

Regular Board Meeting (Tuesday, April 21, 2026)
Generated by Shelley Martin on Thursday, April 23, 2026

Meeting began at 2:04 PM

1. Call To Order
Procedural: 1.01 Roll Call

C. Even, L. Hook and M. Sander were present.

R. Gebhardt arrived at 2:10 PM and P. Dubbs was absent.

Procedural: 1.02 Pledge of Allegiance

2. Visitors to the Board

3. Treasurer
Action, Minutes: 3.01 Minutes
Recommended Action: Treasurer recommends the approval of minutes as presented.

Action: 3.02 Treasurer's Financial Reports
Recommended Action: Treasurer recommends financial reports as presented.

4. Executive Director

Discussion: 4.01 Update on Enrollment/Graduate/Documented Hours/Student & Family Engagement Events

Mr. Lenney reported that there were 86 graduates to date with about 200 expected. Enrollment continues to lag prior years. Staff is investigating causes/reasons. Documented hours are running close to estimate.

Discussion: 4.02 Update of School Improvement Plan / One Plan

Discussion: 4.03 Legislative Update

Action: 4.04 Warren County ESC Contracted Services
Recommended Action: Executive Director recommends approval of the contract as presented.

Action: 4.05 Attendance Policy
Recommended Action: Executive Director recommends the approval of the policy as presented.

Action: 4.06 Lease Addendum
Recommended Action: Executive Director recommends the approval of the lease addendum as presented.

Action: 4.07 VLA Participation Contract
Recommended Action: Executive Director recommends the approval of the contract as presented.

5. Sponsor Representative

Discussion: 5.01 Discussion and Updates

Sponsor representative reviewed the Sponsor Connection with the Board.

6. Agenda Approval

Action: 6.01 Motion to approve all agenda items
Recommended Action: Executive Director recommends approval of all agenda items as presented in one motion.

Motion: R Gebhardt
Second: L Hook

Motion carries 4-0

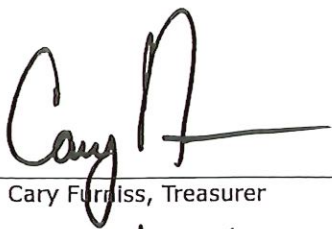
7. Adjournment

Action: 7.01 Adjourn
Recommended Action: Motion to adjourn.

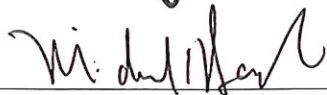
Motion: L Hook
Second: C Even

Motion carries 4-0

Meeting was adjourned at 2:26 PM.



Cary Furriss, Treasurer



Dr. Mike Sander, President



**Greater Ohio
Virtual School**

Greater Ohio Virtual School

Monthly Financial Report

Fiscal Year 2026 - July to March

ACTUAL REVENUE RECEIVED THROUGH MARCH COMPARED TO THE PRIOR YEAR

	Actual Revenue Collections For July to March	Prior Year Revenue For July to March	Actual Compared to Last Year
Local Revenue	(25,457)	(34,501)	▲ 9,044
Interest	123,469	123,791	▼ (322)
State Revenue	3,556,991	3,908,898	▼ (351,907)
Federal Revenue	410,469	362,515	▲ 47,953
All Other Revenue	21,761	24,060	▼ (2,299)
Total Revenue	4,087,232	4,384,764	▼ (297,531)

Compared to the
same period, total
revenue are
\$(297,531)
Lower than the
previous year

After nine (9) months complete, revenues are \$(297,531) lower than last fiscal year. Enrollment in March 2026 was paid at 410 FTE compared to 443 FTE last March resulting in lower state aid. GOVS also had one-time Science of Reading payments included in state aid last year, further creating a negative variance.

ACTUAL EXPENSES THROUGH MARCH COMPARED TO THE PRIOR YEAR

	Actual Expenses For July to March	Prior Year Expenditures For July to March	Actual Compared to Last Year
Salaries and Benefits	2,395,235	2,331,835	▲ 63,401
Purchased Services	1,330,090	1,257,401	▲ 72,689
Supplies	172,946	128,445	▲ 44,501
Capital	-	-	-
All Other Expenses	70,821	335,502	▼ (264,681)
Total Expenditures	3,969,093	4,053,183	▼ (84,089)

Compared to the same
period, total
expenditures are
\$(84,089)
Lower than the
previous year

Expenditures are \$(84,089) less than last fiscal year after nine (9) months. The completion of the "claw back" payments to ODEW from the ECOT decision last fiscal year is responsible for the lower spend, less increases in other categories.

As of March 31, 2026

Difference from Beginning Cash

Greater Ohio Virtual School Cash Summary Report

FUND-SCC	Description	Initial Cash	MTD Received	FYTD Received	MTD Expended	FYTD Expended	Fund Balance	Encumbrance	Unencumbered Balance
001-0000	GREATER OHIO VIRTUAL SCHOOL	\$ 3,979,973.49	\$ 476,619.87	\$ 3,658,524.27	\$ 411,070.60	\$ 3,584,565.66	\$ 4,053,932.10	\$ 558,978.40	\$ 3,494,953.70
019-9926	GREATER CINCINNATI FOUNDATION GRANT FY26	0.00	0.00	2,500.00	2,500.00	2,500.00	0.00	0.00	0.00
516-9925	IDEA-B FY25	(6,090.19)	0.00	32,292.96	0.00	26,202.77	0.00	0.00	0.00
516-9926	IDEA-B FY26	0.00	11,201.87	69,922.97	17,666.03	87,589.00	(17,666.03)	0.00	(17,666.03)
536-9925	Title I Non COMPETITIVE FY25	(23,618.35)	0.00	23,618.35	0.00	0.00	0.00	0.00	0.00
536-9926	Title I Non COMPETITIVE FY26	0.00	15,057.94	101,895.95	14,555.74	116,451.69	(14,555.74)	37,363.63	(51,919.37)
551-9926	LIMITED ENGLISH PROFICIENCY	0.00	0.00	1,489.34	225.00	675.00	814.34	0.00	814.34
572-9025	EOEC Non Competitive FY25	(55,409.09)	0.00	55,409.09	0.00	0.00	0.00	0.00	0.00
572-9026	EOEC Non Competitive FY26	0.00	10,000.00	70,000.00	10,000.00	80,000.00	(10,000.00)	30,000.00	(40,000.00)
572-9925	TITLE I FY25	(7,827.51)	0.00	13,159.70	0.00	5,332.19	0.00	0.00	0.00
572-9926	TITLE I FY26	0.00	7,361.10	42,680.17	7,361.10	50,041.27	(7,361.10)	0.00	(7,361.10)
584-9925	TITLE IV-A FY25	0.00	0.00	1,954.92	0.00	1,954.92	0.00	0.00	0.00
584-9926	TITLE IV-A FY26	0.00	1,025.42	5,945.46	1,025.42	5,945.46	0.00	0.00	0.00
590-9925	TITLE II FY25	0.00	0.00	1,371.67	0.00	1,371.67	0.00	0.00	0.00
590-9926	TITLE II FY26	0.00	1,115.11	6,465.47	1,115.11	6,465.47	0.00	0.00	0.00
Grand Total		\$ 3,887,028.35	\$ 522,381.31	\$ 4,087,230.32	\$ 465,519.00	\$ 3,969,095.10	\$ 4,005,163.57	\$ 626,342.03	\$ 3,378,821.54

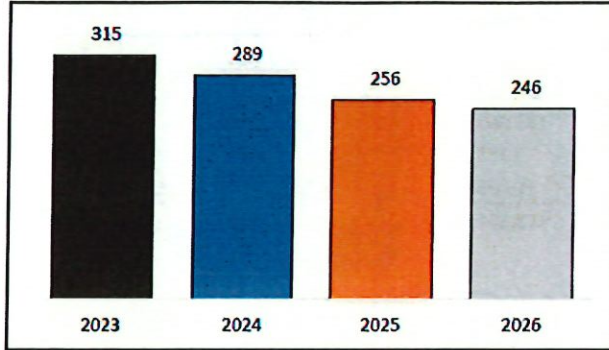
TREASURER REPORT TO THE GOVERNING BOARD

April 21, 2026

Agenda Items

- Financial Performance through March 31st

Calendar Days of Cash on Hand



The graph reflects Cash on Hand at March 31st of each of the fiscal years indicated.

Ending Cash Balance at End of the Month

2023	\$2,374,081
2024	\$3,342,657
2025	\$3,727,393
2026	\$4,005,166

Cash balance has returned to a pre-ECOT level, but the enrollment growth and its impact on the budget has reduced the days of cash on hand lower than previous years.

FISCAL YEAR 2026 FORECAST TO ACTUAL COMPARISON FOR REVENUE

	Annual Forecast Estimate	Projected Annual Cash Estimate	Actual Compared to Cash Flow
Local Revenue	2,000	(24,457)	▼ (26,457)
Interest	166,247	165,469	▼ (778)
State Revenue	5,146,685	5,104,991	▼ (41,694)
Federal Revenue	710,595	710,469	▼ (126)
All Other Revenue	23,998	27,760	▲ 3,762
Total Revenue	6,049,525	5,984,232	▼ (65,293)

Compared to forecast,
revenue cash flows
are
\$(65,293)

Lower than forecasted

Revenues are lower by (\$65,293) compared to the Winter 2026 forecast. The negative variance can be attributed to lower full-time equivalent student counts compared to estimated. Hybrid payments will partially mitigate the impact of lower enrollment due to a higher level of student engagement hours. But that will have a potential negative impact next fiscal year when the Hybrid is trued up to actual in November.



SPONSOR CONNECTION

APRIL 2026

Latest News for St. Aloysius Sponsored Schools

Reminders

- 4/1-28: Roster verification period
- 4/1: Deadline to notify local districts of start and end times for FY26-27 if the school will be using district transportation
- 4/10: Spring Survey Deadline for non-SES selected schools
- 4/30: SES Compliance Items Deadline
- 5/1: Deadline for districts to complete [OTES evaluations](#)



FY25-26 Governing Authority and School Leader Timeline

Click the link below to access the the timeline.

[Governing Authority & School Leader Timeline 25-26](#)

Charter School Specialists Staff Directory

Click on the link: [CSS Staff Directory](#)

2025–2026 Professional Development Catalog

This year's catalog features a comprehensive lineup of upcoming professional development sessions, on-demand learning opportunities, and additional trainings designed to support school leaders, teachers, and our valued partners.

Access the catalog:

[2025-2026 Professional Development Catalog](#)

We encourage you to explore the catalog and share it with your teams. If you have any questions or would like to request customized professional development, please contact Molly Warmke at mwarmke@charterschoolspec.com.

HB 114: New Kindergarten Age Eligibility Requirements for the 2026-2027 School Year

As of March 20, 2026, Children must be 5 years old on or before the first day of school to be eligible to enroll for the 2026–2027 school year. This is a change from the previous cutoff date of August 1 or September 30.

To enroll in kindergarten, a child must be five years old on or before the first day of instruction. If a child's birthday falls after the first day of school, they will need to wait to start kindergarten the following year.

If a community school has adopted an early entrance policy and a child for whom admission has been requested will be five prior to January 1, they can be evaluated for early entrance based upon the school's policy. The child will need to be referred for evaluation by the child's parent/guardian, an educator employed by the school, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child.

Once the child has been evaluated, the board shall decide whether to admit the child. If a community school chooses to permit enrollment of a child who turns five on or after January 1, the child can only be admitted in accordance with ODEW's model acceleration policy adopted by the board. The only approved source for evaluation under the acceleration policy is the Iowa Acceleration Scale.



State Board of Education

Deadline for OTES Evaluations Announced

The deadline for districts to complete [OTES evaluations](#) is May 1, and OTES evaluation reports must be provided to teachers by May 10. OhioES will remain open until June 12 to enter and finalize evaluation data.



2026 Yass Prize Competition

The Center for Education Reform announced the official launch of the 2026 Yass Prize competition — offering \$1 million to the education provider that most powerfully demonstrates Sustainable, Transformational, Outstanding, and Permissionless (STOP) education. Since its founding, the Yass Prize and STOP Awards Initiative have awarded over \$60 million to more than 225 education innovators across sectors and approaches. This year, the Yass Prize will identify a select group of STOP-enabled organizations to join the [prestigious business accelerator](#). To learn more and apply, visit YassPrize.org and [hear directly from cohort members](#) and former speakers why this is the most powerful network in education.

Adult Diploma Competency-Based Educational Program Replaces the 22+ Program for FY27

Beginning July 1, 2026, the 22+ Program will become the new Adult Diploma Competency-Based Educational Program. Community Schools designated as dropout prevention and recovery schools are eligible to provide this program.

The no-cost program is available to adults 18 and over without a high school diploma or high school equivalence diploma. Participants must be withdrawn from their school and be an Ohio resident. Also, they cannot be assigned to classes or settings with students who are younger than eighteen years of age.

Eligible individuals may be enrolled in the program for up to three consecutive school years for the purpose of earning a high school diploma. Providers will need to establish a career plan for each individual enrolled in the program that specifies the individual's career goals and describes how the individual will demonstrate competency to earn a diploma and attain the individual's career goals.

deadline, it is recommended that they wait until the new platform is available before beginning. The Ohio Learn system, powered by Cornerstone OnDemand, will provide improved access to professional learning and allow educators to access training opportunities using their OHID credentials. Schools are encouraged to communicate this transition to all staff and prioritize completion of any required trainings prior to the deadline.

In addition, the Office of Accountability within the Ohio Department of Education and Workforce is launching a [Special Education Accountability Training Series](#) beginning in April 2026. This series of live, virtual sessions is designed to strengthen educators' understanding of the data used to develop Ohio's Special Education Profiles and Ratings. Each session will provide an in-depth review of Special Education Indicators, guidance on validating data, and support in utilizing key resources such as EMIS reporting tools, Secure Data Center reports, and technical documentation. These sessions will be offered monthly, do not require registration, and are strongly encouraged for special education administrators, EMIS coordinators, intervention specialists, and building leaders. Strengthening data literacy across staff will support both compliance efforts and improved outcomes for students with disabilities.

Finally, schools are reminded of the annual requirement under IDEA Part B (34 CFR 300.165 and 34 CFR 300.201) to provide an opportunity for public comment regarding the use of IDEA funds. This requirement ensures that parents of children with disabilities, individuals with disabilities, and other community stakeholders have an opportunity to provide input on the district's special education programming. Schools must ensure that public notice is provided, opportunities for feedback are accessible, and documentation is maintained as evidence of compliance. A recommended practice is to publish this notice through a local newspaper advertisement and retain documentation of the publication for monitoring or audit purposes.

College and Career Readiness Corner



It Takes a Village—Supporting Work Readiness Beyond the Classroom

As we continue our focus on preparing students for their future, one thing is clear, and that is developing strong work habits doesn't happen only in school. It happens everywhere.

Families and caregivers play a critical role in helping students build the foundational skills needed for success in school, work, and life. In Ohio, this connection is reinforced through initiatives like the [OhioMeansJobs Readiness Seal](#), which emphasizes that students demonstrate professional skills not only in the classroom, but also at home and in their communities.

So, what can this look like in practice? Schools can support families by helping them recognize that everyday experiences are powerful opportunities to build work-ready skills. Completing chores on time builds reliability. Managing responsibilities at home strengthens accountability. Participating in family discussions develops communication and teamwork. Even something as simple as budgeting for a purchase can build financial literacy and decision-making skills. Here is a [Family Tip Sheet for Elementary Students](#) that can be shared with families and caregivers.

Schools can also connect families to Ohio-based resources like [OhioMeansJobs](#), which offers free tools for career exploration, resume building, and financial planning.

Ultimately, helping students develop positive work behaviors is a shared responsibility. By intentionally partnering with families and communities, schools can extend learning beyond the classroom and ensure that students are not only prepared to graduate but prepared to thrive in their own vision of a *Good Life*.

Plan Ahead: Developmental Screening including Vision & Hearing Screenings for Fall 2026

Looking ahead to Fall 2026, please note that developmental screening requirements, including vision and hearing screenings, apply to all schools serving kindergarten and first grade and must be completed by November 1 each school year. Schools are permitted to complete other required vision and hearing screenings of grades 2-12, at any point of the school year. ([ORC 3313.673](#)).

Many schools rely on third-party contractors to conduct screenings, but availability can be limited early in the school year. While contractors may be used, schools remain responsible for ensuring screenings are completed by the statutory deadline of November 1 (K-1). To avoid scheduling challenges, schools, particularly those without a nurse on staff, are encouraged to plan and schedule screenings well in advance. If a contractor is unable to schedule screenings in a timely manner, alternative arrangements may be necessary to remain compliant.

Schools may wish to consider the following options now as part of early planning:

- Schedule screening contractors early, ideally in the spring or early summer
- Purchase screening equipment (vision and/or audiometer) and have a designated staff member trained to conduct screenings
- Partner with qualified parents or guardians in your community (for example, optometrists, audiologists, or nurses)
- Coordinate with local health departments, clinics, hospitals, or community organizations
- Collaborate with nearby schools to share equipment or trained personnel

ODH Guidance and Resources

The Ohio Department of Health provides detailed guidance on screening requirements, approved methods, training, and reporting through its Children's Hearing and Vision Program. Key resources are linked below for your reference as you plan for next school year.

Children's Hearing and Vision Program Overview

<https://odh.ohio.gov/know-our-programs/children-s-hearing-vision-program>

Requirements for Hearing and Vision Screening in Schools

<https://odh.ohio.gov/know-our-programs/children-s-hearing-vision-program/requirements>

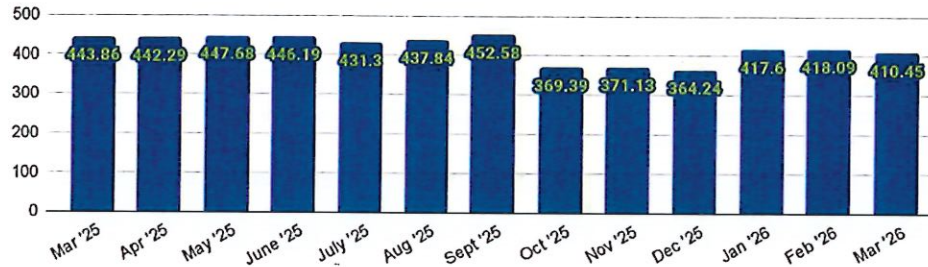
Greater Ohio Virtual School

Your School At-A-Glance Report



Current Student FTE

FTE Information is taken from the Ohio Department of Education and Workforce's Community School Payment Report and includes the previous month's data.



Board Actions

Review School Improvement Plan at each board meeting:

Goals for 2025-2026 school year:

Goal 1: Using STAR Assessments, All Students in High School attending Greater Ohio Virtual School will increase 2.00 % in Reading/Literacy by 06/30/2028.

Goal 2: By 06/30/2028 we will improve the performance of All Students at/in Greater Ohio Virtual School by increasing Engagement by 5% using Seat time.

Discussion questions to consider:

Are the goals, strategies, and action steps aligned to the priority actions that will impact the school report card? Evidence?

Have the planned strategies and action steps been implemented? Discuss evidence.

Which established action steps have been completed within the identified timelines? What obstacles (if any) have prevented implementation?

How do the strategies and action steps differ from past practices? Are the strategies and action steps reflective of evidence-based practices? How do you know?

What data has been collected to determine whether or not the strategies and action steps are positively impacting student learning outcomes?

What is the data telling us? Are the trends changing?

Does the school improvement plan need to be adjusted? What is the evidence?

Are the necessary resources available and being used? If not, why?

Is there additional technical assistance needed from the Management Company, Board, Sponsor, etc.?



Key Dates

Charter Agreement:

- Expiration: 6/30/2034
- High Stakes Review: Fall 2033

Pending Contract Modifications:

- None Noted

Intervention Status Reporting for 25-26:

- Not in Intervention Status

School Improvement Plans for 25-26

Due:

- Received

One Plan Cohort:

- Cohort 2

Onsite Assistance Review:

- 2/25/26

Compliance Onsite Review:

- Virtual - 10/3/2025
- Onsite - 10/21/2025

CAP/Probation:

- None Noted