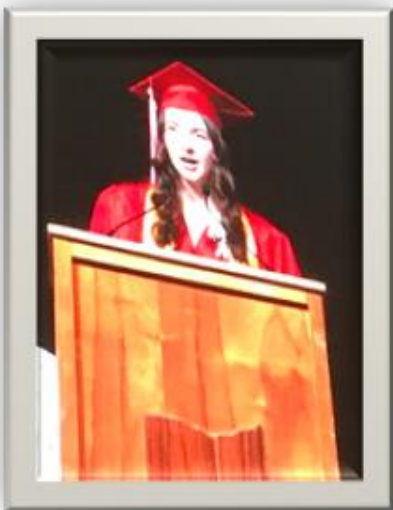
We celebrated the Class of 2022 on Sunday, June 5th. After we unfortunately had to cancel our large, face-to-face ceremony the past two years, we were finally able to celebrate our graduates in person. We had over five hundred graduates attend our ceremony at the Celeste Center in Columbus, and it was a wonderful day. In addition to celebrating in person, we held two virtual ceremonies on Thursday, June 30th. Using the ON24 platform, OHVA staff were able to celebrate live with students, family members and friends, who joined together to congratulate the students on their success.

It was exciting to have mindfulness educator and trauma professional, Angie Corogin, as our keynote speaker for the ceremony. We were happy to have Class of 2022 graduates perform the opening by singing the Star-Spangled Banner and our OHVA Alma Mater. We also heard from four student speakers, including our Student Council President, our class Valedictorian and Salutatorian, and a Class of 2020 alumni. They reflected on their time at OHVA, especially the way OHVA had prepared them for their journey after high school.

Within our Class of 2022, we had 41 students graduate with an Ohio Honors Diploma; 26 students that qualified for Early Graduation; and 75 students that graduated in August through the help of OHVA's free summer school program. In addition, OHVA had 17 graduates that completed both an Ohio High School Diploma and an Associate Degree or equivalent hours using the College Credit Plus Program.

In addition to our face-to-face graduation ceremony and our two virtual celebrations, we celebrated our graduates with several events throughout the spring semester, including our third annual Senior Send Off Day. To further support our seniors, OHVA staff participated in our Celebrate a Senior initiative, and provided notes of encouragement and congratulations throughout the semester. This tradition was started during the 2019-2020 school year due to the pandemic and will continue with the tremendous support of our OHVA staff.

The Staff, Administrative Team, and Board of Trustees of Ohio Virtual Academy are excited to see what the future holds for our graduates. Congratulations to the Class of 2022. We can't wait to see what you do next.



FAMILY SPOTLIGHT

A Powerful Partnership

On June 5, 2022, the clear melody and inspiring words were sung,

“Looking through years gone by
Cardinals freely fly, we sing to thee, dear O-H-V-A.
Loyal to red and white, to you we will always fight
Keeping the memory of OHVA.”

These words of our OHVA Alma Mater resonated throughout the Celeste Center, sung by graduate Sofia Alva. As she sang, she was able to combine two things she loved – singing and her school Ohio Virtual Academy. Sofia began with OHVA as a kindergartener and on June 5 graduated with High Honors. She was also our Northeast Vice President in National Honor Society. She is now pursuing a psychology degree at the Ohio State University. Her success is also a wonderful testimony

OHVA has always relied on the partnership with Learning Coaches like Jazmin. Dedicated Learning Coaches and our OHVA Staff, our “Champions,” together create a recipe for student success. Sofia’s family is a wonderful example of how our partnership, working together, can lead to empowered, inspired, educated students ready to make an impact on the world.

Sofia’s mother Jazmin Alva recalls those days when they began OHVA years ago, “I loved the emphasis on literature. I was convinced this was the best schooling option for us. It was perfect for Sofia. I was able to give the attention and support she needed.”

Sofia’s siblings are also OHVA students. Olympia was a 10th grader in 21-22, and Immanuel was in 7th grade. Each student has individual interests and talents, and their unique personalities. Olympia is interested in medical science, STEM studies and has her own baking business. Immanuel enjoys science, writing, engineering and hiking.

The Clarke-Alva children share a mixed heritage as their mother Jazmin is from Mexico, and their father Vinton, a computer engineer, is from Jamaica. Jazmin grew up and graduated college in Mexico, but also had time in the United States as a young girl and learned English while her father studied for an advanced degree. Jazmin also attended International School while she was young and appreciates diversity. She shared, “I love other cultures and learning about them. and learning about others, their languages and their foods and their culture. When it comes to diversity, sometimes people focus on the issues around racism, but the positive side of it is even more powerful. There is so much enrichment possible for us, to learn from others.”

Jazmin has dedicated herself to being available to support each of her students. Being in OHVA has been a “wonderful fit” for her family. She has some great advice for other Learning Coaches who desire a great school experience with Ohio Virtual Academy:

- The most important element is the attention, the support, the supervision, they receive from their parents and their teachers.
- We are taking on the responsibility of many roles when we become Learning Coaches. It is important that we are dedicated.
- Children need your support to be successful. Be prepared to offer varying support depending on what your children need.
- Have a functional learning space. It doesn’t have to be large, but it needs to work for you.
- Virtual schools have given hope to those who need this school option. Kids can flourish in this school environment.

Ohio Virtual Academy is developing students to be their best, and we are so very grateful for the passion and dedication of Learning Coaches and families to help students like Sofia and her siblings reach their potential.





8th Grade Recognition



12th Grade Graduation



Everybody's Welcome at OHVA: School Clubs Foster Diversity & Inclusion

Ohio Virtual Academy student clubs were on the rise for the 21-22 school year. More than 40 clubs for students in all grade levels enabled students to engage in a variety of interests that ranged from art, to history, to gaming, to social hangouts. [OHVA Clubs](#) provide important social interaction and social-emotional learning opportunities for our students.

In keeping with the school's [Diversity & Inclusion board policy](#), the school was pleased to offer several clubs with a special focus on diversity and inclusion. These clubs supported our D & I policy, but also our school values to honor and respect the uniqueness of all individuals.

The Everybody's Welcome to the Table Book Club explores concepts around diversity, "So that we can have students interact and engage with different cultures and communities through the realm of literature to bring awareness and access to inform them, in a way that they may not have access to otherwise," shared Geonavin Hernandez, the Club Leader and the school's Diversity & Inclusion Analyst. Students who signed up to participate were provided with a book to keep, and then used that in a classroom discussion time together. In total 12 books were used for varied grade levels and over 250 books were distributed. Everybody's Welcome to the Table Book Club/Summer Mini Camp began in the summer of 2021 and continued through 21-22 school year and summer of 2022.



Exploring ideas and having quality conversations around this topic is not limited to student interaction. Mr. Hernandez has also been supporting our staff with professional development and leads a school D & I committee that includes staff and OHVA parents.

He and Mr. Tarik West, our Career Learning Principal, also lead our Black and Brown Men of Excellence (BBME) Club. The club was open to all students, but the primary purpose was to provide a platform specifically for young men of color. "The focus was to empower them, to help them to develop as confident, accountable, intelligent, purpose-driven men of color," Mr. Hernandez shares. "We were once young men just like them, in their shoes. We want to give them the opportunity to be themselves and offer a helping hand and mentorship as they grow and develop. Seeing the students open up, and building those relationships is invaluable."

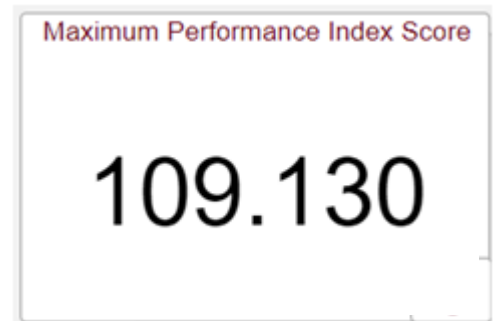
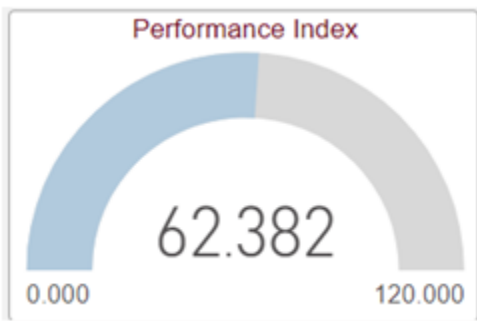
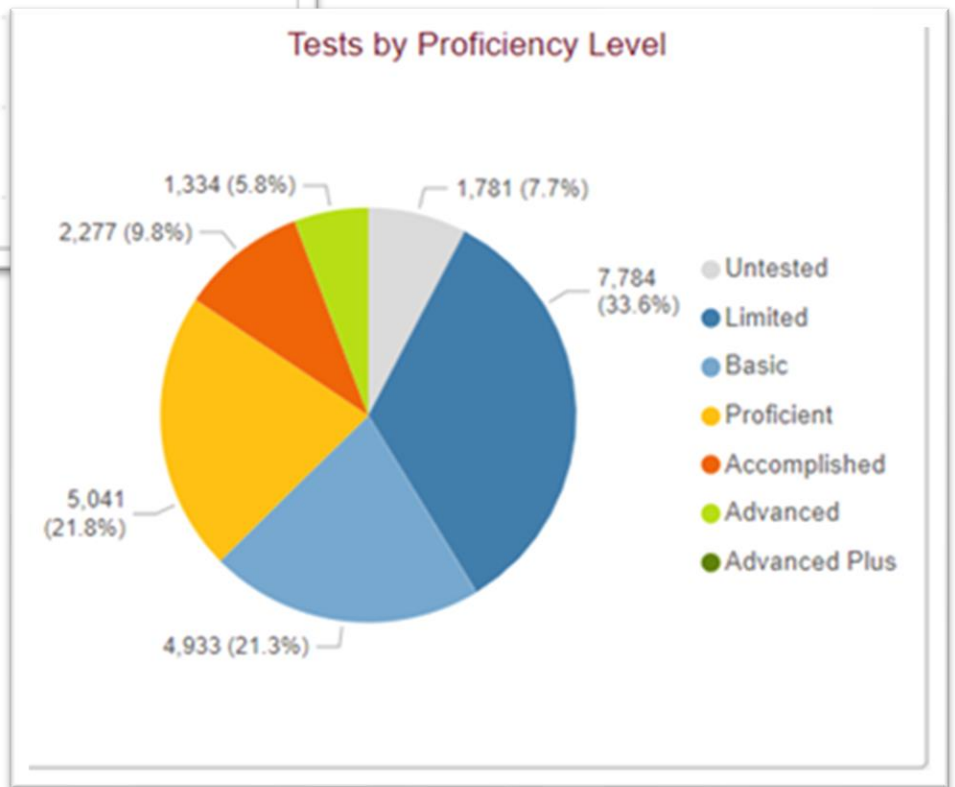
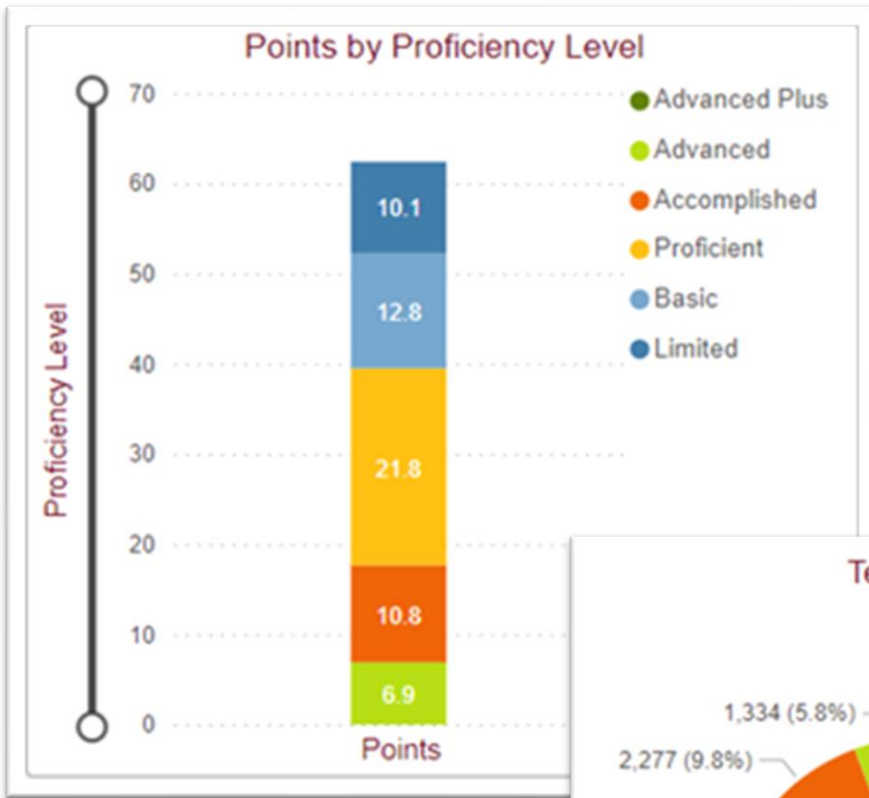


Ohio Virtual Academy is thankful for our diverse school population and is pleased to see these educational efforts moving forward to create a welcoming, respectful and inclusive learning environment and culture.





2021 – 2022 REPORT



4-Year Graduation Rate

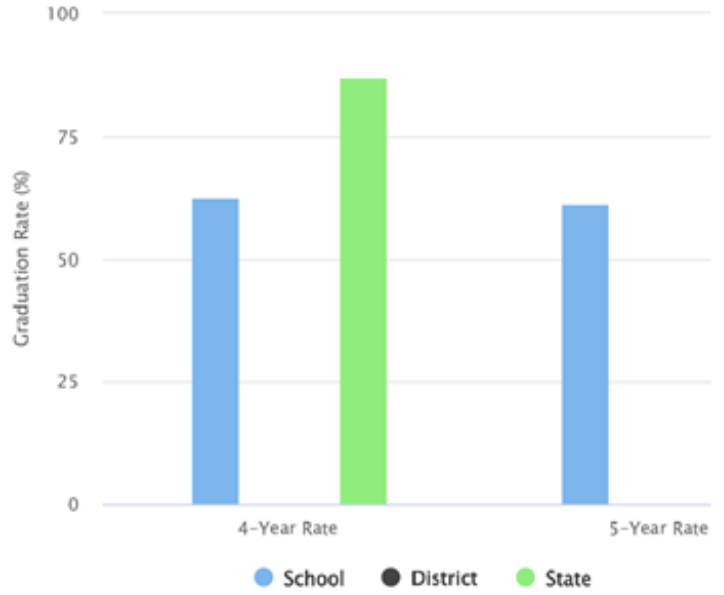
The four-year graduation rate applies to students in the class of 2021 who graduated within four years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2021.

62.6%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2020 who graduated within five years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2021.

61.3%



FINANCIAL OVERVIEW 2021-2022

Sources of School Revenue

State Funding	\$	99,767,099	76.4%
Federal Grants	\$	26,440,397	20.3%
Local Grants / Program Initiatives	\$	4,349,164	3.3%
Other Miscellaneous	\$	38,628	0.0%
Total Revenue	\$	130,595,287	100.0%

Expenses

Salaries	\$	33,672,391	25.9%
Fringe Benefits	\$	11,591,134	8.9%
Purchased Services	\$	34,444,555	26.5%
Materials and Supplies	\$	50,047,850	38.5%
Depreciation	\$	15,704	0.0%
Other Expenses	\$	184,490	0.1%
Total Expenses	\$	129,956,124	100.0%

Surplus \$ 639,163

* Amounts included in this report are unaudited and subject to change.

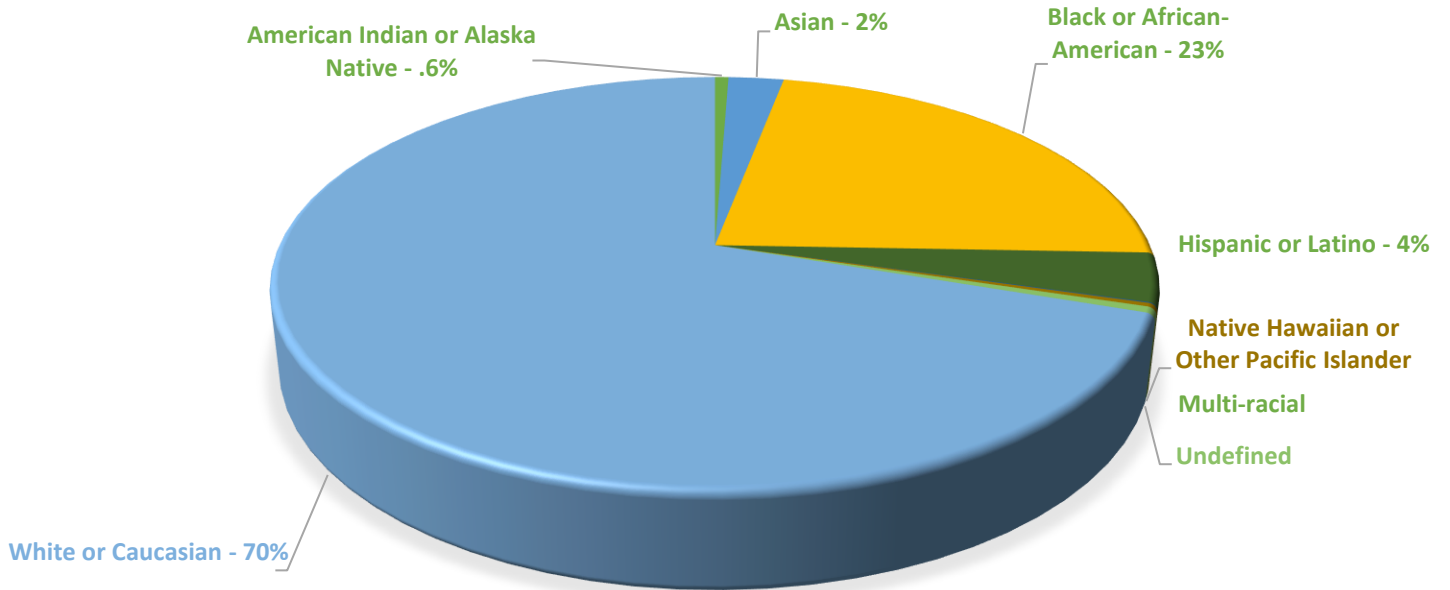
Expenditures Related to Classroom Instruction

Teacher Salaries, Benefits & Education-Related Expenses	\$	42,376,970	39.5%
Student On-Line Curriculum	\$	26,761,525	24.9%
Student Computers, Internet and Technology	\$	14,747,276	13.7%
Student Instructional Materials	\$	10,564,656	9.8%
Pupil Support Salaries, Benefits & Education-Related Expenses	\$	8,699,554	8.1%
Special Education Services	\$	4,355,695	4.1%
Total Expenditures for Classroom Instruction	\$	107,505,676	100.1%

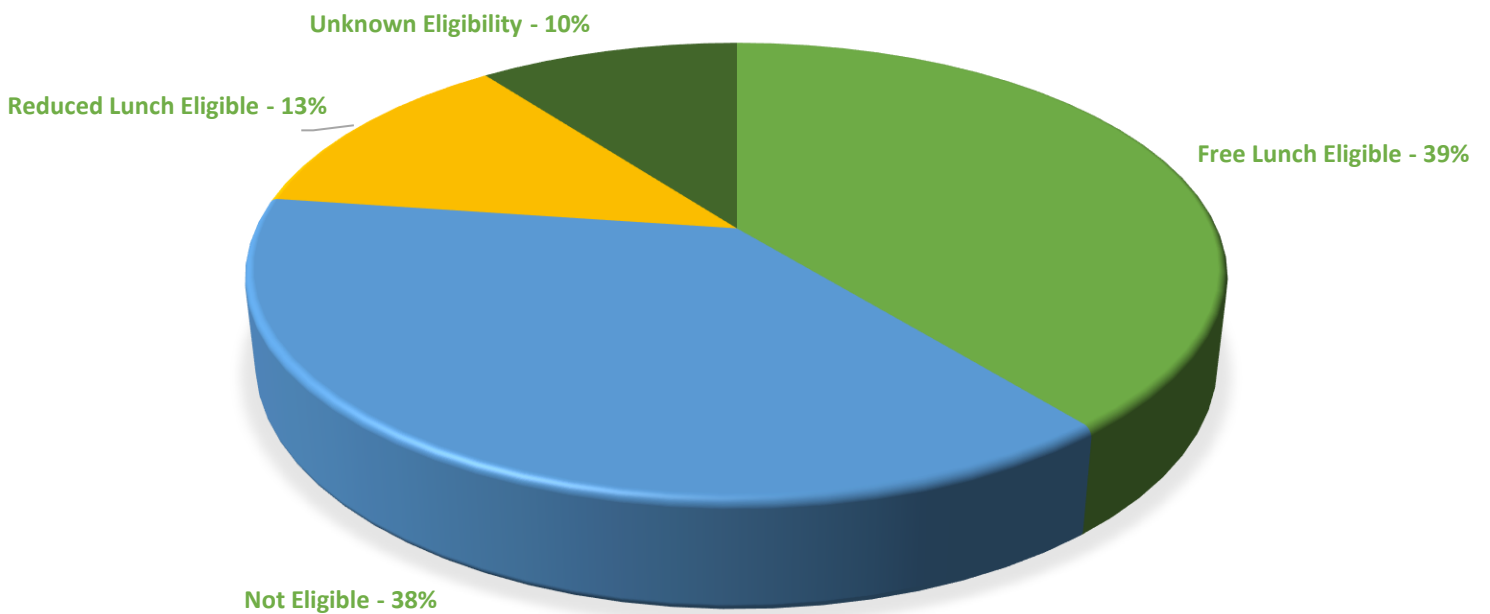
% Classroom Instruction Expenditures to Total Expenses 82.7%

OUR STUDENTS

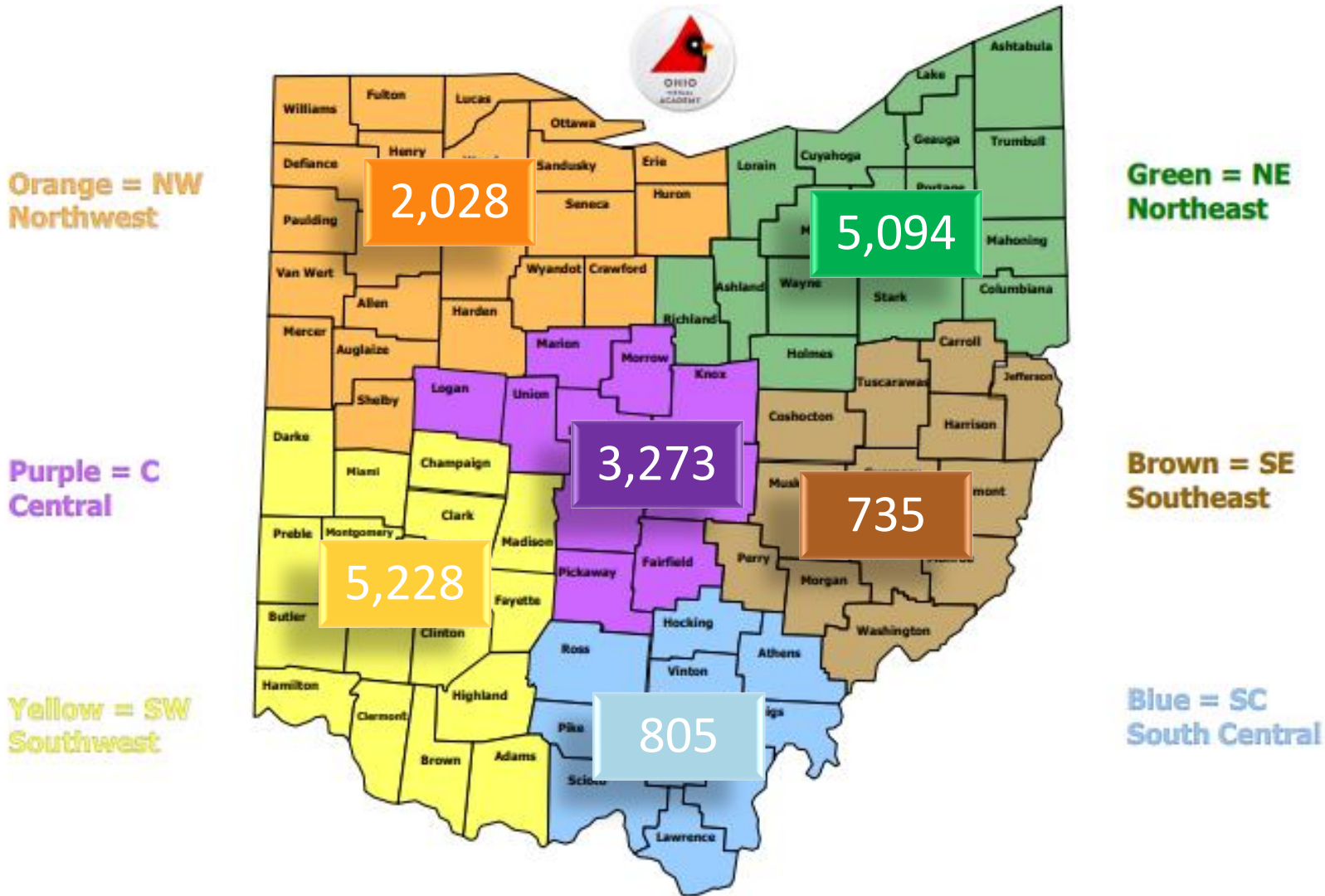
Ethnicity



Economics



ENROLLMENT IN OHIO REGIONS

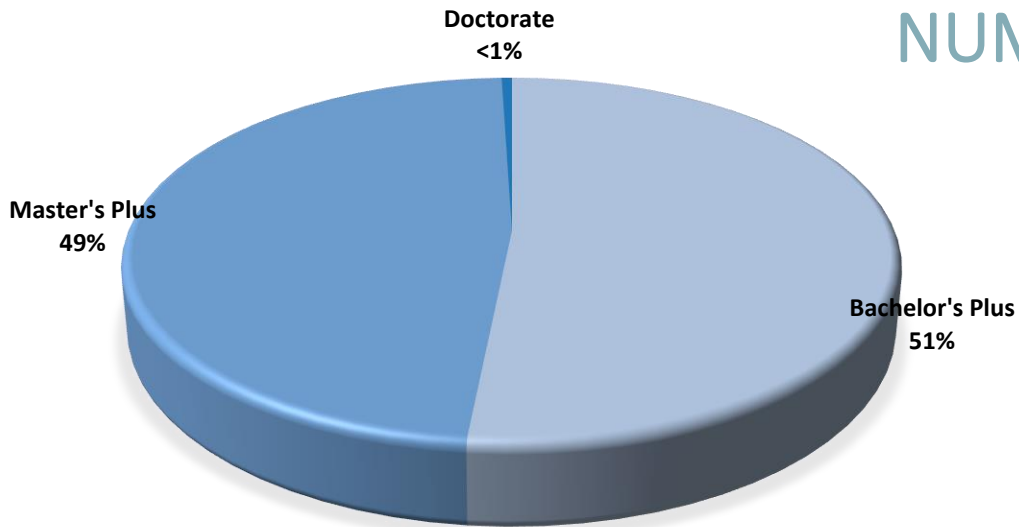




OUR FACULTY and STAFF

Faculty Degrees

BY THE
NUMBERS



Highly Qualified
Teachers



Board of Trustees

- Stephen Vasquez: President
- Susan Lippens: Vice President
- Jacob Moeller: Treasurer
- Jennifer Wise: Board Member
- Kelly Arndt: Board Member
- David Kalman: Board Member
- Matt Norton: Board Member
- Adam Davenport: Board Secretary
- Gina Lopez: Board Member
- Patty Humbert: Board Member
- Benjamin Lochbihler: Board Member
- Tiaunna Richardson: Board Member

OHVA Administration

- Kristin Stewart, Senior Head of School
- Kyle Wilkinson: Director of Academics
- Emily Rogers: Sr. Operations Manager
- Johna McClure: Special Programs Director
- Courtney Rahe: EMIS Coordinator
- Heidi Ragar: Manager, At Risk Services
- Kathy Pine: Student Support Administrator
- Susie Ebie: School Community Relations Administrator / Family Support
- Shana Van Grimbergen: Title and Federal Grants Coordinator
- Amy Booth: Professional Development Coordinator
- Christy Echevarria: Manager, Special Education
- Sharon Annis: Data and Project Management



- Debbie Wotring: K-2 Principal
- Amy Helm-Borchers: 3-5 Principal
- Laura Houser: Middle School Principal
- Marie Mueller: 9th Grade Principal
- Andrea Zawisza: 10th Grade Principal
- Andrew Smerekanich: 11th Grade Principal
- Megan Daley: 12th Grade Principal
- Lauren Logan: Career Readiness Education Program Administrator
- Tarik West: Career Readiness Education Academic Administrator

Charter Sponsor

- Lenny Schafer: Executive Director, Ohio Council of Community Schools

OHIO VIRTUAL ACADEMY

1690 Woodlands Dr. Suite 200, Maumee, OH 43537-1622

Phone: 419-482-0948

Fax: 866-339-9071

<https://OHVA.K12.com>



Sponsor Statement: Ohio Council of Community Schools (OCCS) uses various methods to evaluate the school's performance including published tests and other academic scores such as the Ohio Department of Education Local Report Card and supporting data. OCCS regional representatives visit our partner schools regularly ensuring compliance with federal, state, and contractual requirements. The results of this monitoring for the 2021-2022 school year are published in the 2021-2022 Ohio Council of Community Schools Annual Report, available after November 30 at www.ohioschools.org



FY23 October 2022 submission

IRN No.: 142950

Type of School: Internet/Computer Based

Contract Term: June 2024

County: Lucas

School Name:

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
For the Fiscal Years Ending 2020 through 2022, Actual and
the Fiscal Years Ending 2023 through 2027, Forecasted

	Actual			Forecasted				
	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ 89,020,740	\$ 124,799,880	\$ 98,668,229	\$ 88,920,045	\$ 88,920,045	\$ 88,920,045	\$ 88,920,045	\$ 88,920,045
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	-	-	-	-	-	-	-	-
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190)	936,641	1,102,548	1,484,108	1,421,544	1,377,195	1,293,295	1,293,296	1,293,296
Total Operating Receipts	\$ 89,957,380	\$ 125,902,428	\$ 100,152,337	\$ 90,341,589	\$ 90,297,240	\$ 90,213,340	\$ 90,213,341	\$ 90,213,341
Operating Disbursements								
100 Salaries and Wages	\$ 24,223,983	\$ 30,337,337	\$ 33,587,516	\$ 37,051,769	\$ 34,995,776	\$ 35,331,050	\$ 36,384,981	\$ 37,470,531
200 Employee Retirement and Insurance Benefits	8,786,127	10,789,094	12,140,766	13,612,509	13,152,677	13,383,257	13,784,755	14,198,297
400 Purchased Services	47,522,376	68,731,663	59,070,322	62,360,271	56,700,861	38,674,038	37,218,609	35,719,517
500 Supplies and Materials	18,989,074	28,262,085	21,190,944	18,388,079	17,957,609	17,957,609	17,957,609	17,957,609
600 Capital Outlay -New	141,373	78,841.89	196,787.50	211,354	166,999	160,000	160,000	160,000
700 Capital Outlay - Replacement	183,200	99,426	33,000	33,000	33,000	55,000	55,000	55,000
800 Other	14,923	8,239	5,893	7,806	7,106	7,106	7,106	7,106
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 99,861,057	\$ 138,306,686	\$ 126,225,229	\$ 131,664,788	\$ 123,014,028	\$ 105,568,059	\$ 105,568,059	\$ 105,568,059
Excess of Operating Receipts Over (Under) Operating Disbursements	\$ (9,903,676)	\$ (12,404,257)	\$ (26,072,892)	\$ (41,323,199)	\$ (32,716,788)	\$ (15,354,719)	\$ (15,354,718)	\$ (15,354,718)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ 10,136,342	\$ 11,772,137	\$ 26,440,397	\$ 33,570,254	\$ 28,917,493	\$ 11,555,424	\$ 11,555,423	\$ 11,555,423
State Grants (3200, except 3211)	5,000	142,657	4,002,553	3,796,295	3,796,295	3,796,295	3,796,295	3,796,295
Restricted Grants (3219, Community School Facilities Grant)	-	-	-	-	-	-	-	-
Donations (1820)	-	-	-	-	-	-	-	-
Interest Income (1400)	4,341	549	-	6,000	3,000	3,000	3,000	3,000
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	-	-	-	-	-	-	-	-
Interest and Fiscal Charges	-	-	-	-	-	-	-	-
Transfers - In	-	-	-	-	-	-	-	-
Transfers - Out	-	-	-	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 10,145,684	\$ 11,915,343	\$ 30,442,950	\$ 37,372,549	\$ 32,716,788	\$ 15,354,719	\$ 15,354,718	\$ 15,354,718
Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements	\$ 242,008	\$ (488,914.00)	\$ 4,370,057.73	\$ (3,950,650)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
Fund Cash Balance Beginning of Fiscal Year	\$ 4,427,498	\$ 4,669,506	\$ 4,180,592	\$ 8,550,650	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000
Fund Cash Balance End of Fiscal Year	\$ 4,669,506	\$ 4,180,592	\$ 8,550,650	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000

Assumptions

	Actual			Forecasted				
	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
Staffing/Enrollment								
Total Student FTE	11829	17845	14570	12898	12898	12898	12898	12898
Instructional Staff	526	693	673	695	600	600	600	600
Administrative Staff								
Other Staff	62	64	41	43	38	38	38	38

Purchased Services

Rent	\$ 227,462	\$ 233,512	\$ 251,774	\$ 272,157	\$ 272,157	\$ 293,309	\$ 293,309	\$ 293,309
Utilities	\$ 4,407	\$ 5,681	\$ 6,239	\$ 7,118	\$ 7,118	\$ 7,474	\$ 7,848	\$ 8,240
Other Facility Costs	\$ 200,138	\$ 221,334	\$ 212,593	\$ 247,978	\$ 225,978	\$ 233,038	\$ 240,451	\$ 248,235
Insurance	\$ 91,408	\$ 111,861	\$ 146,404	\$ 175,016	\$ 150,316	\$ 153,322	\$ 156,389	\$ 159,516
Management Fee	\$ 7,533,889	\$ 14,071,989	\$ 10,814,314	\$ 15,000,623	\$ 11,910,387	\$ (0)	\$ (0)	\$ 0
Sponsor Fee	\$ 1,326,730	\$ 1,861,627	\$ 1,480,023	\$ 1,333,801	\$ 1,333,801	\$ 1,333,801	\$ 1,333,801	\$ 1,333,801
Audit Fees	\$ 20,242	\$ 26,148	\$ 18,598	\$ 26,900	\$ 26,900	\$ 28,245	\$ 29,657	\$ 31,140
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal	\$ 37,882	\$ 52,027	\$ 80,145	\$ 70,000	\$ 45,600	\$ 50,000	\$ 51,000	\$ 52,000
Marketing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consulting	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Salaries and Wages	\$ -							
Employee Benefits	\$ -							
Special Education Services	\$ 3,816,892	\$ 4,190,584	\$ 4,357,807	\$ 3,749,598	\$ 3,749,598	\$ 3,749,598	\$ 3,749,598	\$ 3,749,598
Technology Services	\$ 6,838,781	\$ 9,794,276	\$ 8,708,547	\$ 8,631,050	\$ 8,315,409	\$ 2,631,106	\$ 1,833,836	\$ 320,353
Food Services	\$ -							
Other	\$ 27,424,548	\$ 38,162,624	\$ 32,993,878	\$ 32,746,030	\$ 30,563,598	\$ 30,094,146	\$ 29,422,721	\$ 29,423,325
Total	\$ 47,522,376	\$ 68,731,663	\$ 59,070,322	\$ 62,360,271	\$ 56,700,861	\$ 38,674,038	\$ 37,218,609	\$ 35,719,517
			-	0.00	-	-	-	0.48
Financial Metrics								
Debt Service Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Debt Service Coverage	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Growth in Enrollment	-6.45%	50.86%	-18.35%	-11.47%	0.00%	0.00%	0.00%	0.00%
Growth in New Capital Outlay	23.69%	-44.23%	149.60%	7.40%	-20.99%	-4.19%	0.00%	0.00%
Growth in Operating Receipts	-4.58%	39.96%	-20.45%	-9.80%	-0.05%	-0.09%	0.00%	0.00%
Growth in Non-Operating Receipts/Expenses	-0.83%	17.44%	155.49%	22.76%	-12.46%	-53.07%	0.00%	0.00%
Days of Cash	17.07	11.03	24.73	12.75	13.65	15.90	15.90	15.90

Assumptions Narrative Summary

Fiscal Year 20XX-20XX Projected Debt					
Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debtor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	
Loan A	\$ -	\$ -	\$ -	\$ -	
Loan B	\$ -	\$ -	\$ -	\$ -	
Line of Credit	\$ -	\$ -	\$ -	\$ -	
Notes, Bonds	\$ -	\$ -	\$ -	\$ -	
Capital Leases	\$ -	\$ -	\$ -	\$ -	
Payables (Past Due 180+ days)	\$ -	\$ -	\$ -	\$ -	
Total	\$ -	\$ -	\$ -	\$ -	

Purchased Services: Other

	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027
College Credit Plus	\$ 499,798.87	\$ 637,530.01	\$ 510,345.28	\$ 588,074.00	\$ 522,021.00	\$ 522,021.00	\$ 522,021.00	\$ 522,021.00
Online Curriculum	\$ 24,299,687.45	\$ 33,599,555.14	\$ 27,736,229.25	\$ 27,366,120.89	\$ 25,276,166.73	\$ 25,276,166.73	\$ 25,276,166.73	\$ 25,276,166.73
Professional Development	\$ 496,187.03	\$ 233,264.99	\$ 614,410.39	\$ 470,045.54	\$ 478,336.20	\$ 478,336.20	\$ 478,336.20	\$ 478,336.20
Student Internet Reimbursements	\$ 564,799.63	\$ 649,033.75	\$ 468,588.70	\$ 411,961.80	\$ 412,000.00	\$ 412,000.00	\$ 412,000.00	\$ 412,000.00
Student Services	\$ 34,751.53	\$ 34,751.53	\$ 70,010.75	\$ 440,159.79	\$ 503,982.99	\$ 34,530.64	\$ 35,105.68	\$ 35,709.46
Staff Telephone and Internet	\$ 560,469.31	\$ 751,399.67	\$ 607,627.58	\$ 606,256.32	\$ 628,551.43	\$ 628,551.43	\$ 628,551.43	\$ 628,551.43
Testing	\$ 905,000.52	\$ 2,193,234.99	\$ 2,918,395.30	\$ 2,790,919.11	\$ 2,667,540.00	\$ 2,667,540.00	\$ 1,995,540.00	\$ 1,995,540.00
Travel	\$ 63,853.88	\$ 63,853.88	\$ 68,271.08	\$ 72,492.17	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
Total	\$ 27,424,548.22	\$ 38,162,623.96	\$ 32,993,878.33	\$ 32,746,029.61	\$ 30,563,598.35	\$ 30,094,146.00	\$ 29,422,721.03	\$ 29,423,324.82

\$ -

Estimated FTE: The estimated FTE for FY23 is 12,898 and is projected to be 12,898 for FY24 - FY27. The FTE for FY23 - FY27 is projected to remain flat at this time.

Instructional Staff: Staffing for FY23 is based on the current staff headcount. Staffing will decrease in FY24 - FY27 as we are not expecting a significant increase in enrollment.

Administrative Staff: Ohio Virtual Academy does not employ any administrative staff. Administrative staff are provided by the management company/operator, K12.

Other Staff: This category includes student support staff. Staffing for FY23 is based on the current headcount and will decrease slightly for FY24 - FY27 as some positions will not be backfilled if enrollment stays flat.

Receipts:

Base Foundation: Prior to FY22 funding was \$5,979.92 per FTE plus \$25 for facilities. The calculation for FY22-FY23 uses the new Ohio phase-in formula. The Ohio Virtual Academy's guaranteed minimum rate is \$7,136, per the state.

Other: This includes casino tax payments, a program enrichment grant provided by OCCS (the sponsor) and other state and local funding. Casino payments were forecasted for FY23 through FY27.

The OCCS grant is based on the amount specified in the contract between OCCS and Ohio Virtual Academy. OCCS provided an additional grant in FY23 to cover the cost of additional curriculum. We are not we will receive the additional grant from OCCS in FY24 - FY27.

Federal Grants: The school will still utilize ESSER II, ARP ESSER, ARP IDEA, and ARP Homeless throughout FY23-24, All CARES related funding is due to expire by FY24. Other grants will align with enrollment.

State Grants: FY23 - FY27 includes estimates for Student Wellness and Success funds.

Disbursements:

Salaries and Wages: FY23 wages are based on current actuals. For FY23-FY24 additional stipends, sign-on bonuses, and retention bonuses are being offered to attract retain staff,. Salary and wages also includes incremental merit increases each year.

Employee Retirement and Insurance Benefits: These are estimated at 39% of salaries in FY23. FY24 - FY27 show incremental increases for inflation. Rates may vary because the sign on and retention bonuses will have lower benefit rates, and will only include retirement and medicare expense.

Purchased Services/Supplies and Materials/Capital Outlay/Other: Expenses are consistent with enrollment plus cost of living increases.

Rent: This is rent for the office where the administrative staff work. Rent is increasing year-over-year per leasing agreement.

Utilities: There was no utilities expense for FY19, as utilities were included in the office rent. There is utilities expense starting in FY20 for the new office space.

Other Facility: This includes building maintenance and security, copier rentals, telephones, internet and postage.

Management Fee: This is a fee charged by K12, the management company, and is calculated as a percentage of designated revenues. Services provided by K12 for this fee include personnel management; facility management; consulting and liaison services with the Sponsor, Ohio Department of Education, and other agencies; management services regarding special education, English Language Learning and Section 504 programs, related services and reimbursements; development, drafting and maintenance of forms, operations manuals, handbooks, guides, and policies and procedures; consultation, monitoring and oversight of EMIS and other state reporting systems; assistance in applying for grants; budgeting and financial reporting; maintenance of financial and student records; pupil recruitment; admissions; student discipline; etc. The management fee is reduced in each year by a credit to be issued by K12 in the amount of the deficit in order to maintain a specified net asset balance. If the management fee is not large enough, the remainder of the credit will go against the technology fee.

Sponsor Fee: This is a fee paid to the Ohio Council of Community Schools. It is a percentage of state foundation funding.

Legal: The legal fees for FY22 and FY23 are higher due to a renegotiation of the contract between Ohio Virtual Academy and K12.

Special Education Services: This includes related services for the school's special education students.

Technology Fee: This is a fee charged by K12, the management company, and is calculated as a percentage of designated revenues. Services provided by K12 for this fee include monitoring of the Online School; fixing production issues; generating reports on pupil academic performance, attendance and progress; seeking and securing competitive pricing and centralized purchase discounts for computers, monitors, printers, software and other peripherals; training school staff, parents and students on technology systems; developing, designing, publishing and maintaining the school's interactive website; maintaining the school's computer and telephone network; determining hardware configurations (including software and operating systems) for the school's technology needs; providing support for school employees and students; proposing for the governing authority adoption policies and procedures regarding the responsible use of computer equipment and other school property; etc.

College Credit Plus: Many Ohio Virtual Academy students take advantage of the College Credit Plus program. Tuition is included in purchased services and textbooks are included in supplies.

Online Curriculum: This includes the cost of the online curriculum used by both the students and instructional staff.

Professional Development: Expenses remaining flat year-over-year. As COVID restrictions are lifting, more professional development events have become available.

Student Internet Reimbursements: Parents of students are eligible to receive a partial reimbursement of their internet costs. Internet service is provided for free to homeless students.

Student Services: This includes supplemental curriculum and special education assistive devices. The FY23 through FY24 expenses are higher than the other years due to spending restricted grant funds.

Staff Telephone and Internet: Instructional and support staff work remotely. Ohio Virtual Academy provides telephones to the employees as well as reimbursement for home internet service.

Testing: This includes the costs for state mandated testing. Since Ohio Virtual Academy is a virtual school, rooms must be rented at many locations throughout the state where students can take the required tests. Computers and tech support must be provided. Teachers must travel to the test sites to proctor the tests and their travel expenses are reimbursed. Purchased services also include test site rentals, teacher travel and tech support. Computers are included in supplies. Testing expenses decreased in FY20 due to COVID. In FY21 testing cost increased due to an increase in the number of testing sites needed to allow for social distancing. FY23-25 shows an increase due to increase facility rental fees, but FY26 and FY27 show a decrease with the expectation of fewer COVID related restrictions.

Travel: Travel will remain relatively flat from FY23 - FY27 as we many COVID restrictions are lifting, allowing for more teachers to travel as needed.

Supplies and Materials: This includes office supplies for school staff, providing computers to students, and textbooks and other instructional materials provided to students.

Capital Outlay: This includes computers for instructional and support staff. Included are both the new computers for new hires and replacement computers as they are needed.

Other: This includes bank service charges, dues and subscriptions, and other miscellaneous expenses.

In each forecasted year, Ohio Virtual Academy's revenues are equal to its expenses. This is because according to the Educational Products and Administrative and Technology Services Agreement

Ohio Virtual Academy has no debt.

Ohio Virtual Academy's management company/operator is K12, Inc.



FY23 Proposed Budget

October 2022



Assumptions

	FY23 Proposed Budget (October)	FY23 Approved Budget (June)
ENROLLMENT:		
Average Enrollment	14,368	16,371
STUDENT/TEACHER RATIOS:		
Elementary School (K-5)	60:1	60:1
Middle School (6-8)	190:1	190:1
High School (9-12)	200:1 for most, 350:1 for PE and 175:1 for CRE	200:1 for most, 350:1 for PE and 175:1 for CRE
SPED Intervention Specialists (K-8)	16:1	16:1
SPED Intervention Specialists (HS)	24:1	24:1
K-5 Advisors	400:1	400:1
Middle School and High School Advisors	300:1	300:1
High School Counselors	350:1	350:1
FUNDING PER FULL-TIME STUDENT:		
Base State Foundation	\$ 7,136	\$ 7,136
* Special Ed - Based on disability, no changes in rates		
* CRE - Based on course category, no changes in rates		
BUDGET:		
Revenue	\$ 127,714,139	\$ 142,303,618
Expenditures	\$ 129,567,194	\$ 142,380,828
Deficit	\$ (1,853,056)	\$ (77,210)



FY23 Proposed Budget Summary

	FY23 Proposed Budget (October)	FY23 Approved Budget (June)	Variance Higher/ (Lower)	% Change
Average Enrollment	14,368	16,371	(2,003)	-12%
Total Revenue	\$ 127,714,139.00	\$ 142,303,618	\$ (14,589,479)	-10%
Teacher Expenses	54,403,242.00	56,256,774	(1,853,532)	-3%
Student Expenses	45,345,177	53,371,935	(8,026,758)	-15%
Student and Family Services Expenses	3,963,099.00	4,226,484	(263,385)	-6%
Administration and Governance Expenses	16,547,822	18,375,389	(1,827,567)	-10%
Technology Expenses	8,631,050	9,498,141	(867,091)	-9%
Insurance/Facilities/Other Expenses	676,804	652,104	24,700	4%
Total Expenses	129,567,194	142,380,828	(12,813,633)	-9%
Surplus (Deficit)-Prior to K12 Credit	\$ (1,853,055)	\$ (77,210)	\$ (1,775,845)	2300%

K12 will issue a deficit credit that will enable OHVA to maintain net assets of \$250,000 excluding net capital assets and entries related to GASB 68 and GASB 75.



FY23 Proposed Budget Variance Explanations

Enrollment – Average enrollment decreased by 2,003 students. K-5 decreased by 1,338, middle school 311, and high school decreased by 355.

Total Revenue – Basic, special education and career technical funding are decreasing due to enrollment and an adjustment to the new funding formula. The new funding formula guarantees a minimum per pupil rate of \$7,136. FY23 Federal grant amounts include actual amounts known at this time. Remaining ESSER/CARES grants were adjusted to account for actual revenue spent in FY22. Both Casino and Student Wellness and Success funds are estimates based on previous year rates.

Teacher Expenses –Overall, teacher expenses decreased due to lower enrollment. Fewer instructors will be needed, and less teacher related expenses. The total for SPED contractors also decreased due to enrollment. Benefits are currently trending lower than anticipated.



FY23 Proposed Budget Variance Explanations (Continued)

Student Expenses – Most student expenses are decreasing with enrollment. Testing cost decreased due to enrollment and testing cost is trending lower than anticipated. K12 expenses decreased due to enrollment and an alignment of charges to account for anticipated year-end credits.

Student and Family Services Expenses – Expenses are decreasing due to enrollment. All other expenses were estimated based on actuals.

Administration and Governance Expenses – The K12 management fee and OCCS sponsor fee are decreasing with revenue.

Technology Expenses – The K12 technology fee is decreasing with revenue.

Insurance/Facilities/Other Expenses – Most facility cost is expected to remain the same as the June budget. We now have the actual amount for liability insurance, which is an increase of \$25K.



Detail of K12 Charges Other

Other K12 Services:	FY23 Proposed	FY23 Approved	Variance	% Change
	Budget	Budget (June)	Higher/(Lower)	
Testing Nirvana	77,936.89	93,884.00	\$ (15,947)	-17%
Related Service Manager	11,005.29	11,005.29	\$ -	0%
USA Test Prep	12,000.00	12,000.00	\$ -	0%
NWEA	139,040.60	139,040.60	\$ -	0%
Total	\$ 239,983	\$ 255,930	\$ (15,947)	-6%