Regular Board Meeting (Tuesday, October 13, 2026)
Generated by Tammy Turner on Wednesday, October 14, 2026

Meeting started at 2:04 PM

1. Call To Order

Procedural: 1:01 Roll Call

Procedural: 1.02 Pledge of Allegiance

Present: Isaac Seevers, Larry Hook, Christy Even, Mike Sander
Absent: Pat Dubbs

2. Visitors to the Board

Lauren Shockley from Charter School Specialists was in attendance.

3. Treasurer

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

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

Action: 3.03 Monthly Financial Report
Recommended Action: Treasurer recommends financial report as presented.

Action: 3.04 Recommended to approve the FY 2027 budget for GOVS to be submitted to ODEW
Recommended Action: Treasurer recommends approval of the Fiscal Year 2027 budget for GOVS to be submitted to ODEW.

Treasurer reported on the financial impact of the current enrollment.

4. Executive Director

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

Executive Director - Justin Smith updated the Board on enrollment, upcoming student activities and One Plan strategies.

Discussion: 4.02 Update of School Improvement Plan/One Plan

Discussion: 4.03 Legislative Update

Discussion: 4.04 2026-2027 Sponsor Annual Report and Performance Framework.

Discussion: 4.05 Personnel
Recommended Action: Executive Director recommends approval of Personnel as presented.

Discussion: 4.06 2026-2027 Student Handbook updated
Recommended Action: Executive Director recommends approval of the Student Handbook update as presented.

Discussion: 4.07 Resolution 26-04
Recommended Action: Executive Director recommends that Resolution 26-04 be approved as presented.

Discussion: 4.08 Resolution 26-05
Recommended Action: Executive Director recommends that Resolution 26-05 be approved as presented.

Discussion: 4.09 2025-2026 Greater Ohio Virtual School Annual Report
Recommended Action: Executive Director recommends approval of the GOVS Annual Report as presented.

Discussion: 4.10 Policy Update
Recommended Action: Executive Director recommends approval of the policy updates as presented.

5. Sponsor Representative

Discussion: 5.01 Discussion and Updates

Lauren Shockley reviewed the sponsor connection with the Governing 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: Isaac Seevers
Second: Larry Hook

Isaac Seevers, Aye; Larry Hook, Aye; Christy Even, Aye; Mike Sander, Aye
Motion Carries: 4-0

7. Adjournment

Action: 7.01 Adjourn
Recommended Action: Motion to adjourn.

Motion: Isaac Seevers
Second: Christy Even

Isaac Seevers, Aye; Larry Hook, Aye; Christy Even, Aye; Mike Sander, Aye.

Motion Carries: 4-0

Meeting ended at 2:26 PM

Cary Furniss, Treasurer

Dr. Mike Sander, President

Tuesday, October 13, 2026
Regular Board Meeting

1. Call To Order

Subject	**1.01 Roll Call**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	1. Call To Order
Access	Public
Type	Procedural

Subject	**1.02 Pledge of Allegiance**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	1. Call To Order
Access	Public
Type	Procedural

2. Visitors to the Board

Subject	**2.01 Public comments to discuss non-agenda items**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	2. Visitors to the Board
Access	Public
Type	

Subject	**2.02 Public Comments on Agenda Items**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	2. Visitors to the Board
Access	Public
Type	

3. Treasurer

Subject	**3.01 Minutes**

Meeting	Oct 13, 2026 - Regular Board Meeting
Category	3. Treasurer
Access	Public
Type	Action, Minutes
Recommended Action	Treasurer recommends the approval of minutes as presented.
Minutes	View Minutes for Sep 22, 2026 - Regular Board Meeting

Subject	**3.02 Treasurer's Financial Reports**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	3. Treasurer
Access	Public
Type	Action
Recommended Action	Treasurer recommends approval of financial reports as presented.

Subject	**3.03 Monthly Financial Report**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	3. Treasurer
Access	Public
Type	Action
Recommended Action	Treasurer recommends financial report as presented.

File Attachments
2026.09.30 Investment Detail GOVS.pdf (1,410 KB)
2026.09.30 Financial Report.pdf (667 KB)
Cash Flow September 2026.pdf (417 KB)

Subject	**3.04 Recommended to approve the FY 2027 budget for GOVS to be submitted to ODEW**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	3. Treasurer
Access	Public

Type

File Attachments
Budget Summary FY 27.pdf (129 KB)

4. Executive Director

Subject	**4.01 Update on Enrollment/Graduate/Documented Hours/Student & Family Engagement Events**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Discussion

Subject	**4.02 Update of School Improvement Plan / One Plan**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Discussion

Subject	**4.03 Legislative Update**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Discussion

Subject	**4.04 2026-2027 Sponsor Annual Report and Performance Framework**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	

Administrative File Attachments
Greater Ohio Virtual School 2026-07 Annual Report.pdf (3,426 KB)
6.4.1 - Performance Framework.pdf (5,016 KB)

Subject	**4.05 Personnel**

Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	

Last	First	Job	Salary	Contract Days	Board Agenda	Hire/Resignation Date
Detmer-Bogaert	Shelley	Virtual Tutor	$30/hour	As Needed	New Position	10/7/2026

Subject	**4.06 2026-27 Student Handbook updated**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Action
Recommended Action	Executive Director recommends approval of the Student Handbook update as presented.

File Attachments
GOVS Student Handbook 2026-2027.pdf (1,021 KB)

Subject	**4.07 Resolution 26-04**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Action
Recommended Action	Executive Director recommends that Resolution 26-04 be approved as presented.

File Attachments
Resolution 26-04 GOVS Special Education Model Policies.pdf (61 KB)

Subject	**4.08 Resolution 26-05**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Action

Recommended Action	Executive Director recommends that Resolution 26-05 be approved as presented.

File Attachments
Contract Modification - Second Amendment (Lease & Ins).pdf (162 KB)

Subject	**4.09 2025-2026 Greater Ohio Virtual School Annual Report**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Action
Recommended Action	Executive Director recommends approval of the GOVS Annual Report as presented.

File Attachments
GOVS 2025-2026 Annual Report.pdf (6,488 KB)

Subject	**4.10 Policy Update**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Access	Public
Type	Action
Recommended Action	Executive Director recommends approval of the policy updates as presented.

po0145 (update)
po0146 (update)
po1231 (update)
po2265 (update)
po2461 (rescind)
po3231 (update)
po4231 (update)
po5111.01 (update)
po5224 (new)
po5330 (update)
po5463 (update)
po5514 (new)
po6100 (new)
po6423 (update)
po7540.10 (new)
po8120 (update)
po8310 (update)

po8330 (update)

File Attachments
October Board Meeting Neola Draft - Policy Manual selection (18 items).pdf (424 KB)

5. Sponsor Representative

Subject	**5.01 Discussion and Updates**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	5. Sponsor Representative
Access	Public
Type	Discussion

File Attachments
Sponsor Connection - October 2026.pdf (685 KB)
Greater Ohio Virtual School - October 2026 - At-A-Glance Report.pdf (693 KB)

6. Agenda Approval

Subject	**6.01 Motion to approve all agenda items**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	6. Agenda Approval
Access	Public
Type	Action
Recommended Action	Executive Director recommends approval of all agenda items as presented in one motion.

7. Adjournment

Subject	**7.01 Adjourn**
Meeting	Oct 13, 2026 - Regular Board Meeting
Category	7. Adjournment
Access	Public
Type	Action
Recommended Action	Motion to adjourn.

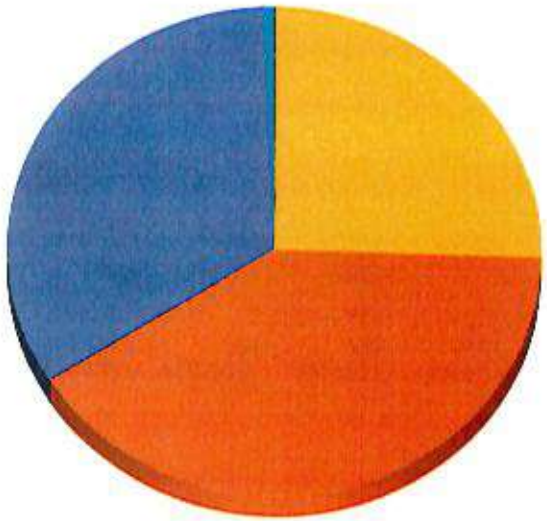
Portfolio Overview

9/1/2026 - 9/30/2026

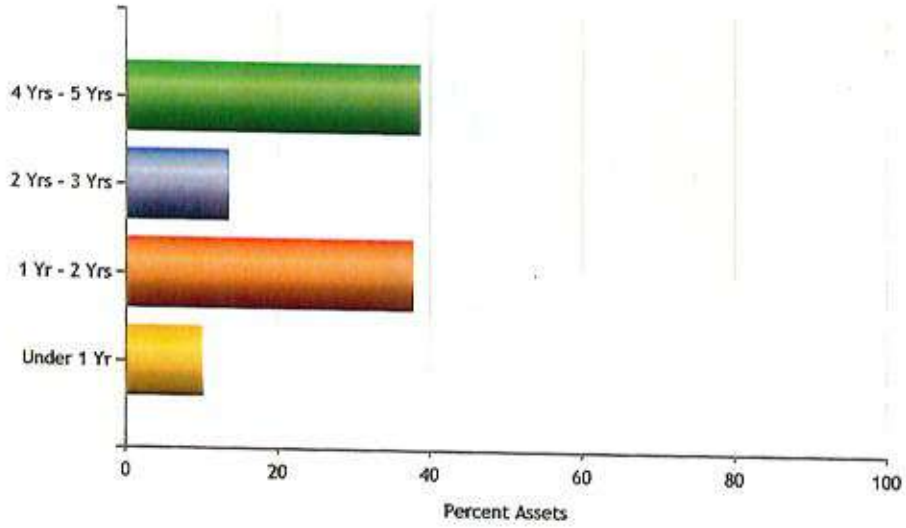
Monthly Activity Summary

	Since 9/1/2026
Beginning Book Value	**1,499,357.47**
Contributions	0.00
Withdrawals	0.00
Prior Month Management Fees	-125.39
Prior Month Custody Fees	-7.39
Realized Gains/Losses	0.00
Gross Interest Earnings	2,802.57
Ending Book Value	**1,502,027.26**

Portfolio Allocation as of 9/30/2026



Distribution by Maturity



Allocation Information

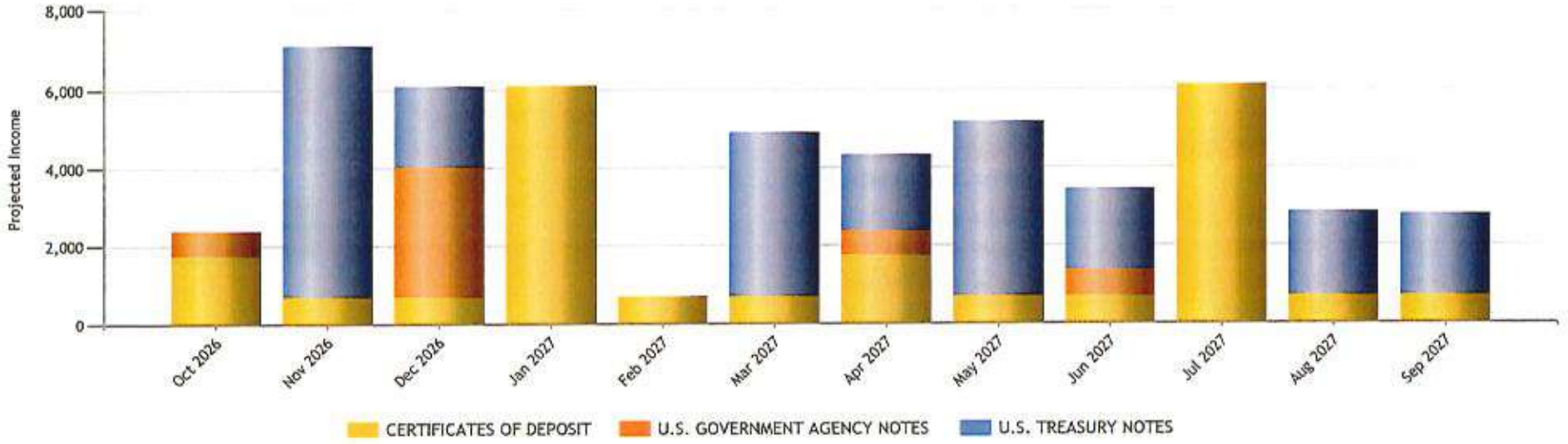
Security Type	Market Value	% Assets	Yield	WAM
U.S. GOVERNMENT AGENCY NOTES	375,987.74	25.3	4.15	1.36
U.S. TREASURY NOTES	604,458.26	40.6	4.26	3.58
CERTIFICATES OF DEPOSIT	497,322.04	33.4	4.35	2.04
MONEY MARKET FUNDS	11,281.21	0.8	3.74	0.00
Total	**1,489,049.25**	**100.0**	**4.26**	**2.47**

REDTREE INVESTMENT GROUP

Greater Ohio Virtual School - Operating Funds
US Bank Custodian Acct Ending x18691
Attn: Cary Furniss

Estimated Gross Income Projection

10/1/2026 - 9/30/2027



		Oct 2026	Nov 2026	Dec 2026	Jan 2027	Feb 2027	Mar 2027	Apr 2027	May 2027	Jun 2027	Jul 2027	Aug 2027	Sep 2027
CERTIFICATES OF DEPOSIT		1,758	708	708	6,108	708	708	1,758	708	708	6,108	708	708
U.S. GOVERNMENT AGENCY NOTES		624	0	3,320	0	0	0	624	0	665	0	0	0
U.S. TREASURY NOTES		0	6,400	2,063	0	0	4,188	1,938	4,463	2,063	0	2,125	2,063
Total		**2,382**	**7,108**	**6,090**	**6,108**	**708**	**4,896**	**4,319**	**5,171**	**3,436**	**6,108**	**2,833**	**2,771**
Grand Total	**51,932**												

Gross Monthly Income

Negative Amounts Represent Paid Accrued Interest

9/1/2026 - 9/30/2026

Pay-Date	CUSIP	Security	Amount
U.S. TREASURY NOTES			
9/30/2026	91282CKF7	US Treasury Note 4.125% Due 3/31/2031	2,062.50
			2,062.50
CERTIFICATES OF DEPOSIT			
9/14/2026	949764YZ1	Wells Fargo Bank, SD 4.250% Due 7/14/2028	360.96
9/21/2026	590131QL1	Merrick Bank, UT 4.250% Due 7/21/2028	360.96
			721.92
MONEY MARKET FUNDS			
9/1/2026	USBMMF	First American Treasury Obligations Fund	18.15
			18.15
TOTAL INCOME			**2,802.57**

REDTREE INVESTMENT GROUP

Greater Ohio Virtual School - Operating Funds
US Bank Custodian Acct Ending x18691
Attn: Cary Furniss

Realized Gains and Losses

9/1/2026 - 9/30/2026

Purchase Date	Close Date	Quantity	CUSIP	Security	Cost Basis	Proceeds	Total Gain/Loss
							0.00
Total Gains							0.00
Total Losses							0.00
Total					0.00	0.00	0.00

Quantity	Cusip	Security Description	Moody's	S&P	Call Date	Cost Basis	Market Value	Yield at Cost	Wtd Maturity	FDIC Number	Purchase Date
U.S. GOVERNMENT AGENCY NOTES											
150,000	3133ENHA1	Federal Farm Credit Bank 1.500% Due 12/14/2026	Aa1	AA+	10/7/2026	148,470.45	149,172.21	4.02	0.20		7/16/2026
145,000	3133EMBX9	Federal Farm Credit Bank 0.860% Due 10/5/2027	Aa1	AA+	10/7/2026	139,410.25	139,536.21	4.16	0.98		7/20/2026
100,000	3135GABD2	Federal Natl Mtg Assoc 1.330% Due 12/16/2030	Aa1	AA+	12/16/2026	87,996.60	85,613.01	4.34	3.98		7/13/2026
	Accrued Interest						1,666.31				
						375,877.30	**375,987.74**	**4.15**	**1.36**		
U.S. TREASURY NOTES											
120,000	91282CQS3	US Treasury Note 4.000% Due 5/31/2028	Aa1	AA+		119,695.31	118,392.19	4.14	1.57		7/20/2026
100,000	91282CKC4	US Treasury Note 4.250% Due 2/28/2031	Aa1	AA+		99,832.03	96,742.19	4.29	3.95		7/9/2026
100,000	91282CKF7	US Treasury Note 4.125% Due 3/31/2031	Aa1	AA+		99,261.72	96,183.59	4.30	4.04		7/9/2026
100,000	91282CQK0	US Treasury Note 3.875% Due 4/30/2031	Aa1	AA+		98,191.41	95,101.56	4.29	4.06		7/9/2026
100,000	91282CQU8	US Treasury Note 4.125% Due 5/31/2031	Aa1	AA+		99,246.09	96,039.06	4.30	4.12		7/9/2026
100,000	91282CQX2	US Treasury Note 4.125% Due 6/30/2031	Aa1	AA+		99,242.19	95,960.94	4.30	4.20		7/9/2026
	Accrued Interest						5,038.73				
						615,468.75	**604,458.26**	**4.26**	**3.58**		
CERTIFICATES OF DEPOSIT											
100,000	73317AFW7	Popular Bank, NY 4.200% Due 7/14/2028				99,900.00	99,014.88	4.28	1.68	34967	7/15/2026
100,000	949764YZ1	Wells Fargo Bank, SD 4.250% Due 7/14/2028				99,900.00	99,110.15	4.34	1.68	3511	7/14/2026
100,000	59013LQL1	Merrick Bank, UT 4.250% Due 7/21/2028				99,900.00	99,088.39	4.34	1.70	34519	7/21/2026
100,000	61778EA35	Morgan Stanley Bank, UT 4.350% Due 7/16/2029				99,850.00	98,518.76	4.40	2.58	32992	7/15/2026
100,000	61781BEB4	Morgan Stanley Private Bank, NY 4.350% Due 7/16/2029				99,850.00	98,518.76	4.40	2.58	34221	7/15/2026
	Accrued Interest						3,071.10				
						499,400.00	**497,322.04**	**4.35**	**2.04**		

Quantity	Cusip	Security Description	Moody's	S&P	Call Date	Cost Basis	Market Value	Yield at Cost	Wtd Maturity	FDIC Number	Purchase Date
MONEY MARKET FUNDS											
	USBMMF	First American Treasury Obligations Fund				11,281.21	11,281.21	3.74	0.00		
						11,281.21	11,281.21	3.74	0.00		
Total Portfolio						1,502,027.26	1,489,049.25	4.26	2.47		

Disclaimer & Terms

9/30/2026

Monthly Investment Report Disclosures:

This report is provided by RedTree Investment Group, a Registered Investment Adviser with the SEC, solely for informational purposes and is intended for use by the account holder(s) listed.

The valuations and performance shown in this report may differ from those provided by the custodian due to differences in pricing sources, the timing of data reconciliation, and the treatment of accruals or cash flows. We encourage you to compare this report with your custodial statement.

Advisory fees are charged based on the terms outlined in your Investment Advisory Agreement. Fees may be calculated as a percentage of assets under management and may be deducted directly from your account(s) at the custodian. Please refer to your agreement and your custodial statements for fee details.

This report may include hypothetical assumptions or forward-looking illustrations regarding the income, yield, or future value of fixed income securities currently held in your portfolio. These projections are for illustrative purposes only and should not be interpreted as guarantees or predictions of actual results.

Fixed income securities, including corporate, municipal, and other debt instruments, are subject to the risk that the issuer may default on interest or principal payments. In such cases, the bondholder may lose some or all of their invested principal. Hypothetical models typically assume full and timely payment of all interest and principal, which may not reflect actual outcomes in the event of issuer distress or default.

If you have questions about this report or your financial situation has changed, please call 888.596.2293 or email info@redtreeinv.com.

Greater Ohio Virtual School

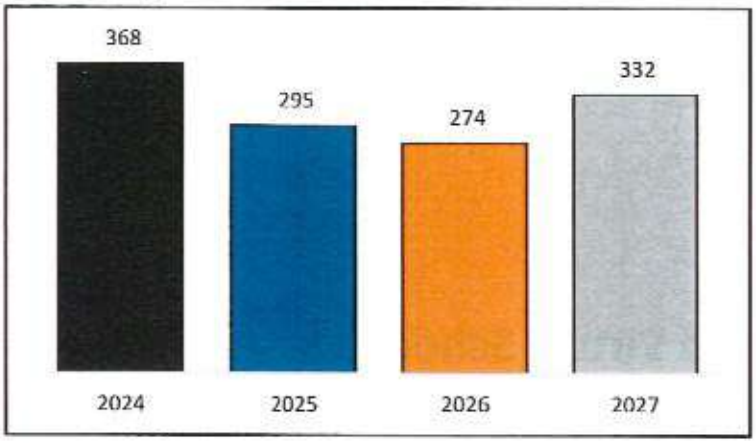
Monthly Financial Report

Fiscal Year 2027 - July to September

Cash Balance Analysis

Monthly cash flow helps explain the timing of revenue and expenditures in the current fiscal year and over several fiscal years. This snapshot is designed to demonstrate three key cash balance indicators - 1) Days of cash on-hand at year end, 2) Cash balance as % of Revenue, 3) Monthly cash balances. The data reflected is as of September 30th for each respective year.

Calendar Days of Cash on Hand



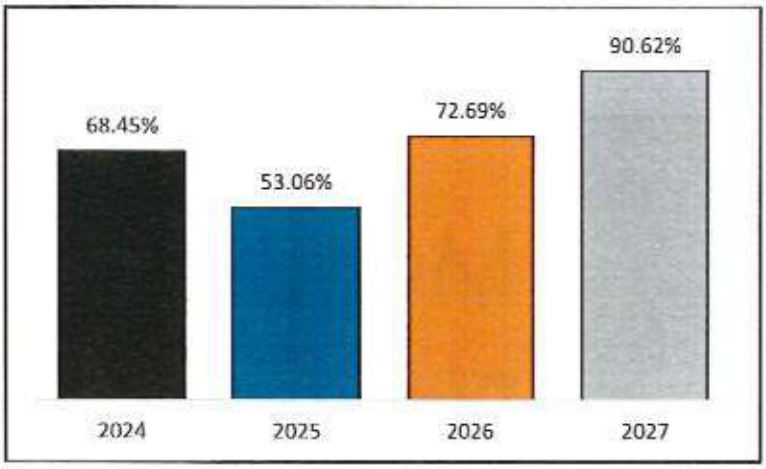
The graph reflects Cash on Hand at September 30th of each of the fiscal years indicated.

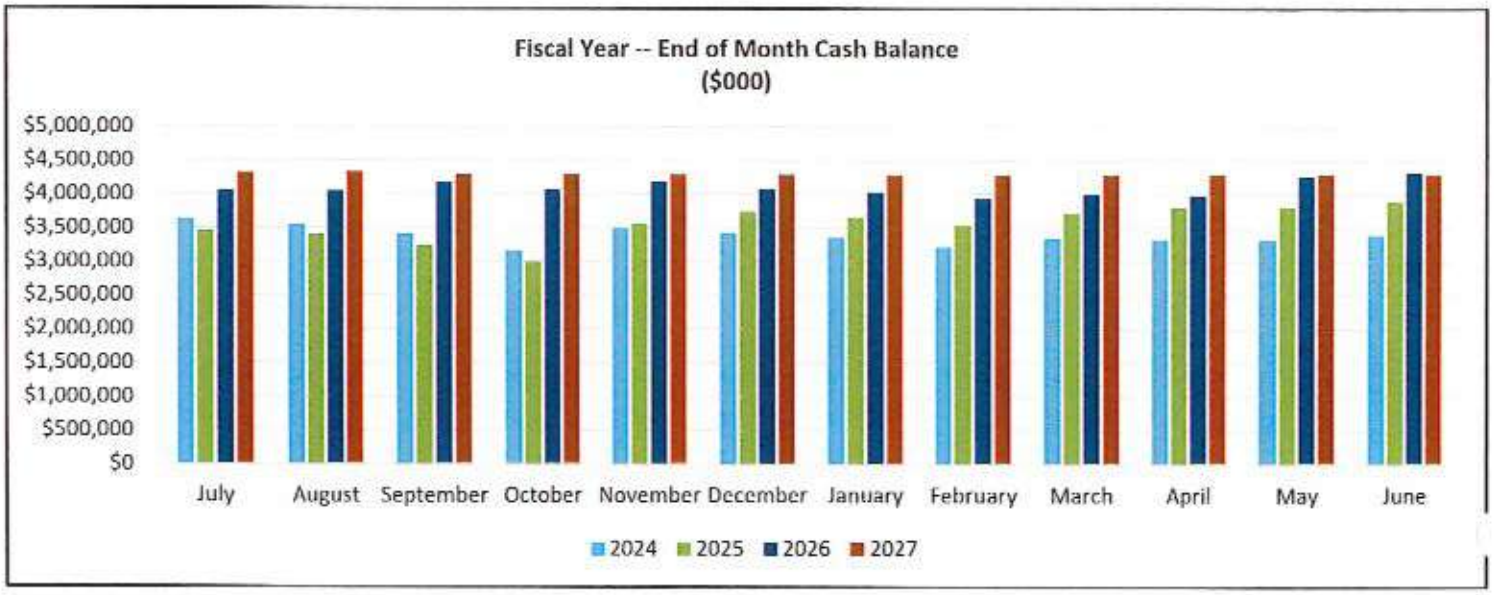
Ending Cash Balance at End of the Month

2024	$3,404,168
2025	$3,241,692
2026	$4,186,370
2027	$4,292,651

Cash Balance as % of Revenue

Cash balance as a % of revenue can help the organization to understand the amount of revenue change that could be buffered by one-time cash balance reserves.





Cash balances can fluctuate significantly within a fiscal year. The **lowest cash balance of $1,296,240 occurred in February 2021**. The **highest cash balance position was $4,317,861 and that occurred at August 31, 2026.**

ACTUAL REVENUE RECEIVED THROUGH SEPTEMBER COMPARED TO THE PRIOR YEAR

	Actual Revenue Collections For July to Sept.	Prior Year Revenue For July to Sept.	Actual Compared to Last Year
Local Revenue	(6,346)	(17,653)	11,307
Interest	29,549	44,200	(14,651)
State Revenue	1,012,453	1,259,912	(247,459)
Federal Revenue	66,795	110,242	(43,447)
All Other Revenue	8,166	8,787	(621)
Total Revenue	1,110,617	1,405,488	(294,871)

Compared to the same period, total revenue are
$(294,871)
Lower than the previous year

After three (3) months of the fiscal year, revenues are ($294,871) less than last fiscal year. Lower student enrollment, interest income and federal subsidy advances were the primary reasons for the negative variance.

ACTUAL EXPENSES THROUGH SEPTEMBER COMPARED TO THE PRIOR YEAR

	Actual Expenses For July to Sept.	Prior Year Expenditures For July to Sept.	Actual Compared to Last Year
Salaries and Benefits	656,526	656,719	**(193)**
Purchased Services	315,613	355,317	**(39,704)**
Supplies	128,512	56,516	**71,996**
Capital	-	-	**-**
All Other Expenses	35,176	37,593	**(2,417)**
Total Expenditures	1,135,827	1,106,145	**29,682**

Compared to the same period, total expenditures are
$29,682
Higher than the previous year

Expenditures were $29,682 more than last year, due to the purchase of chromebooks this July.

FISCAL YEAR 2027 FORECAST TO ACTUAL COMPARISON FOR REVENUE

	Annual Forecast Estimate	Projected Annual Cash Estimate	Actual Compared to Cash Flow
Local Revenue	-	(6,346) ▼	(6,346)
Interest	150,000	146,549 ▼	(3,451)
State Revenue	5,020,000	5,002,453 ▼	(17,547)
Federal Revenue	595,000	588,795 ▼	(6,205)
All Other Revenue	25,134	27,017 ▲	1,883
Total Revenue	5,790,134	5,758,468 ▼	(31,667)

Compared to forecast, revenue cash flows are

$(31,667)

Lower than forecasted

Data is compared to the August forecast and revenues are ($31,667) lower than projected. Student enrollment has been lower thus far resulting in lower state aid.

FISCAL YEAR 2027 FORECAST TO ACTUAL COMPARISON FOR EXPENSES

	Annual Forecast Estimate	Projected Annual Cash Estimate	Actual Compared to Cash Flow
Salaries and Benefits	3,377,251	3,348,089 ▼	**(29,162)**
Purchased Services	1,877,611	1,831,483 ▼	**(46,128)**
Supplies	204,997	218,512 ▲	**13,515**
Capital	-	-	-
All Other Expenses	82,485	82,527 ▲	**42**
Total Expenditures	5,542,344	5,480,611 ▼	**(61,733)**

Compared to forecast, expenditure cash flows are

$(61,733)

Lower than forecasted

Spending is ($61,733) less than forecasted in the August update.

Greater Oh /irtual School
Cash Flow Statement - All Funds
FY 2027
As of September 30, 2026

Month	July	August	September	October	November	December	January	February	March	April	May	June
Beginning Cash on Hand	4,317,862	4,317,414	4,334,226	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653
Revenue												
1200 - tuition	-2,970	-2,978	-2,978									
1400 - interest	3,906	13,801	11,842									
1700 - student fees	0	0	0									
1800 - charges for services	0	0	0									
1900 - other student fees	2,260	320	0									
3100 - state unrestricted	312,702	326,859	303,280									
3200 - state restricted	23,000	23,408	23,204									
4200 - federal	43,974	17,666	5,155									
5300 - refund prior yr	0	8,166	0									
Sub-total Revenue	382,872	387,242	340,504	0	0	0	0	0	0	0	0	0
5100 - transfers												
5200 - advance												
Sub-total Advances / Transfers	0	0	0	0	0	0	0	0	0	0	0	0
Total Revenue	382,872	387,242	340,504	0	0	0	0	0	0	0	0	0
Total Available Cash	4,700,733	4,704,656	4,674,730	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653
Expenses												
100 - salary	122,684	162,797	198,591									
200 - benefits	54,678	57,146	60,630									
400 - purchased services	74,353	136,358	104,902									
500 - supplies	108,098	9,985	10,429									
600 - equipment	0	0	0									
800 - other	23,507	1,223	4,602									
Sub-total Expenses	383,319	367,508	379,155	0	0	0	0	0	0	0	0	0
900 - transfers/advances/Refunds		2,922	2,922									
Sub-total Advances / Transfers	0	2,922	2,922	0	0	0	0	0	0	0	0	0
Total Expenses	383,319	370,430	382,077	0	0	0	0	0	0	0	0	0
Ending Cash Balance	4,317,414	4,334,226	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653	4,292,653
Variance Month to Month	-447	16,812	-41,573	0	0	0	0	0	0	0	0	0
Variance Fiscal Year	-447	16,364	-25,208	-25,208	-25,208	-25,208	-25,208	-25,208	-25,208	-25,208	-25,208	-25,208

Difference from Beginning Cash	-25,208

10/1/2026

GREATER OHIO VIRTUAL SCHOOL
FY 2027
PERMANENT APPROPRIATIONS

FUND	SCC	DESCRIPTION	Initial	July	August	September	October	November	December	TOTAL ACCOUNT
001	0000	GENERAL FUND	$ 5,500,000.00							$ 5,500,000.00
001	915X	CAREER TECHNICAL EDUCATION	$ -							
001	917X	ENGLISH LEARNER FUNDING	$ -							
001	918X	STUDENT WELLNESS AND SUCCESS FUNDING	$ -							
516	9926	IDEA FY26 FUND	$ 30,000.00	$ 3,176.93						$ 33,176.93
516	9927	IDEA FY27 FUND	$ 165,033.16							$ 165,033.16
536	9926	TITLE I NON COMPETITIVE FY26	$ 97,600.00	$ 507.01						$ 98,107.01
536	9927	TITLE I NON COMPETITIVE FY27	$ -	$ 150,000.00						$ 150,000.00
551	9926	TITLE III CONSORTIUM FY26	$ -							$ -
551	9927	TITLE III CONSORTIUM FY27	$ -	$ 1,583.57						$ 1,583.57
572	9026	TITLE I EOEC NON COMPETITIVE FY26	$ 4,000.00	$ 969.06						$ 4,969.06
572	9027	TITLE I EOEC NON COMPETITIVE FY27	$ -	$ 110,956.70	$ (10,886.11)					$ 100,070.59
572	9926	TITLE I FY26 FUND	$ 4,200.00	$ (4,200.00)						$ -
572	9927	TITLE I FY27 FUND	$ 71,995.74							$ 71,995.74
584	9926	TITLE IV-A FY26 FUND	$ 1,000.00	$ 1,003.70						$ 2,003.70
584	9927	TITLE IV-A FY27 FUND	$ 10,214.54							$ 10,214.54
590	9926	TITLE II-A FY26 FUND	$ 1,000.00	$ 1,178.94						$ 2,178.94
590	9927	TITLE II-A FY27 FUND	$ 11,919.83							$ 11,919.83
		Monthly Appropriation Changes								
SUB-TOTAL APPROPRIATIONS - ALL FUNDS			$5,896,963.27							$ 6,151,253.07

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	$ 4,368,857.71	$ 312,144.67	$ 974,210.91	$ 355,024.24	$ 1,068,092.48	$ 4,274,976.14	$ 1,596,076.26	$ 2,678,899.88
001-915X	CAREER TECHNICAL EDUCATION	0.00	7,723.74	23,171.20	0.00	0.00	23,171.20	0.00	23,171.20
001-917X	ENGLISH LEARNER FUNDING	0.00	1,151.85	3,455.56	0.00	0.00	3,455.56	0.00	3,455.56
001-918X	STUDENT WELLNESS AND SUCCESS FUNDING	0.00	14,328.80	42,985.84	0.00	0.00	42,985.84	0.00	42,985.84
516-9926	IDEA-B FY26	(18,984.88)	0.00	36,650.91	0.00	26,435.61	(8,769.58)	0.00	(8,769.58)
516-9927	IDEA-B FY27	0.00	5,154.81	5,154.81	10,205.75	15,360.56	(10,205.75)	0.00	(10,205.75)
536-9926	Title I Non COMPETITIVE FY26	(14,988.67)	0.00	14,988.67	0.00	0.00	0.00	0.00	0.00
536-9927	Title I Non COMPETITIVE FY27	0.00	0.00	0.00	10,278.67	10,278.67	(10,278.67)	0.00	(10,278.67)
572-9026	EOEC Non Competitive FY26	(10,000.00)	0.00	10,000.00	0.00	0.00	0.00	0.00	0.00
572-9027	EOEC Non Competitive FY27	0.00	0.00	0.00	0.00	9,090.91	(9,090.91)	90,909.09	(100,000.00)
572-9926	TITLE I FY26	(7,022.65)	0.00	0.00	0.00	0.00	(7,022.65)	0.00	(7,022.65)
572-9927	TITLE I FY27	0.00	0.00	0.00	6,568.00	6,568.00	(6,568.00)	0.00	(6,568.00)
Grand Total		**$ 4,317,861.51**	**$ 340,503.87**	**$ 1,110,617.90**	**$ 382,076.66**	**$ 1,135,826.23**	**$ 4,292,653.18**	**$ 1,686,985.35**	**$ 2,605,667.83**

Greater Ohio Virtual School

Disbursement Summary Report

Check Number	Date	Name	Amount	Status	Reconcile Date	Void Date	Reference Number
0	9/30/2026	MEMO REDTREE	$ 132.78	RECONCILED	9/30/2026		14562
901478	9/29/2026	VERIZON WIRELESS BUSINESS	7,139.28	OUTSTANDING			14552
901483	9/29/2026	A Book Company, LLC	203.99	OUTSTANDING			14553
901486	9/29/2026	Justin Smith	173.15	RECONCILED	9/29/2026		14554
901482	9/29/2026	PLATTENBURG CERTIFIED	1,500.00	OUTSTANDING			14555
901485	9/29/2026	Amazon Capital Services	33.99	OUTSTANDING			14556
901484	9/29/2026	US Bank Equipment Finance	2,833.36	OUTSTANDING			14557
901479	9/29/2026	JEFFERSON COUNTY ESC/VLA	31,050.00	RECONCILED	9/29/2026		14558
901481	9/29/2026	IDENTISYS, INC	739.00	OUTSTANDING			14559
901480	9/29/2026	WARREN COUNTY ESC	116.00	RECONCILED	9/29/2026		14560
901487	9/29/2026	PITNEY BOWES GLOBAL FINANCIAL SVC, LLC	1,286.50	OUTSTANDING			14561
0	9/28/2026	Southwest Ohio EPC	27,210.76	RECONCILED	9/30/2026		14543
0	9/28/2026	School Employees Ret. System	4,108.00	RECONCILED	9/30/2026		14544
0	9/28/2026	UNUM Life	110.00	RECONCILED	9/30/2026		14545
0	9/28/2026	STATE TEACHERS RETIRE. SYSTEM	22,564.00	RECONCILED	9/30/2026		14546
0	9/28/2026	LEBANON-CITIZENS NATIONAL BANK	2,954.05	RECONCILED	9/30/2026		14547
0	9/28/2026	Southwest Ohio EPC	1,354.56	RECONCILED	9/30/2026		14548
0	9/28/2026	STATE TEACHERS RET. SYSTEM	1,795.50	RECONCILED	9/30/2026		14549
0	9/28/2026	American Fidelity	333.35	RECONCILED	9/30/2026		14550
0	9/28/2026	MEMO FRANKLIN CITY	1.50	RECONCILED	9/30/2026		14551
0	9/25/2026	MEMO LCNB	121.05	RECONCILED	9/30/2026		14541
901476	9/24/2026	AMERICAN FIDELITY	7.28	RECONCILED	9/30/2026		14538
901475	9/24/2026	Area Athletics	2,418.50	RECONCILED	9/30/2026		14539
901477	9/24/2026	Amazon Capital Services	93.11	RECONCILED	9/30/2026		14540
901473	9/17/2026	Raptor Technologies, LLC Dept 141	4,961.25	RECONCILED	9/17/2026		14531
901472	9/17/2026	Notable Inc.	675.00	RECONCILED	9/17/2026		14532
0	9/17/2026	MEMO-PNC BANK	150.00	VOID		9/17/2026	14533
901474	9/17/2026	SIMMS, BILLY	38.30	RECONCILED	9/30/2026		14534
901471	9/17/2026	Amazon Capital Services	524.30	RECONCILED	9/30/2026		14535
901470	9/17/2026	A Book Company LLC	236.07	RECONCILED	9/30/2026		14536
0	9/17/2026	MEMO ST ALOYSIUS	9,617.55	RECONCILED	9/30/2026		14537

Greater Ohio Virtual School

Disbursement Summary Report

Check Number	Date	Name	Amount	Status	Reconcile Date	Void Date	Reference Number
0	9/16/2026	MEMO COLLEGE CREDIT PLUS	$ 1,820.71	RECONCILED	9/16/2026		14529
0	9/16/2026	MEMO Ohio Dept of Education	2,921.90	RECONCILED	9/16/2026		14530
0	9/14/2026	MEMO-PNC BANK	2,556.87	RECONCILED	9/14/2026		14526
0	9/14/2026	MEMO-PNC BANK	2,211.89	RECONCILED	9/14/2026		14527
0	9/14/2026	MEMO-PNC BANK	4,427.71	RECONCILED	9/14/2026		14528
901467	9/10/2026	Amazon Capital Services	1,286.18	RECONCILED	9/30/2026		14517
901466	9/10/2026	AMERICAN FIDELITY	14.98	RECONCILED	9/30/2026		14518
901462	9/10/2026	SOUTHWEST OHIO COMPUTER	9,413.33	RECONCILED	9/30/2026		14519
901465	9/10/2026	PLATTENBURG CERTIFIED	1,300.00	RECONCILED	9/30/2026		14520
901463	9/10/2026	WARREN COUNTY ESC	200.00	RECONCILED	9/10/2026		14521
901468	9/10/2026	Sharin Green	45.00	RECONCILED	9/10/2026		14522
901464	9/10/2026	Area Athletics	1,370.00	RECONCILED	9/30/2026		14523
901469	9/10/2026	SEED TREE GROUP, LLC	1,667.00	RECONCILED	9/30/2026		14524
901456	9/3/2026	Kaleidoscope Learning, Inc.	8,350.00	RECONCILED	9/3/2026		14502
901461	9/3/2026	CEV MULITMEDIA, LLC	3,710.00	RECONCILED	9/30/2026		14503
901459	9/3/2026	Grace Hill	75.02	RECONCILED	9/3/2026		14504
901455	9/3/2026	Finke, Greg	1,273.06	RECONCILED	9/3/2026		14505
901458	9/3/2026	Molly Hayslip	505.00	RECONCILED	9/30/2026		14506
901451	9/3/2026	Neola, Inc.	1,575.00	RECONCILED	9/3/2026		14507
901454	9/3/2026	Amazon Capital Services	82.98	RECONCILED	9/30/2026		14508
901460	9/3/2026	PITNEY BOWES GLOBAL FINANCIAL SVC, LLC	1,212.75	RECONCILED	9/30/2026		14509
901453	9/3/2026	US Bank Equipment Finance	2,704.57	RECONCILED	9/30/2026		14510
901450	9/3/2026	PLATTENBURG CERTIFIED	800.00	RECONCILED	9/30/2026		14511
901452	9/3/2026	AFPlanServ	1.00	RECONCILED	9/3/2026		14512
901457	9/3/2026	Embold Inc.	1,730.00	RECONCILED	9/3/2026		14513
901447	9/3/2026	VERIZON WIRELESS	7,127.70	RECONCILED	9/30/2026		14514
901449	9/3/2026	ENNIS BRITTON CO., LPA	256.00	RECONCILED	9/3/2026		14515
901448	9/3/2026	CDW GOVERMENT	315.01	RECONCILED	9/30/2026		14516
Grand Total			**$ 183,635.84**				

IRN No. 000282

Community School Budget

Greater Ohio Virtual School
Budget for Fiscal Year 2027

County: Warren

Function	Instruction 1000	Support Services 2100-2200	Administrative Services 2300 -2400	Fiscal/Business Services 2500-2600	Operations & Maintenance 2700	Pupil Transportation 2800	Support/Food Services 2900-3100	Extracurricular Activities 4000	Facilities/ Construction Services 5000	All Other Expense 6000-7000	Total
Object	A	B	C	D	E	F	G	H	I	J	K
Salaries 100	$ 1,180,443.36	$ 721,294.55	$ 573,262.09								$ 2,475,000.00
Retirement Fringe Benefits 200	$ 446,121.87	$ 218,550.00	$ 228,179.13	$ 1,000.00			$ 8,300.00				$ 902,251.00
Purchased Services 400	$ 302,482.60	$ 564,128.71	$ 317,500.00	$ 225,000.00	$ 299,000.00	$ 7,000.00	$ 162,500.00				$ 1,877,611.31
Supplies 500	$ 169,997.00		$ 20,000.00		$ 10,000.00		$ 5,000.00				$ 204,997.00
Capital Outlay 600							$ -				$ -
Other 800	$ 2,000.00		$ 23,069.00	$ 31,000.00	$ -					$ 26,417.00	$ 82,486.00
Total	$ 2,103,044.83	$ 1,504,073.26	$ 1,162,010.22	$ 257,000.00	$ 309,000.00	$ 7,000.00	$ 173,800.00	$ -	$ -	$ 26,417.00	$ 5,542,345.31

Budget Per Pupil

Estimated Student Enrollment	615	$3,419.59	$2,445.65	$1,889.45	$417.89	$502.44	$11.38	$282.60	$0.00	$0.00	$42.95	$9,011.94

Assumption for the Fiscal Year 2027

Expected Enrollment

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Students									10	70	120	190	225

Expected Instructors

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff													40

Expected Administrative Staff

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff													4

All Other Expected Staff

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Staff													5

Expected Purchased Services	
Rent	$ 250,000.00
Utilities	$ 2,000.00
Other Facility Costs	
Insurance	
Management Fee	$ 225,000.00
Sponsor Fee	$ 150,000.00
Audit Fees	
Contingency	
Transportation	$ 7,000.00
Food Service	$ -
Legal	$ 2,500.00
Marketing	$ 12,500.00
Consulting	$ 140,000.00
Salaries and Wages	$ 210,572.50
Employee Benefits	
Special Education Services	$ 456,126.71
Technology Services	$ 331,910.10
Food Services	
Other	$ 93,000.00
Total	$ 1,877,611.31

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	$ -	$ -	$ -	$ -	

Narrative Summary

Name of sponsor: St Aloysius
Name of management company: Charter School Specialist
Name of treasurer: Cary Furniss

Greater Ohio Virtual School

Contract Term: 7/1/2024 - 6/30/2034

Annual Report of the Academic, Financial and Organizational/Operational Performance

This report provides the results of the community school's performance against the Performance Framework attached to the charter contract. The information in the report shows multiple years of data and provides the schools with annually updated information against renewal qualifications so a school can see how they would score if up for renewal.

Each School is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least Meets Standards in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal threshold that all schools must meet regardless of the type of school or maturity level.

- ☑ Your school meets the academic achievement targets as outlined in its community school contract above and is eligible to be considered for renewal.
- ☐ Your school does not currently meet the academic achievement targets as outlined in its community school contract above and the School will be subject to an additional review process and further analysis to determine if it is eligible to be considered for renewal.

Once the school is eligible for renewal, it will undergo the charter renewal process, as outlined in the sponsor evaluation, which consists of two parts: the High Stakes Review and the Renewal Application. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between the Renewal Application and the High Stakes Review. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

COMPARISON SCHOOL REPORT CARD DATA

Comparison Schools Academic Performance: 2025-2026 Report Card					
	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Greater Ohio Virtual School	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Auglaize County Educational Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Fairborn Digital Academy	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Liberty Preparatory School	Meets Standards	Exceeds Standards	Does Not Meet Standards	Meets Standards	Exceeds Standards
Gateway Online Academy of Ohio	Meets Standards	Meets Standards	Does Not Meet Standards	Meets Standards	Meets Standards

These comparison schools are also used in the academic performance calculation found later in this report.

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Data, and Financial Data tables used for this Annual Report letter are used for the High Stakes Review and align to the indicators specified in the Performance Framework. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found here. Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past five years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card or not calculated.
- TBD - To Be Determined. (Additional information is needed).

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following local report card components: *Overall Grade, Achievement (formerly High School Test Passage Rate), Progress, Gap Closing, Combined Graduation Rate,* and *Four, Five, Six, Seven,* and *Eight-Year Graduation Rates*. Schools are also rated on *Identified Paths for Future Success* which assigns a score according to the percentage of students that participate in career-focused opportunities. For indicators not calculated during 2025-2026, or if an indicator is not calculated because it does not pertain to the population served, the indicator is not factored into the total overall points. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework here. You can access the School's report card here:

The Academic Performance Data chart includes indicator scores included on the report card. Schools are evaluated for Achievement, formerly the high school test passage rate, which measures the percentage of students meeting applicable criteria on tests for graduation. Progress refers to the progress component score showing the growth all students are making based on their past performance. Gap Closing is how well a school is meeting the performance expectations for subgroups in English Language Arts, Math, Graduation and English Language proficiency. Graduation Rate scores look at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years. Schools receive a score for

inspiring students to paths of future success through work-based learning experiences; career-technical education and/or military readiness. Schools offering multiple paths of future success will be rated higher than schools offering limited or no pathways.

Additional Points

Additional points are provided in the academic section as a way to reward schools for achieving certain metrics. One additional point is given for each of the indicators measured that improve at least one grade level from the previous year. One additional point is also given for each subgroup that improves its attendance by two (2) percentage points. The school may earn another additional point if it increases the number of schools it outperforms in either of the Overall Local Report Card Grades. Because of the COVID-19 pandemic, additional points were not calculated for 2019-2020 and 2020-2021.

Historical Academic Data (if applicable)

Performance Area	Scores (Points)		
	2021-2022	2022-2023	2023-2024
Overall Grade (Weighted)	Meets Standards (3)	Exceeds Standards (8)	Exceeds Standards (8)
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	Exceeds Standards (12)	0
Achievement (formerly Test Passage Rate)	Meets Standards (3)	Meets Standards (3)	Meets Standards (3)
Progress	Meets Standards (3)	Exceeds Standards (4)	Exceeds Standards (4)
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	Exceeds Standards (8)
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 6 Year	Meets Standards (3)	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	Exceeds Standards (4)
Identified Paths to Future Success	3	NR	4
Additional Factor: Growth by Indicator	NR	5	0
Additional Factor: Improved Subgroup Performance	NR	0	0
Additional Factor: Improved Performance over Comparison Schools	0	1	0

Academic Performance Data

Performance Area	Scores (Points)			
	2024-2025	2025-2026	Average Total Points	Total Points Available
Overall Grade (Weighted)	Meets Standards (6)	Exceeds Standards (8)	7	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	0	6	3	4
Achievement (formerly Test Passage Rate)	Meets Standards (3)	Meets Standards (3)	3	4
Progress	Meets Standards (3)	Meets Standards (3)	3	4
Gap Closing	Meets Standards (3)	Exceeds Standards (4)	3.5	4
Graduation Rate - 4 Year (Weighted)	Exceeds Standards (8)	Exceeds Standards (8)	8	4
Graduation Rate - 5 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 6 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 7 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Graduation Rate - 8 Year	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Combined Graduation Rate	Exceeds Standards (4)	Exceeds Standards (4)	4	4
Identified Paths to Future Success	3	3	3	4
Additional Factor: Growth by Indicator	NR	2	2	---
Additional Factor: Improved Subgroup Performance	NR	1	1	---
Additional Factor: Improved Performance over Comparison Schools	0	1	0.5	---

Total Points	54/48

ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and Operational Performance shows how well the governing authority and School adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant by June 30th of each school year (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the *Board Meeting* section.

Additional Points

Schools can receive a maximum of three (3) additional points in this section if the School meets any mission specific goal for any subgroup as provided in the school improvement plan. The School and governing authority will provide evidence starting in 2025-2026 that these mission-specific goals were met for subgroups. For a comprehensive explanation of scoring and weighting for this section, see the Performance Framework here.

Organizational and Operational Data

Performance Area	Scores (Points)			
Current Contract Term: 7/1/2024-6/30/2034	2024-2025	2025-2026	Average Total Points	Total Points Available
Timely submission of required documentation.	2	2	2	2
Compliance Onsite Visits including Spring Survey	2	2	2	2
Corrective Action Plans	2	1	1.5	2
Probation	2	2	2	2
Board Meetings	2	2	2	2
Additional Factor: Mission-Specific Goal/Accomplishment	2	0	1	---

Total Points	10.5/10

FINANCIAL PERFORMANCE

The School's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, three-year forecasts, and annual audits. These items provide the information needed to determine if the School receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the School can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the *Current Ratio* section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the School must maintain greater than sixty (60) days of operating cash. The governing authority must submit a three-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	6/30/2025	6/30/2026	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	4	4	4	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	4	3	2
Current Ratio	2	2	2	2
Days of Operating Cash on Hand	2	2	2	2
Three Year Forecast (formerly Five Year Forecast)	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	2	2	2
Additional Factor: 30+ Days Cash On Hand	NR	1	1	---
Additional Factor: Finance Review Committee	NR	0	0	---

Total Points	16/12

TOTAL POINTS

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial
	54/48	10.5/10	16/12

Overall Percentage	Score (Points)	Renewal Year
	80.5/70 = >100%	2034

Areas of Strength and Improvement

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. By maintaining the areas of strength and improving the other areas, the school may be eligible for renewal in future years.

Areas of Strength

Academic

- The school received all Meets or Exceeds Standards on the report card.

Organizational and Operational

- Mr. Lenney and his team were well prepared and provided consistent, dependable support throughout the visit. They demonstrated a high level of expertise and addressed all of my questions with clarity and confidence.

Financial

- The school has numerous indicators of strong financial health.

Areas of Improvement

Academic

- N/A

Organizational and Operational

- N/A

Financial

- The school should continue to increase its enrollment as its capacity may allow.

St. Aloysius Monitoring, Oversight and Technical Assistance

St. Aloysius, through its partner, Charter School Specialists, is committed to the success of all of its schools. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

As the largest sponsor in Ohio, currently sponsoring 100 schools, St. Aloysius and Charter School Specialists share the vision of helping schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools. To that end, Charter School Specialists offers the following assistance to all St. Aloysius sponsored schools:

- Attendance at all Governing Authority Meetings
- Professional Development Calendar
- Individualized professional development upon request
- Legislative Advocacy
- Concise open meetings law and public records training
- Compliance Visits
- Special Education Visits
- School Improvement Plan and Goal Setting Assistance
- On-Site Assistance Education Reviews

Summary

The Governing Authority and School's performance on the performance framework measures throughout the term of the charter contract are used during the renewal process. During the final year of the charter, St. Aloysius will conduct a high-stakes review that looks at the Academic, Organizational and Operational, and Financial performance of the school. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal.

For the 2025-2026 school year, the school scored a total of greater than 100%, which was comprised of a score of greater than 100% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section. To ensure eligibility for renewal in the final year of the charter, the school should maintain the overall score of at least 75%.

Performance Framework

This framework describes a comprehensive system of monitoring a community school's performance and compliance. This rigorous framework will be used to inform renewal and revocation decisions. The goal for each school is to achieve a 75% or greater of the available points based on academic, compliance/operations and financial performance. Sponsor believes that completing the interventions per the Intervention Attachment 6.4 may assist the School in increasing their performance and helping them to achieve 75% or greater of the available points in the academic performance section. During a renewal year, the school will be evaluated on an average calculated over the four most recent years of the charter term.

TRADITIONAL K-12 COMMUNITY SCHOOLS

Academic Performance

Performance Area	Description	Scoring Scale								
		Above Target				Target	Below Target		Far Below Target	
		5 Points	4.5 Points	4 Points	3.5 Points	3 Points	2.5 Points	2 Points	1.5 Points	1 Point
Overall Rating	Overall Rating on the Local Report Card	5 Stars (weighted x 3)	4.5 Stars (weighted x 2.5)	4 Stars (weighted x 2)	3.5 Stars (weighted x 2)	3 Stars	2.5 Stars	2 Stars	1.5 Stars	1 Star

Performance Area	Description	Scoring Scale			
		Above Target	Target	Below Target	Far Below Target
		4 Points	3 Points	1 Point	0 Points
Overall Rating vs Comparison Schools Overall Rating	Number of schools in which the Overall Rating on the Local Report Card is higher than the Overall Rating of comparison schools listed in contract. *If a school scores equal to any	Outperform 4 or 5 comparison schools (weighted x 3)	Outperform 3 comparison schools (weighted x 2)	Outperform 2 comparison schools	Outperform 1 comparison school

	comparison school in Overall Rating, the school will be compared in the Progress Component Rating. The School will then be given credit for each school it outperforms in its comparison group in Progress Rating and each school it outperforms in the Overall Rating. If a school scores greater than or equal to a 2.5 Overall, and it ties any comparison schools, it will be given credit for each school of equal performance.					
Achievement Component	Measures student proficiency on state tests, including Performance Index and Performance Indicators.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
Progress Component *Note: As reported on the local report card as the progress component score. Not ODEW's one year calculation as used for closure.	The growth that all students are making based on their past performance based on Overall Value-Added Composite	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars (weighted x 1.5)	2 Stars	1 Star
Gap Closing Component	How well schools are meeting the performance	5 Stars (weighted x 3)	4 Stars (weighted x 2)	3 Stars	2 Stars	1 Star

	expectations for subgroups in English Language Arts and Math Progress by Student Group, English Language Arts and Math Progress by Student Group, Graduation Goals by Student Group, Gifted Performance Indicator, English Language Proficiency Improvement Indicator and Chronic Absenteeism Improvement Indicator					
Early Literacy Component	Measures Literacy in K-3, including Proficiency in Third Grade Reading, Promotion to Fourth Grade, and Improving K-3 Literacy.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
Graduation Component	Measures the 4-Year and 5-Year adjusted Cohort Graduation Rates from the Local Report Card	5 Stars	4 Stars	3 Stars	2 Stars	1 Star
College, Career, Workforce, and Military	Tracks post-graduation outcomes and	5 Stars	4 Stars	3 Stars	2 Stars	1 Star

Readiness	students participating in credentials and pathways.					
Nationally Normed Assessment Data	A standardized assessment listed in the community school contract should demonstrate at least one (1) years' worth of growth for 80% of students tested in reading and math.	4 Points		3 Points	1 Point	0 Points
		≥ 1 years' worth of growth for 80% of students tested in reading and math		≥ 1 years' worth of growth for 50% of students tested in reading and math	≥ 1 years' worth of growth for 50% of students tested in reading OR math	< 1 years' worth of growth for 50% of students tested in reading and math
Performance Area	**Description**	**Scoring Scale**				
Additional Factors:	One additional point is given for each of the Local Report Card Components that has improved at least one star rating from the previous year (ex. K-3 moves from 2 Stars to 3 Stars)	1 point or more if applicable				
	One additional point given for each subgroup in which the suspensions and expulsions decrease by 2 percentage points.	1 point or more if applicable				
	One additional point is given if school increases the number of schools it	1 point				

	outperforms in either the Overall Local Report Card Rating or the Progress Component Rating. (ex: improves from outperforming one school to outperforming two schools)	
	One additional point is given if the school's percentage of income spent on classroom instruction is within 10% of the state average as reflected on the local report card. School will receive 2 additional points if its percentage of income spent on classroom instruction is above the state average as reflected on the local report card.	1 point
Total Points Available (100%): *Note: Weighting is not considered in the total points available and total possible points are reduced for any not applicable measures listed.		37
Target Points (at least a 75%):		27.75 *Note: 27.75 points are achieved if the school meets all target scores and all measures listed above are applicable.

Performance Framework

K-2 COMMUNITY SCHOOLS

Performance Area	Description	Scoring Scale								
		Above Target				Target	Below Target		Far Below Target	
		5 Points	4.5 Points	4 Points	3.5 Points	3 Points	2.5 Points	2 Points	1.5 Points	1 Point
Overall Rating (includes Achievement, Gap Closing, Progress, and Early Literacy)	Overall Rating on the Local Report Card	5 Stars (weighted x 3)	4.5 Stars (weighted x 2.5)	4 Stars (weighted x 2)	3.5 Stars (weighted x 2)	3 Stars	2.5 Stars	2 Stars	1.5 Stars	1 Star

Performance Area	Description	Scoring Scale			
		Above Target	Target	Below Target	Far Below Target
		4 Points	3 Points	1 Point	0 Points
Overall Rating vs Comparison Schools Overall Rating	Number of schools in which the Overall Rating on the Local Report Card is higher than the Overall Rating of comparison schools listed in contract. *If a school scores equal to any comparison school in Overall Rating, the school will be compared in the Progress Component Rating. The School will then be given credit for each school it	Outperform 4 or 5 comparison schools (weighted x 3)	Outperform 3 comparison schools (weighted x 2)	Outperform 2 comparison schools	Outperform 1 comparison school

	outperforms in its comparison group in Progress Rating and each school it outperforms in the Overall Rating. If a school scores greater than or equal to a 2.5 Overall, and it ties any comparison schools, it will be given credit for each school of equal performance.					
Early Literacy *Schools will receive 1 point based on a 1 Star rating if the schools' overall early literacy percentage is greater than the average overall early literacy percentage of its comparison schools that also received a 1 Star rating.	Measures reading improvement and proficiency for students in kindergarten through third grade.	5 Stars	4 Stars	3 Stars	2 Stars	1 Star*
Nationally Normed Assessment Data	A standardized assessment listed in the community school contract should demonstrate at least one (1) years' worth of growth for 80% of students tested in reading and math.	4 Points		3 Points	1 Point	0 Points
		≥ 1 years' worth of growth for 80% of students tested in reading and math		≥ 1 years' worth of growth for 50% of students tested in reading and math	≥ 1 years' worth of growth for 50% of students tested in reading OR math	< 1 years' worth of growth for 50% of students tested in reading and math

Performance Area	Description	Scoring Scale
Additional Factors:	One additional point is given for each of the indicators above that has improved at least one star level from the previous year (ex. K-3 moves from 2 Stars to 3 Stars)	1 point or more if applicable
	Additional points are given for progress on school improvement goals as demonstrated by evidence from the school.	1 point or more if applicable
	One additional point given if school increases the number of schools it outperforms in either the Overall Rating or the Progress Rating. (ex: improves from outperforming one school to outperforming two schools)	1 point
	One additional point is given if the school's percentage of income spent on classroom instruction is within 10% of the	1 point

	state average as reflected on the local report card. School will receive 2 additional points if its percentage of income spent on classroom instruction is above the state average as reflected on the local report card.	
Total Points Available (100%): *Note: Weighting is not considered in the total points available and total possible points are reduced for any not applicable measures listed.		17
Target Points (at least a 75%): *Note: Points listed will be achieved if the school meets all target scores for all applicable measures.		12.75

Performance Framework

DROP OUT RECOVERY PROGRAM COMMUNITY SCHOOLS

Academic Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		4 Points	3 Points	0 Points
Overall Rating	Overall Rating on the Local Report Card	Exceeds Standards (weighted x 2)	Meets Standards	Does Not Meet Standards
Overall Rating vs Comparison Schools Overall Rating	Number of schools in which the Overall Rating on the Local Report Card is higher than the Overall Rating of comparison schools listed in contract. *If a school scores equal to any comparison school in Overall Rating, the school will be compared in the Progress Component Rating. The School will then be given credit for each school it outperforms in its comparison group in Progress Rating and each school it outperforms in the Overall Rating. If a school scores greater than or equal to a Meets Standards Overall, and it ties any comparison schools, it will be given credit for each school of equal performance.	Outperform 4 or 5 comparison schools (weighted x 3)	Outperform 3 comparison schools (weighted x 2)	Outperform 1 comparison school
Achievement Component	Percent of students meeting applicable Test Passage Rate criteria on test from Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Progress Component	Component Rating from Local Report Card, including Reading Value-Added and Math Value-Added	Exceeds Standards	Meets Standards	Does Not Meet Standards
Gap Closing Component	Overall Gap Closing Rating on the Local Report Card, including English Language Arts and Math Achievement by Student Group, Graduation Goals by	Exceeds Standards	Meets Standards	Does Not Meet Standards

	Student Group and the English Language Proficiency Improvement Indicator			
Graduation Rate – 4 Year	4-Year Graduation Rate from the Local Report Card	Exceeds Standards (weighted x 2)	Meets Standards (weighted x 2)	Does Not Meet Standards (1 Point)
Graduation Rate – 5 Year	5-Year Graduation Rate from the Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Graduation Rate – 6 Year	6-Year Graduation Rate from the Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Performance Area	**Description**	**Scoring Scale**		
		Above Target	**Target**	**Below Target**
		4 Points	**3 Points**	**0 Points**
Graduation Rate – 7 Year	7-Year Graduation Rate from the Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Graduation Rate – 8 Year	8-Year Graduation Rate from the Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Combined Graduation Rate	Combined rate from the Local Report Card	Exceeds Standards	Meets Standards	Does Not Meet Standards
Identified Paths to Future Success	Strategy 10 of Ohio's Strategic Plan for Education: High schools inspire students to paths of future success through work- based learning experiences; career- technical education and/or military readiness.	4 Points School offers multiple paths of future success AND 50% or more of the eligible student population participate in those paths (work-based learning experiences, career technical education, career-based instruction or military readiness.	3 Points School offers limited paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.	0 Points School does not offer paths of future success through work-based learning experiences, career-technical education/industry credentialing, career-based instruction or military readiness.

Performance Area	Description	Scoring Scale
Additional Factors	One additional point is given for each of the indicators above that has improved at least one grade level from the previous year (ex. Progress moves from Meets to Exceeds)	1 point or more if applicable
	One additional point is given for each subgroup that improves its attendance percentage by 2 percentage points.	1 point or more if applicable
	One additional point given if school increases the number of schools it outperforms in the Overall Local Report Card Grade as listed in the contract. (ex: improves from outperforming one school to outperforming two schools)	1 point
Total Points Available (100%): *Note: Weighting is not considered in the total points available and total possible points are reduced for any not applicable measures listed.		48
Target Points (at least a 75%):		36 *Note: 36 points are achieved if the school meets all target scores.

Organizational/Operational Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 point	0 Points
Timely submission of required documentation.	Special Education Expenditure Reports, Monthly Financial and Enrollment Reports, Attendance Reporting Documentation, Management Company Evaluation, Governing Authority Annual Training, One Plan, School Annual Report, Three-year forecasts, School Annual Budgets, and School Annual Budget Resolution are submitted timely.	At least 90% of Applicable Submissions were submitted Timely	At least 89- 75% of the applicable Submissions were submitted timely	Less than 75% of the applicable submissions were submitted timely
Compliance Onsite Visits including Spring Survey (As measured by the Ohio Department of Education Sponsor Evaluation System)	Overall performance of onsite compliance reviews and the spring survey	Overall Compliant (96% or greater of applicable compliance items substantiated)	Substantially Compliant (at least 92-95.9% of applicable compliance items substantiated)	Not Compliant (less than 92% of applicable compliance items substantiated)
Corrective Action Plans	Were corrective action plans required during this school year for items not listed above in timely submission of required documentation.	No CAPs required	Yes, at least one CAP was required, however all issues were adequately addressed	Yes, at least one CAP was required, and was still unaddressed by the end of the school year
Probation	Was the school put on probation during this school year	No *Target	N/A	Yes
Board Meetings	School met for mandatory minimum six (6) board meetings	No less than six (6) meetings *Target	N/A	Board met less than six (6) times for the year.
Performance Area	**Description**	**Scoring Scale**		
Additional	One additional point is given for each	1 point or more if applicable		

Factors	mission-specific goal that is met for any subgroup, up to a maximum 3 points.	
Target Points (at least a 75%):		7 *The school should strive to achieve 7 points in this section by achieving a combination of target and above target points.
Total Points Available (100%)		10

Financial Performance

Performance Area	Description	Scoring Scale		
		Above Target	Target	Below Target
		2 Points	1 point	0 Points
Net Income (Change in Net Position) Net of GASB 68,75	Positive Net Income	Positive Net Income (x2) *Target *If negative net income is absorbed by management company 2 points will be awarded but not weighted.	N/A	Negative net income
Average FTE Change from beginning of year to end of year calculated from October to June.		Increased or maintained enrollment and compliant with enrollment requirement in contract (x2)	Enrollment decreased less than 10%	Enrollment decreased greater than 10%
Current Ratio (Current Assets/Current Liabilities, net of GASB 68/75 and amounts owed to Management Company)		Ratio greater than 1.5:1	Ratio 1:1 to 1.49.1	Ratio less than 1:1
Performance Area	**Description**	**Scoring Scale**		
		Above Target	**Target**	**Below Target**

		2 Points	1 point	0 Points
Days Operating Cash on Hand *Note: this section will be an N/A for all pass-through management agreements and the total points required will be reduced accordingly.		Greater than 60 days	30 to 59 days	Less than 30 days
Three Year Forecast		No projected deficits.	Projecting negative cash balance in 1 year.	Projecting negative cash balance in any 2 years or more.
Audit Reports, Findings for Recovery (FFR)		No FFRs and clean audit opinion	Clean audit opinion and all FFRs have been corrected	FFRs not corrected or qualified opinion
Performance Area	**Description**	**Scoring Scale**		
Additional Factors	One additional point is given if the school has 30+ days cash on hand and no debt to any other vendor besides the management company that is 90 days past due.	1 point		
	One additional point is given if the governing authority has one member on a finance review committee and this committee reported back to the full governing authority a minimum of four (4) times per year.	1 point		
Target Points (at least a 75%):		9		
Total Points Available (100%): *Note: Weighting is not considered in the total available points		12		

Agenda Item Details

Meeting	Oct 13, 2026 - Regular Board Meeting
Category	4. Executive Director
Subject	4.05 Personnel
Access	Public
Type	

Public Content

Last	First	Job	Salary	Contract Days	Board Agenda	Hire/Resignation Date
Detmer-Bogaert	Shelley	Virtual Tutor	$30/hour	As Needed	New Position	10/7/2026

Administrative Content

Executive Content

Greater Ohio Virtual School

STUDENT HANDBOOK
2026-2027

TABLE OF CONTENTS

Overview/Mission Statement/Educational Philosophy and Beliefs	3
Enrollment	4
Attendance	6
Truancy	7
Assessment	8
Resources	8
Guidance Counselors	11
Technology	12
Code of Conduct	14
Online Learning Pacing Policy (New!)	15
Curriculum	16
Federal Notices	19
Records	23
Harassment, Intimidation and Bullying	25
School Calendar	30

Greater Ohio Virtual School
Governing Board

Michael Sander - Board President
Larry Hook - Board Vice President
Patrick Dubbs - Board Member
Christina Even- Board Member
Randy Gebhardt – Board Member
Cary Furniss - Treasurer

BOARD MEETING DATE/PLACE:
Place: Warren County ESC/Board Room
Time: 2:00 PM unless otherwise noted.

Meetings are scheduled for the 3rd Tuesday of each month. The schedule is available at www.mygovs.com.

Greater Ohio Virtual School
24 W First St.
Franklin, OH 45005
513-695-2924 or 513-695-GOVS

The Greater Ohio Virtual School does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.

Greater Ohio Virtual School
AT RISK CONVERSION COMMUNITY SCHOOL

Brief Overview

The Greater Ohio Virtual School (GOVS) is a parent choice, public community school, sponsored by St. Aloysius. The school is designed for students in grades 9-12 who have a desire for, and whose education can be optimized by, a program of online instruction in an independent, flexible environment. **The ability of students to learn independently in their own homes using an online educational program is an essential element of the school's program.**

Mission Statement

Greater Ohio Virtual School's mission is to provide students with a highly personalized and continuous connection to learning through an online based education. The school deems that this quality instructional alternative will serve individual needs and prepare the student to transition into their next phase of life, be it entering the workforce, military, or continuing their education.

Educational Philosophy and Beliefs

Greater Ohio Virtual School's educational philosophy is to deliver instruction to students in a cost-effective manner and in a way that allows them to earn high school credit at a self-determined pace, while meeting state-mandated attendance

requirements. GOVS strives to take students at their current academic level, build upon that foundation, and increase achievement at a developmentally appropriate rate with the assistance of technology and appropriately licensed Ohio teachers. The goal is to provide applicable skills that allow students to be lifelong learners and thoughtful decision-makers. GOVS believes effective education is a cooperative venture between students, parents/guardians, teachers, and support staff. Furthermore, in many instances the local public schools, organizations, and social services can provide valuable support. A teaming process is critical to the success of the program.

Core Beliefs:

- The effective delivery of educational services and resources is critical to our mission.
- Ongoing planning, assessment, and evaluation drive a growing, dynamic organization and provide for the effective use of resources.
- Empowering the learning community through technology is a vital necessity.
- Sound educational decisions are driven by accurate data.
- A well-trained and talented staff that continually upgrade skills is a requirement for a successful organization.
- A spirit of teamwork and cooperation within the organization and with St. Aloysius Charter School Specialists, our educational partner, must be nurtured.
- The school will foster resiliency in students by building on individual student strengths. (Resiliency is the ability to adapt and succeed despite risk and adversity.)
- Stakeholders will adhere to the belief that all students can succeed and will communicate this to students.
- Students will participate in meaningful, engaged learning and experience opportunities to succeed in school.
- Students will be held to high educational standards.
- The school will provide varied opportunities to remediate past failures or academic setbacks in the student's career.
- The school's climate will be marked by caring and support, high expectations, and opportunities for meaningful participation that can counteract risk factors in a student's life.

DISCLAIMER

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general school information, rules and procedures, and is not intended to either enlarge or diminish any Board policy or administrative regulation. Material contained herein may therefore be superseded by such Board policy or administrative regulation. Any information contained in this student handbook is subject to unilateral revision or elimination without notice.

Website

Please refer to the Greater Ohio Virtual School website www.mygovs.com to gain access to key information. For more information on board policy, please refer to www.mygovs.com, click About GOVS, Board of Directors, then Board Policies and Bylaws.

STUDENT RESPONSIBILITIES

Please review this handbook in its entirety. Students, including those 18+, are expected to follow all school rules.

ENROLLMENT

The Greater Ohio Virtual School (GOVS) is a public community school designed to serve students who are not reaching their full learning potential in more traditional educational environments. **As an asynchronous, distance learning online school, students MUST be able to learn independently, in their homes, using an online educational program. This is a requirement to access the education platform.** Tutors are available to supplement instruction; however, GOVS does not offer live instruction from teachers. The school is tuition-free and open to students in grades 9-12 residing in any school district in the state of Ohio. GOVS is chartered as a Dropout Prevention and Recovery (DOPR) school, which requires that most students enrolled are between the ages of 14-21 and are at risk of not graduating.

The GOVS curriculum is designed for at-risk students. At-risk students are:

- Students who experience crises that significantly interfere with academic progress such that they are prevented from continuing in traditional programming.
- Students who are at least one grade level behind their cohort and who wish to focus their education exclusively on an independent online course of study at a pace determined by the student in collaboration with instructors, tutors, and mentors.
- Students who have been removed from school for disciplinary reasons but who are committed to, and capable of, regaining their focus on academic pursuits in the independent and solitary context of online instruction delivered in their homes.
- Students who are performing at or above grade level, who seek a more challenging curriculum and, in particular, who wish to capitalize upon the enrichment potential of individually paced and independently completed online instruction.
- Students who are already successfully learning at home but wish to enroll in a public school with a flexible, comprehensive and standards-based online curriculum.

GOVS will not exceed the capacity of the school's programs, classes, grade levels, or facilities. If the number of applicants exceeds capacity, students shall be admitted on a first come, first serve basis as openings become available.

In the event the racial composition of the enrollment of the school violates a federal desegregation order, the school will take all corrective measures to comply with the order.

Enrollment Procedures

To enroll, parents/guardian/student (if residing independently) must submit the following:

- ✓ Completed registration form
- ✓ Student's birth certificate
- ✓ Photo identification of parent/guardian enrolling the student
- ✓ Student's current immunization record
- ✓ If applicable, full custodial order naming the custodial parent
- ✓ If applicable, divorce or adoption paperwork
- ✓ Proof of Residency/Address Verification – two (2) of the following in the parent/guardian/student's name, showing the complete address, and date:
    - A deed, mortgage, lease, current homeowner's or renter's insurance declaration page, or current real property tax bill
    - A utility bill or receipt for utility installation issued within ninety days of enrollment.
    - A paycheck or pay stub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence.
    - The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence.
    - Any other official document issued to the parent or student that includes the parent's or student's primary residence.
    - Any other official document approved by the Ohio Department of Education that may be used to determine proof of residency.

***All documents should be dated within 90 days of the start date per ORC 3314.11(E)(2)(3)**

- ✓ Grade Card/Transcript (these will assist in placing your student in the appropriate courses required for graduation).
- ✓ Special Education: IEP (Individualized Education Program), ETR (Evaluation Team Report), *if applicable*
- ✓ 504 Plan, *if applicable*

Homeless Youth

When a student lacks a fixed, regular, and adequate nighttime residence and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or when a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with

division (F)(13) of section 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq.

Students Who Have Been Suspended/Expelled from District of Residence

A student who has been suspended or expelled by another public school in Ohio may be temporarily denied admission to GOVS during the period of suspension or expulsion even if that student would otherwise be entitled to attend the school. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired may be temporarily denied admission to the GOVS during the period of expulsion or removal or until the expiration of the period of expulsion or removal, which the student would have received in the school had the student committed the offense while enrolled in the school. A request may be made for a hearing with the Executive Director to consider factors relevant to the disciplinary action to determine if the suspension or expulsion will be upheld by GOVS.

ATTENDANCE

All schools, regardless of structure, are required to track the number of hours a student participates in educational activities. The language below defines habitual truancy.

Habitual Truancy 2151.011 (B) Ohio Revised Code
The Ohio Revised Code defines a student as being habitually truant when a student has:

- 30 consecutive unexcused hours, or
- 42 unexcused hours in a school month, or
- 72 unexcused hours in a school year

Requirements

Participation at the Greater Ohio Virtual School is defined by accumulating a **minimum** of 25 hours of combined online and offline hours per week documented by the Virtual Learning Academy (VLA) Curriculum Program while completing a **minimum** of 5 lessons per week to accumulate the appropriate number of credits towards a diploma. The GOVS week runs from Monday morning through Sunday evening. Students are permitted to complete a maximum of 10 hours per day of combined online and offline hours and may accumulate hours 7 days a week and 24 hours a day.

GOVS Success

All students MUST complete the GOVS Success class on their first day of school. All sections must be completed before students may begin coursework. Failure to complete this required activity may result in loss of access to academic courses.

Online Hours

Online classroom hours are any hours documented and tracked by the Virtual Learning Academy Curriculum Program while logged in and actively completing assignments.

Offline Hours

Offline hours are hours spent doing coursework while not logged into VLA and are tracked using *Activity Logs* located under the resource tab in the first lesson of every class. Activities such as reading, watching instructional videos, or working on worksheets related to the courses are all examples of activities that may be utilized for documentation of offline hours within each course. Over 200 Activity Logs have been created for every class offered. These logs and the recording of these hours are a part of each lesson and approved by individual teachers. Students are expected to submit a product of the completed activity to receive credit. To find some sample offline activities, go to the Resources Section of each VLA unit.

Enrichment Hours

For content not related to coursework directly, students may submit offline activities in the Enrichment Activities shell. The purpose of Enrichment is to take learning outside of the virtual classroom. The key word is LEARNING. The goal is to improve and expand knowledge by engaging in educational activities. A maximum of **three hours** may

be logged in enrichment per school day for up to 15 hours per typical school week. All policies related to the Student Code of Conduct including plagiarism and use of AI are applicable to enrichment. Students must be in good standing with lessons to log enrichment hours. GOVS reserves the right to lock the enrichment course if a student is over 20 lessons behind. To receive credit, activities must be logged within a week of completion. Offline hours logged inYouScience may be entered in the Academic Coach shell. Any Academic Coach challenges must be sent to the coach directly. Those entered in the enrichment course will be returned.

Work Study Hours

To track Work Study hours, students will utilize the same procedures as they would to document offline hours. Work Study students document the time they worked at their job in the last question of the lesson. This time may not overlap with any other offline hours (Activity Logs) or online time (Computer Seat Time). These times require verification by submission of a paystub uploaded as an attachment in the last question of each lesson. Students may earn up to 120 hours per transcript credit of student work experience toward their minimum of 920 required instructional hours. Students can earn up to 4 elective credits on their transcript with work study. Students must be in good standing with hours and lessons. If at any time a student falls twenty (20) lessons behind, the student will not be permitted to log Work Study hours until the lesson completion deficit is remedied. Please note, students under the age of 18 must have a work permit on file to participate in Work Study.

Missed Hours

Students are expected to make up missed hours within a one-week period or complete additional hours leading up to planned events. As an asynchronous online school, students have access to lessons 24/7 during the school year. Student hours accumulate over the course of a week from Monday morning through Sunday evening, allowing flexibility. Because of this, medical documentation, parent notes, college visits, and illness do not change the minimum hourly requirement of 25 hours per typical school week.

Year to Date Hourly Totals

Each student/parent/guardian is sent an "Attendance Report" weekly. It is delivered via the One Call Now messaging system as an email, voice message, and text message. This report tracks the total number of combined hours the student has accumulated throughout the year and compares it to the number of hours the student should have accumulated as determined by the date of enrollment.

Redoing Assignments

If the student fails a lesson in a course with a grade below 60, and makes a valid attempt (spends sufficient time, demonstrates effort) at the lesson, a "redo" is permitted. This means the teacher may return the lesson and ask the student to redo all or parts of the lesson to improve the grade. **It is up to the teacher to determine if a valid attempt was made in completing the lesson.** Requests to redo assignments after a course is complete and grades have been entered are not permitted. Redos will **not** be permitted after April 16th.

TRUANCY

Truancy Procedures

Families will receive notification via One Call after Three (3+), Six (6+), and Nine (9+) days of inactivity. These alerts will be sent out Monday, Wednesday, and Friday mornings.

Attendance Intervention Plan (AIP)

An Attendance Intervention Plan will be scheduled after six (6) consecutive school days of inactivity, after forty-two (42) total hours behind within a thirty (30) day period, or seventy-two (72) total hours behind within the school year.

Truancy Charges

If significant progress has not been made as outlined in the individual attendance plan for each student, the school may move forward with truancy charges with the juvenile court where the student resides. Nothing in this attendance policy shall prohibit or restrict the school from initiating legal action against a student and parent for failure to follow the attendance policy at any time (within the provisions of the law).

The Ohio Department of Education and Workforce Development will be notified whenever a student meets the definition of habitual truant. The following steps occur during the truancy process: 1) A notice is sent to the family once a student's unexcused hours meet the definition of habitual truant; 2) An Attendance Intervention Plan (AIP) is developed for a student in collaboration with the family, student, and school team; 3) If significant progress does not occur as a result of the attendance plan, charges may be filed in the county where the student resides. The AIP serves as notification that truancy charges may be filed if attendance requirements are not met. Once charges are submitted, the juvenile court, not the school, determines next steps. Please refer to Ohio Revised Code 3321 for specific legal references regarding truancy.

Automatic Withdrawal

If a student fails to participate in seventy-two (72) consecutive hours of learning, the student will be withdrawn as indicated in ORC § 3314.261. Notification of the withdrawal will be sent to the family as well as the student's home district. It is the responsibility of the student and parent/guardian to enroll the student in their home district or another educational setting immediately upon notification of withdrawal.

Parent/Guardian Responsibilities

Parents who choose to enroll their student in a virtual or E-school have chosen an educational alternative that requires great commitment. Parents are responsible to see that their student attends school each day (SEE DEFINITION OF ATTENDANCE). The parent must supervise the student's work and make sure the student is complying with attendance procedures. Parents are provided with a login to keep informed of their student's progress in school. Parents will be provided with an orientation on how to access this information at any time, therefore always being informed of their student's academic progress. Parents are encouraged to build a two-way link with the staff of the school by informing them of suggestions or concerns that may help their student better accomplish his/her educational goals. **GOVS MUST have current contact information for a parent or guardian at all times. Communication from GOVS is sent via email, text, U.S. Mail, and phone. It is the responsibility of the parent/guardian and student to review and respond to communication.**

ASSESSMENT

ALL STUDENTS MUST PARTICIPATE IN STATE TESTING. THIS IS A REQUIREMENT FOR GRADUATION. Per Section 3314.26 ORC, students who fail to participate in required testing two consecutive years will not be permitted to return to GOVS or attend any online school in Ohio.

The Ohio Department of Education and Workforce Development requires dropout prevention and recovery community schools to administer the **Renaissance STAR Assessment** in reading and math two times per year. It is the responsibility of the student and family to sign up for testing.

Classroom tests/course tests may be given to students to assess progress and assign grades.

RESOURCES

Student Lab

Current GOVS students may visit the Student Lab on weekdays during the hours of 9:00am to 3:00pm, following the GOVS school calendar. Students may earn offline hours towards the required weekly attendance while at the Student Center. All students must follow the rules posted in the Student Lab as well as the procedures listed. The GOVS Student Lab is a privilege and resource for students. Failure to follow the rules and procedures may result in revocation of privileges in the Student Center including participation in the lab.

Students and visitors must proceed through the metal detector for entry into the Student Lab. Students/visitors must remove any belongings containing metal before proceeding through the metal detector. Weapons, drugs, alcohol, and smoking devices (including lighters) are prohibited. Students are not permitted to have phones in the Student Lab per ORC 3313.753. Upon arrival, student phones will be stored in a locked cabinet.

GOVS Student Lab

Student Lab Rules

- Complete educational activities while at the Student Lab (e.g., lessons, school clubs or groups, adult led activities)
- Clean up after yourself.
- Use respectful language.
- Make responsible choices.
- Sign in and out of the Student Center.
- Remain awake and attentive while in the lab.

Student Lab Procedures

- GOVS staff will supervise students in the Student Lab. Staff are not responsible for students once they have signed out and left the building.
- GOVS students may come to the Student Lab for tutoring, to meet with staff, for extra help with VLA lessons, or to attend school sponsored events and activities. Tutoring is available throughout the week. Students may also sign up for individual tutoring via the website.
- Students are expected to maintain satisfactory academic progress.
- GOVS is an online school and does not provide cafeteria or transportation services.
- While at the Student Lab, GOVS students should only be working on VLA lessons or utilizing the other services provided. Accessing websites other than those necessary to complete work is strictly prohibited.
- Only GOVS students and staff may enter the Student Lab. While at the GOVS Student Center, students are required to stay visible to staff. Other areas of the campus are off-limits.
- GOVS is a "Smoke-Free School." Smoking is defined as inhaling, exhaling, burning, or carrying any lighted cigar, cigarette, pipe, or other smoking device containing tobacco. This includes vaporization devices. The State of Ohio prohibits smoking and the use of tobacco in any school building or on school grounds.
- The GOVS Student Lab is a privilege that can be restricted for any violation of any rule in the student handbook.

Student Consequences (Disciplinary measures are applied depending upon the nature of the offense)

1. Verbal Warning
2. Written Warning/Phone Call to Parent (Guardian)
3. Immediate Dismissal from the Student Center for the rest of the day
4. Loss of Student Center Privileges for 3 School Days
5. Loss of Student Center Privileges for the remainder of the school year.

Students who have had their student center privilege taken away for the school year and return to GOVS the following year will be required to meet with administration to determine reinstatement of Student Center privileges during the new school year.

Academic Coaches

Academic Coaches serve as a resource for students at GOVS. They track weekly engagement, lesson completion, and provide feedback and support. Coaches serve as the student's main contact at GOVS and provide guidance on testing, social events, updates, and important information. Coaches assist students and parents in creating plans based on their educational goals for the year and help motivate and inspire students to reach their fullest potential. They help students navigate the virtual learning platform, set up tutoring opportunities, connect with the mental health department, refer to the resource coordinator for personal hygiene, food, clothing, and shelter needs, and provide answers to students' questions and concerns throughout the school year.

Child Find Notice

Under the Individuals with Disabilities Education Act, GOVS is required to locate, identify, and evaluate all children with educational disabilities who attend the school. The process of locating, identifying, and evaluating children with disabilities is known as Child Find. Parents may contact school personnel to discuss concerns at any time.

Conferences

Students and parents may request a conference (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations or (3) in any other case staff considers necessary. These conferences may be held via telephone, virtually, or face-to-face. The school encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate staff member. A parent who wishes to confer with their student's teacher may call the office to arrange a mutually convenient time.

English Learners

Program Goals

The goal of the English Learner (EL) Program is to increase the acquisition of academic English and English literacy in students who have been identified as Limited English Proficient (LEP) in grades 9-12. The program provides EL instruction and consultative services to LEP students and monitors the progress of students who have obtained "Fully English Proficient" (FEP) status for two years. The goal is to promote the development of academic skills for LEP students with instruction that will improve their proficiency level. The EL Program is designed to meet both federal and state guidelines and to maximize each student's potential for success.

Assessment

Students will be screened upon enrollment into GOVS to determine services and will be responsible for all required state testing.

Services

LEP students will receive a bilingual education through the EL program at GOVS. The philosophy behind this approach is that students are more likely to learn anything, including English, if they understand what they are being taught. Additionally, students who are not proficient in English will not fall behind their English speaking peers if they are able to continue learning subject matter in their native languages. The focus of the program is on teaching them to read, write and speak English. The important element of bilingual programs is that both the students' native language and English are used as means of instruction. LEP students will be provided tutoring services throughout the year to aid in both English proficiency and academic coursework.

Mental Health Services

At GOVS, mental health supports are provided on a continuum. Services range from check-ins with a mental health professional, social emotional learning activities for all students, peer support groups, clinical therapy services, and crisis intervention. Mental health supports are provided free of charge and are available both in person and virtually.

Resource Coordinator

The resource coordinator helps with any non-academic needs that create barriers to learning and connects students and families with community resources. Barriers to learning may include food insecurity, transportation issues, pregnancy, emergency housing opportunities, and hygiene needs. The goal of a school resource coordinator is to break down the barriers preventing GOVS students from living a healthy life and enjoying a positive academic career.

Section 504

GOVS shall comply with all civil rights laws and non-discrimination laws. Such laws include, but are not limited to, the U.S. Constitution, the Ohio Constitution, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, The Civil Rights Act of 1964, and the Age Discrimination in Employment Act of 1967. For questions, please

contact the Student Services Office.

Service Animals

A service animal is defined as the following: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. The work or tasks performed by a service animal must be directly related to the individual's disability. With documentation (e.g., health care provider documentation) on file regarding a student's need for and use of a service animal, service animals are welcome on school property. All dogs must be licensed through the county in which the handler resides in accordance with requirements of the state of Ohio.

A service animal is the personal property of the student and/or parents. The Board of Education does not assume responsibility for training, daily care, health care, or supervision of service animals. The Board of Education does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on district property or at district-sponsored events. For more information, please refer to Policy 8390-Animals on District Property.

Special Education

Students who qualify for special education services are assigned an Intervention Specialist who targets IEP and transition goals. IEPs are updated annually. As in a brick and mortar school, GOVS is required to provide specially designed instruction and related services as outlined on the student's IEP. Those services are delivered virtually. At enrollment, families indicate understanding that GOVS must provide special education services as outlined on the IEP. Please contact the Student Services Office with any questions regarding special education services.

Tutoring

Tutoring is available at no charge by request from students and/or parents via the "Tutor Request" link on the mygovs.com website. Tutoring is available through remote tutoring, face-to-face tutoring in the Student Lab or public space such as a library. Tutoring is limited to 3 hours per student per week. Anything above 3 hours per student per week requires approval from the Principal. Tutoring labs are offered on a regular basis at the student center. Tutoring is a privilege and a student resource that may be taken away if students miss more than three scheduled tutoring sessions.

GUIDANCE COUNSELORS

School counselors support GOVS students with academic achievement and future planning. Counselors handle all scheduling for students, including class placements, class changes, and class additions and subtractions. School counselors ensure students are placed in appropriate classes that are necessary to meet graduation requirements. **It is the responsibility of students to contact their counselor if schedule changes are desired. Requests for course changes must be made within two weeks of assignment of the course.** The guidance department handles all graduation related questions and has the final review of graduate candidacy.

In addition to graduation tracking, counselors provide academic support, including career focus and planning. The counselors can assist with the college admission process, the FAFSA, scholarship opportunities, and college admission testing.

The counseling department oversees state required testing, College Credit Plus, and Career Center interest.

Career Advisory

Career counseling will be provided to all students. Each student will be required to create a Student Success Plan.

Career Tech

- 11th and 12th grade students have the option of completing their academic core classes with GOVS and their electives (lab work) at a local career center. Students who attend Career Tech programming part time are required to stay active with GOVS. This includes completing coursework and logging enrichment or work study time weekly.

- GOVS 10th graders will be offered information regarding regional Career Centers. Please contact the Guidance Department if you are interested in Career Tech education.

College Credit Plus (CCP)

Through College Credit Plus, students may earn college credit in high school free of charge. Credit may count for both high school and college credit. Contact your school counselor to find a pathway that will be suitable for your high school and college goals. GOVS will provide an informative meeting prior to March 1st. The school will notify students of an information session including all surrounding colleges prior to March 30th. An intent form must be completed and turned into the GOVS main office by April 1st. At that point, students and families should contact colleges of their choice to gather information about applications and acceptance into their College Credit Plus program. Prior to class attendance, contact your school counselor to fit the class into your schedule and determine credit. One high school credit will be earned per three plus college credits. Under three college credits will be prorated. If you are a CCP student who also carries a VLA account, you MUST log into your VLA account at least once per week to avoid truancy. **Students who fail a CCP class or withdraw from a class after the college's posted withdrawal date must pay for the course.**

Repeating A Course

Students are permitted to repeat failed courses in subsequent school years. Both the repeated course and the original course will be maintained on the high school transcript.

TECHNOLOGY

Computer Use

Students are permitted to use the school's computers to conduct business related to the management or instructional needs of the school or conduct research related to education consistent with the school's mission or goals only.

The school's computers meet the following federal Children's Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students.
2. The on-line activities of students are to be monitored by the parent or guardian.
3. Access by students to inappropriate material on the Internet and World Wide Web is denied.
4. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications.
5. Unauthorized access, including so-called "hacking" and other unlawful activities by students on-line is prohibited.
6. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited.
7. Measures designed to restrict students' access to materials harmful to students have been installed.

The school retains ownership of its computers, hardware, software and data at all times. All communications and stored information transmitted, received, or contained in the school's information system is the school's property and are to be used for authorized purposes only. Use of school computers or software for unauthorized purposes is strictly prohibited.

Fees and Fines

The Greater Ohio Virtual School is a public school and does not charge tuition. Students are loaned a computer and internet connectivity free of charge. Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits.

Charges will be imposed for loss, damage, or destruction of school apparatus, equipment, and for damage to school property. Students using school equipment can be fined for excessive wear and abuse of equipment. Failure to pay fines, fees, or charges will result in the withholding of grades and credits.

Internet Acceptable Use And Safety Policy

Technology is the basis of operation for the Greater Ohio Virtual School. The Governing Board recognizes that careful planning is essential to ensure the successful and cost-effective implementation of technology-based materials, equipment, systems, and networks. The Internet allows people to interact with hundreds of thousands of networks. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and any accompanying regulations may result in the revocation of the user's privilege.

Unacceptable uses of the computer include but are not limited to:

1. Violating the conditions of the Ohio Revised Code dealing with students' and employees' rights to privacy.
2. Using profanity, obscenity, or other language, which may be offensive to another user.
3. Reposting (forwarding) personal communication without the author's prior consent.
4. Copying commercial software in violation of copyright law.
5. Using the internet for financial gain, for commercial activity, or for any illegal activity.
6. Accessing inappropriate material.
7. Downloading of freeware or shareware programs.

Because access to online services provides connections to other computer systems located all over the world, users and parents of users who are under 18 years old must understand that the school cannot control the content of the information available on these systems. Even though the school has installed a filtering program as prescribed by the Children's Internet Protection Act, some of the information available could be considered controversial and sometimes offensive.

The Internet is an electronic highway connecting computers and users in the school with worldwide information. Access to the Internet enables students to explore thousands of libraries and databases. Access to such an incredible quantity of information and resources brings with it certain unique challenges.

The Governing Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their student to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their students should follow when using the Internet.

Students and staff members are responsible for good behavior on school computers and the Internet. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The school does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with the **Student Internet Acceptable Use and Safety Policy.** Users who disregard the policy and its accompanying guidelines may have their use privilege suspended or revoked, and disciplinary action against them. Users granted access to the Internet through the School's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by the school policy and its accompanying guidelines.

Personal Communication Devices

Students will not possess personal communication devices, such as cellular phones when participating in school required face–to-face meetings such as orientation, testing, or remediation sessions, etc. A "personal communication device" is a device that emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor. In addition, phones are not permitted in the Student Lab per ORC 3313.753.

CODE OF CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies of the school and the lawful direction of staff. The school has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

Student Rights and Responsibilities

The GOVS rules and procedures are designed to allow students to be educated in an alternative environment. All students are expected to follow staff member's directions and to obey all school rules.

Adult students (age 18 or older) must follow all school rules and are encouraged to include their parents in their educational program.

Student Code of Conduct

The school has authority and control over a student when on site at school during the regular school day, at any school related activity, regardless of time or location and while being transported in school-provided transportation.

Students will be subject to discipline including, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement officials for the following, including but not limited to:

- Assault
- Hazing, harassment, intimidation, bullying or menacing.
- Coercion.
- Violent behavior or threats of violence or harm.
- Disorderly conduct, including disruption of the school environment.
- Bringing, possessing, concealing, or using a weapon.
- Vandalism/Malicious Mischief/Theft
- Sexual Harassment.
- Use of tobacco, alcohol, or drugs, including drug paraphernalia.
- Use or display of profane or obscene language.
- Open defiance of a staff member's authority, including persistent failure to comply with directions.
- Violation of law, Board policy, administrative regulation, school, or classroom rules.

Dress and Grooming

The school's dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards. This code is in effect when students of GOVS meet in person with teachers, administrators, other students, or school personnel. Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards and may be denied the opportunity to participate if those standards are not met.

Student Responsibilities with Lessons

There is a great deal of leeway in creative writing and expression of thought in virtual learning. Many of the questions ask for the students' reaction to readings or opinions on a certain topic. **Do not write anything that might be construed as a feeling to hurt or abuse other people, either by words or deeds. The mention of firearms or drug use, physically hurting other people, or wanting to, or any other subject of a violent nature or disruptive nature will be reported to school officials and investigated.** This will be done regardless of whether or not there was any malicious intent in the writing. Any action taken as a result is at the discretion of the school.

Online Learning Pacing Policy

Purpose: To ensure students engage meaningfully with coursework and maintain steady academic progress, this policy establishes minimum and maximum pacing expectations for lesson completion in courses.

1. Lesson Engagement Requirements

Minimum Engagement Time: Students must spend a **minimum amount of time actively engaged** in each lesson before it can be marked as complete.

- The required time will be determined by the instructor based on the lesson's content and complexity (e.g., **typically 45-60 minutes per lesson**).
- Time is tracked through the Virtual Learning Academy (VLA) and includes reading, video viewing, interactive activities, and assessments.

Maximum Lesson Duration: To prevent students from falling behind or spending excessive time on a single topic, students are expected to **complete each lesson within 5 hours per lesson.** Any lesson with seat time over 5 hours may not be counted towards total seat time.

2. Pacing Benchmarks

A typical schedule for a student who is on pace is 5 credits per year. For students who are recovering credits or start at GOVS after the first day of school, pacing will be greater than the minimum requirement of 5 lessons per week. Please contact your Academic Coach or School Counselor for additional information.

3. Monitoring and Intervention

VLA will flag students who:

- Complete lessons significantly **faster than the minimum expected time**, or
- Spend **more than five hours** on a single lesson.

In such cases:

- The instructor may require additional review activities (e.g., discussion posts, reflection questions, or practice quizzes) before granting credit for the lesson.
- Points or letter grades may be deducted.
- Students consistently exceeding time limits may be subject to loss of accumulated hours that do not serve an educational purpose and referred to school administration.

4. Academic Integrity and Mastery

Students must **demonstrate understanding** of lesson objectives through graded assessments or mastery checks.

Rushing through lessons without demonstrating comprehension may result in:

- Retaking quizzes or assignments,
- Temporary access restrictions to future lessons until mastery is shown,
- Receiving a failing grade for the lesson or the entire course.

5. Enforcement: Failure to follow pacing expectations may result in:

- A "Progress Warning" notice,
- Temporary course access limits, or
- Administrative referral for withdrawal or reassignment to a different course.

Plagiarizing

Plagiarizing is a serious offense. Teachers can search all written work for proof of using material created by others. A student who plagiarizes will be assigned a zero on any lesson or part of that is assessed as being plagiarized. A repeated offense could result in the failure of the course.

Artificial Intelligence (AI)

You may use AI programs (e.g. ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Use of these tools are considered cheating and subject to the Student Code of Conduct.

Discipline/Due Process

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

The school's disciplinary options include using one or more discipline management techniques including counseling by teachers, counselors and administrators, detention, suspension, expulsion, loss of privileges, honors and awards. Disciplinary measures are applied depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he/she may also be referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.

CURRICULUM

The GOVS curriculum, Virtual Learning Academy (VLA), is provided by Jefferson County ESC. Students use the web site https://virtuallearningacademy.net/vla/General/Login.aspx?orgID=56 to access their schoolwork. They can also go to www.mygovs.com and click on the Student VLA login button.

Credit Flexibility

Ohio Senate Bill 311 allows students the option to seek alternative methods for high school credits by the use of a Credit Flexibility Plan. Credit flexibility is an alternative learning experience, where students demonstrate competency in a particular content based on the Ohio Academic Content Standards for that content area. GOVS is not responsible for developing a Credit Flexibility Plan for a student or for the cost incurred by a student's participation in a Credit Flexibility Plan.

Greater Ohio Virtual School students who receive credit for a Credit Flexibility Plan are required to complete a detailed application process outlining learning goals and expectations, received prior approval from the Greater Ohio Virtual School Review Panel for their learning activity, stayed within the agreed upon timetable, and met measurable standards to those specific to their particular Credit Flexibility Plan.

Graduation

Diplomas are issued by GOVS. The student does not participate in their home district's graduation ceremony. Diplomas are available at the end of the school year to those students who do not owe fees. Diplomas may be picked up immediately after graduation or by appointment.

To earn a diploma from the Greater Ohio Virtual School, students must meet the requirements and standards adopted by the State of Ohio and the Greater Ohio Virtual School Board of Directors. The parents and students have the responsibility for tracking and completing courses necessary for graduation to be verified by school officials.

Graduation Course Requirements
(Established by the Ohio Department of Education and Workforce Development)

English/Language Arts 4 credits

Mathematics 4 credits and must include:
1 credit Algebra II or its equivalent

Science 3 credits and must include:
1 credit physical science
1 credit life/biological science
1 credit advanced study science

Social Studies 3 credits and must include:
½ credit American history
½ credit government
½ credit world studies

Health ½ credit

Physical Education ½ credit (School districts may adopt a policy to exempt from the P.E. requirement students who participate in two (2) full seasons of interscholastic athletics, band, or cheerleading. If exempted, these students must take another course of at least 60 contact hours (1/2 credit) in its place)

Electives 5 credits, and must include:
½ credit Economics/Personal Finance
1 credit fine arts (taken in grades 7-12) (JVS exempt)
Other electives may include any one or combination of:
Foreign language
Fine Arts
Business
Career-technical science
Family and consumer science
Technology
Agricultural Education
English/mathematics/science/social studies classes which are not already required.

20 Total Credits Required
****If you intend to graduate before your junior year, you must apply through your school counselor and meet all Ohio State Graduation requirements and receive administrative approval.**

Pathways to Graduation
You are eligible to graduate under your graduation cohort year's requirement. Please talk to your guidance counselor for details.

Classes of 2023 and Beyond: Earn at least 20 credits in the specified subjects, take required tests, then show competency and readiness.

a. **Show Competency:** earn a competency score of **684** or higher on Ohio's high school Algebra I and English II tests. Students who do not show competency on one or both tests will be offered additional support and must retake the tests at least once. **If testing is not your strength**, there are three additional ways to show competency after taking the tests at least twice each:

• The Ohio Means Jobs Seal is a Graduation Pathway for students to earn their diploma by demonstrating specific professional skills required for success in the workplace. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community; as well as, earn 12 points from State of Ohio recognized industry credentials. The 12 points are completed through various online trainings, preferably based upon student interest, but could be assigned based upon need. These trainings are of no cost to the student, unless multiple redos are required for passage.

• Enlist in the military.

• Complete college coursework - earn credit for one college-level math and/or college-level English course through CCP.

***Beyond competency scores in English II and Algebra I, all students will test in Geometry, Biology, American Government, and American History. State law dictates that these exams must be taken by all students in the graduating class of 2023 and beyond. Proficient scores of 700 or higher on these tests may help with earning required seals.**

b. **Show Readiness**: earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical, and professional skills and knowledge that align to your passions, interests, and planned next steps after high school.
• At least one of the two seals must be Ohio-designed:

1. OhioMeansJobs Readiness Seal (Ohio)
2. Industry-Recognized Credential Seal (Ohio)
3. College-Ready Seal (Ohio)
4. Military Enlistment Seal (Ohio)
5. Citizenship Seal (Ohio)
6. Science Seal (Ohio)
7. Honors Diploma Seal (Ohio)
8. Technology Seal (Ohio)
9. Community Service Seal (Local)
10. Fine and Performing Arts Seal (Local)
11. Student Engagement Seal (Local)

Grade Point Average

To calculate a grade point average (G.P.A.) assign a weighted point value to each course grade and divide it by the total number of credits. For partial-credit courses, use the fractional value of the grade. For example, a half credit course with the earned grade of a C would be .5 x 2= 1. Then add this to the other grades earned for the total points earned. This total is then divided by the total credits earned to determine the G.P.A. This can be done by grading period, semester, and year or for a series of school years.

Grading /Report Cards

The GOVS report cards are available online through VLA. We do not issue a hard copy of a report card until the student completes the year's prescribed courses of study. Parents will be issued a username and password to VLA and instructed on how to access the student's grades.

FEDERAL NOTICES

The following notices are required by Federal law. We apologize for their length and technical nature, but they are included so that GOVS is in full compliance of the law and so that you are fully informed in these matters.

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that GOVS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, GOVS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the school district to include this type of information from your student's education records in certain school publications such as Honor roll or other recognition lists.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories; names, addresses and telephone listings, unless parents have advised the LEA that do not want their student's information disclosed without their prior written consent.

If you do not want GOVS to disclose directory information from your student's education records without your prior written consent, you must notify the District in writing by the end of the second full week from the date of student enrollment.

The Board designates the following as student "directory information": **a student's name; dates of attendance; date of graduation; awards received.**

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Principal {or appropriate school official} a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the Principal{or appropriate school official}, clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator,

supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.
    1. Political affiliations or beliefs of the student or student's parents.
    2. Mental or psychological problems of the student or student's family.
    3. Sex Behavior or attitudes.
    4. Illegal, anti-social, self-incriminating, or demeaning behavior,
    5. Critical appraisals of others with whom respondents have close family relationships.
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
    7. Religious practices, affiliations, or beliefs of the student or parents; or
    8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of:
    1. Any other protected information survey, regardless of funding.
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law, and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use:
    1. Protected information surveys of students'
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

• Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Military Recruitment

The Family Educational Rights and Privacy Act (FERPA) governs how students' education records are handled. The Federal No Child Left Behind Act of 2002 requires that schools provide military recruiters with student names, addresses, and telephone numbers upon request unless specifically prohibited by parents in writing.

GED Policy

Standards for Approving Students to the GED Program, also known as the "Ohio High School Equivalency Diploma."

In accordance with statute (3301-41-01), the Superintendent of the Greater Ohio Virtual School will approve applications for the Ohio High School Equivalency Diploma program under the following circumstances:

• The student must be officially withdrawn from the school and be nineteen years of age or older. However, exceptions to the age requirement may be granted as follows.

- An applicant who is eighteen years of age is eligible if the class of which he/she was last a member has graduated or;
- An applicant who has been sworn into active military service in one of the armed forces is eligible if a statement, indicating the date of the swearing-in ceremony, is submitted with the application: or
- An applicant for the GED program who has reached the age of majority (eighteen years old) is eligible with written approval from the superintendent or his/her designee.
- An applicant that has reached the age of sixteen and is ordered by a court official to enroll in the GED program or has written approval from the superintendent or his/her designee and consent from their parent or guardian.

It will be the general policy of the school NOT to approve the application of the Ohio High School Equivalency Diploma program of any student prior to their nineteenth birthday or until their graduating class has graduated.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Ohio statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for the exclusion. A hearing will be afforded upon request. Any questions about immunizations or waivers should be directed to the GOVS Registration Office.

Infection Control

Although HIV, AIDS and HBV are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where non contact skin or mouth, eye or other mucous membranes would be exposed to blood, or any body fluids contaminated with blood from an infected person. Since any such risk is serious, however, the school requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.

Media Access to Students

Media representatives may interview students involved in instructional programs and school activities. Information obtained directly from students does not require parental approval prior to publication.

School employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Military

The FY2012 National Defense Authorization Act (NDAA) (P.L. 112-81) includes a provision (Section 532) to ensure that any student who receives a diploma from a legally operating secondary school or otherwise completes a program of secondary education in compliance with the education laws of the state in which the person resides, including graduates of online charter schools and home schools, are given the same opportunity to enlist in the U.S. Armed Forces as students who graduate from "brick and mortar" high schools. Online charter school and home school students are required to achieve a score of 50 (score subject to change) on the ASVAB. For more information, please go to www.military.com.

Parental Rights and Responsibilities

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information, and permission of the student's parent(s) or the student, if age 18 or older. Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

Photo Release

The Greater Ohio Virtual School reserves the right to take pictures and shoot videos to use in GOVS newsletters, documents, publications and the GOVS website. Parents who do not want their student photographed should direct their student accordingly. The full name, address, phone number, or e-mail address of a student will not be provided on the school website or in a publication. Parents are reminded that posting photos, videos and information about students other than their own on the Internet is a violation of privacy rights. GOVS does not authorize the posting of individual or small group photos or videos of GOVS students (other than one's own student) engaged in school sponsored events or activities on any social network site such as Facebook or X.

Program Exemptions

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the school. An alternative program or learning activity for credit may not be provided. All such requests should be directed to the Principal in writing and include the reason for the request.

Student/Parent Complaints

School Personnel Complaints

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the Principal may be requested. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with the superintendent, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the superintendent, he/she may appeal to the Board in care of the superintendent within 10 calendar days following receipt of the superintendent's decision. The superintendent will provide the complainant with necessary Board appeal procedures. Board decisions are final.

Discrimination on the Basis of Sex Complaints

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact the Executive Director.

Education Standards Complaints

Any parent of a student attending the school may make an appeal or complaint alleging violation of the school's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved. If the complainant wishes to pursue the matter further, he/she will be provided, upon request, a copy of all applicable school procedures.

After exhausting local procedures or 45 or more days after filing a written complaint with the school (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

Students with Disabilities Complaints

A complaint or concern regarding the identification, evaluation, or placement of a student with disabilities or the accessibility of the school's services, activities or programs to a student, should be directed to the Student Services Office

Students with Sexual Harassment Complaints

Sexual harassment by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in school business is strictly prohibited in the school. School includes school facilities, school premises and non-school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the control of the school or where the employee is engaged in school business. Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature. Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporing of sexual harassment. Students or parents with complaints not covered by this student handbook should contact the Principal.

RECORDS

Student Education Records

The information contained below shall serve as the school's annual notice to parents of minors and eligible students (if 18 or older) of their rights, the location and school officials responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the school. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student.
2. Name and address of educational agency or institution.
3. Student birth date and place of birth.
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting progress toward successful completion of all required testing.
9. Credits earned;
10. Attendance;

11. Date of withdrawal from school;
12. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Transfer of Education Records

The school shall transfer all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the school. The transfer shall be made no later than 10 days after receipt of the request. The school shall retain a copy of the education records that are to be transferred in accordance with applicable Ohio Administrative Rules. Student grades or diplomas may be withheld for nonpayment of fines or fees.

Requests for Education Records

The school shall, within 14 days of a student seeking initial enrollment in or services from the district, notify the public or private school, education service district, institution, agency, detention facility or youth care center in which the student was formerly enrolled and shall request the student's education record.

Access/Release of Education Records

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 unless the district is given evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. Parents of a minor, or an eligible student (if 18 or older), may inspect and review education records during regular school hours.

Summer School

Summer school courses are available for both full time GOVS students and students who attend other schools through the Warren County Educational Service Center. Different fee structure, time limits for completing courses and the number of courses that may be taken for the summer term will be in place. Students must get prior approval from the Guidance Counselor before enrolling in a course. Please refer to their website for more information.

Withdrawal/Transfer from School

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents and in compliance with State law. A student who withdraws from school shall be reported to the juvenile judge of the county if s/he is under the age of eighteen (18) and does not enroll in another certified school or is approved for home schooling within 5 days. Parents must notify the Central Office about plans to transfer their student to another school. School records will be transferred to that school within fourteen (14) days of receiving a records request.

Work Permits

Work permits for GOVS students will be approved through the Greater Ohio Virtual School. Work permits will not be issued to any student who is twenty (20) or more lessons behind in their classes. If at any time the student falls twenty (20) lessons behind GOVS may revoke the work permit. You must complete 10 lessons before you can apply for a work permit. Administration will make the final determination on any Work Permit related issues.

Work Study Program

Students may earn up to 4 high school elective credits by having gainful employment. Students may apply for the program under the "Work Study" link on the www.mygovs.com homepage. Eligible students may count 12.5 hours per week towards their attendance requirement of 25 hours per week. Hours will be verified by the submission of a paystub, which can be uploaded as an attachment in each lesson.

New students must first complete 10 lessons before they will be enrolled in work study. If at any time a student falls

twenty (20) lessons behind, the student will not be permitted to log Work Study hours until the lesson completion deficit is remedied. A Student and Parent/Guardian (if student is a minor) Acknowledgement form must also be on file before the student can begin Work Study.

Administration will make the final determination on any Work Study related issues.

Grading Scale

Greater Ohio Virtual School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. Grades indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon written lessons and tests, projects, and participation. Each teacher may place a different emphasis on these areas when determining a grade and will inform the students at the beginning of the course. If a student is not sure how his/her grade will be determined, she/he should ask the teacher.

Grading Scale
90-100 A
80-89 B
70-79 C
60-69 D
00-59 F
P-Pass I-Incomplete W-Withdraw
A printable PDF School Calendar is available on our website www.mygovs.com under the Parent Resources menu

HARASSMENT, INTIMIDATION AND BULLYING

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while en route to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school- approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or

B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistant (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal or assistant principal, or the Director. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Director. Complaints against the Director should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The Building Principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Building Director or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the building principal or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Building Director for review, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the Building Director for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Director shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian.

The statement may be sent with regular student report cards or may be delivered electronically.

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Director or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines about aggressive behavior and bullying, in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the Building Director to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students, to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Director shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Director shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Director shall be followed.

Greater Ohio Virtual School
2026-2027

School Hours:	25 Hours minimum per week
Total School Days:	184 days
Year	920 Hours

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FIRST SEMESTER KEY DATES

August 11	First Day of School for Students
September 7	Labor Day- No School
September 21	Parent/Teacher Conf. (Call for appt.)
September 24	Parent Involvement Meeting (Call for appt.)
October 22	Parent/Teacher Conf. (Call for appt.)
Nov 25 - 27	Thanksgiving Break-No School
Dec 7-11	Boot Camp
Dec 21 – Jan 1	Winter Break

SECOND SEMESTER KEY DATES

January 18	Martin Luther King Jr. Day- No School
January 28	CCP Info. Mtg. 5:00 GOVS Student Ctr.
February 15	Presidents Day-No School
March 15	Parent/Teacher Conf. (Call for appt.)
March 19	Parent/Teacher Conf. (Call for appt.)
Mar 26 – Apr 2	Spring Break- No School
May 17-21	End of Year Boot Camp
May 21	Last Day of School for Seniors
May 25	Last Day of School for Students
May 27	Senior Luncheon
May 31	Memorial Day
June 1	GOVS Graduation Ceremony 6:00 p.m.

Greater Ohio Virtual School

RESOLUTION NO. 26-04

GREATER OHIO VIRTUAL SCHOOL DISTRICT BOARD OF EDUCATION

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE GREATER OHIO VIRTUAL SCHOOL DISTRICT, as follows:

BE IT RESOLVED, the Board of Education hereby adopts the Special Education Model Policies and Procedures ("Model Policies") that were released by the Ohio Department of Education and Workforce ("DEW") in December 2024 and directs all staff in the District to use and comply with the Model Policies. The Board further authorizes the Superintendent to notify the DEW of the Board's adoption of the Model Policies through the DEW's Monitoring System by uploading a copy of this Board resolution on or before November 30, 2026, and by November 30 for each subsequent school year.

Isaac Seevers moved and Christy Even seconded the motion that the above Resolution be adopted.

Upon roll call and the adoption of the Resolution, the vote was as follows:

Yeas: Nays:

ADOPTED this 13th day of October, 2026.

Treasurer/CFO

CERTIFICATE

The undersigned hereby certifies that the foregoing is a true and correct copy of a Resolution adopted at a meeting held on the 13th day of October, 2026. together with a true and correct extract from the minutes of said meeting to the extent pertinent to consideration and adoption of said Resolution.

Treasurer/CFO

SECOND AMENDMENT TO CHARTER AGREEMENT

WHEREAS, St. Aloysius ("Sponsor") and Greater Ohio Virtual School ("School Governing Authority") entered into a Charter Agreement effective, April 2, 2026; and

WHEREAS, Sponsor and School Governing Authority entered into a First Amendment to the Charter Agreement on August 27, 2026; and

WHEREAS, in Section 11.16 of the Charter Agreement the parties reserved the right to make any changes or modifications agreed to between the parties; and

WHEREAS, Sponsor and School Governing Authority desire to modify the Charter Agreement pursuant to Section 11.16;

NOW THEREFORE, Sponsor and School Governing Authority agree to the following modifications:

The Lease Agreement contained in Attachment 5.1.1 on pages 191-196 of the Charter Agreement is hereby terminated by resolution of the School Governing Authority. The Lease Agreement contained on pages 191-196 of the Charter Agreement is hereby deleted in its entirety.

Page 2 of the Lease Addendum contained in Attachment 5.1.2 of the First Amendment executed on August 26, 2026 is hereby deleted.

Article X will be deleted in its entirety and replaced with the following language:

ARTICLE X

Insurance, Indemnification and Subrogation

10.1 **Insurance**. During this charter, the School and the **School Governing Authority** shall carry insurance policies in amounts as follows:

a. Not less than One Million Dollars ($1,000,000) per occurrence and Two Million Dollars ($2,000,000) in the aggregate for general liability insurance;
b. Not less than One Million Dollars ($1,000,000) for abuse and molestation;
c. Not less than One Million Dollars ($1,000,000) for educators/professional liability insurance;
d. Not less than One Million Dollars ($1,000,000) for automobile insurance;
e. Not less than One Million Dollars ($1,000,000) for errors and omissions insurance;

f. Not less than One Million Dollars ($1,000,000) for directors and officer's liability insurance;
g. Not less than One Million Dollars ($1,000,000) for cybersecurity insurance; and
h. Not less than Five Million Dollars ($5,000,000) in umbrella coverage which shall extend to automobile, general liability, abuse and molestation, and professional liability claims.

In carrying such policies, the School and the **School Governing Authority** shall list Sponsor (including its Board of Directors, officers, employees and agents, as well as Charter School Specialists, LLC (including its Board of Directors, officers, employees, and agents) as Additional Insureds on all coverages on a Primary and Non-Contributory basis via an appropriate Endorsement. The School and the **School Governing Authority** shall notify Sponsor and Charter School Specialists, LLC in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage. All policies hereunder shall be issued by companies licensed by the State of Ohio and which have an AM Best rating of A or better.

10.2 **Indemnification.** The **School Governing Authority** and **School** shall defend, indemnify, save and hold harmless the **Sponsor** (including its Board of Directors, officers, employees and agents) and Charter School Specialists, LLC (including its Board of Directors, officers, employees and agents) from any and all claims, debts, actions, causes of actions, proceedings, judgments, mitigation costs, fees, liabilities, obligations, damages, losses, costs or expenses (including, without limitation, attorneys', expert, accounting, auditors or other professionals' fees and court costs) of whatever kind or nature in law, equity or otherwise (collectively "Liabilities") arising from any of the following:

(a) A failure of the **School Governing Authority** and/or **School** or any of its officers, directors, employees, agents or contractors to perform any duty, responsibility or obligation imposed by law or this Charter;
(b) An action or omission by the **School Governing Authority** and/or **School** or any of its officers, directors, employees or contractors that results in injury, death or loss to person or property, breach of contract or violation of statutory law or common law (state and federal), or Liabilities, including without limitation, any action approved by the School Governing Authority under ORC 2923.122(D)(1)(d);

(c) Any sum that the **Sponsor** (including its Board of Directors, officers, employees and agents) and Charter School Specialists, LLC (including its Board of Directors, officers, employees and agents) may pay or become obligated to pay on account of: (1) any inaccuracy or breach of any representation under this Charter; (2) any breach or any failure of the **School Governing Authority** to duly perform, comply with, or observe any term, provision, covenant, agreement, obligation or condition under this Charter or under the law, and all agreements delivered in any way connected herewith, on the part of the **School Governing Authority**, to be performed, complied with, or observed; or (3) Liabilities to lenders, vendors, the State of Ohio, receivers, parents, students, the **School Governing Authority** or to third parties in any way related to the **School** and/or **School Governing Authority**;

(d) Any Liabilities incurred by the **Sponsor** (including its Board of Directors, officers, employees and agents) and Charter School Specialists, LLC (including its Board of Directors, officers, employees and agents) as a result of an action or legal proceeding at law or equity brought against the **Sponsor** or Charter School Specialists, LLC by the **School** or the **School Governing Authority** unless the **School** or **School Governing Authority** obtains a final judgment or order on the merits against the **Sponsor** or Charter School Specialists, LLC, and the right to appeal such judgment or order has been exhausted or has expired.

10.3 Waiver of Subrogation. The School and the School Governing Authority waive all rights against the Sponsor and Charter School Specialists for damages covered by insurance maintained pursuant to this Agreement. The School and the School Governing Authority shall require their insurers to waive all rights of subrogation against the Sponsor and Charter School Specialists, LLC.

{Signatures on Following Page}

Executed this 13th day of October, 2026 in Lebanon, Ohio.

Sponsor
St. Aloysius

By:_____
(Name)

Its:_____
(Title)

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

School Governing Authority of
Greater Ohio Virtual School

By: _____
(Name)

Its: TREASURER / CFO
(Title)

with full authority to execute this Charter for and on behalf of the **School Governing Authority** and with full authority to bind the **School Governing Authority**.

Greater Ohio Virtual School

2025-2026 ANNUAL REPORT

MISSION STATEMENT

Greater Ohio Virtual School's mission is to provide students with a highly personal and continuous connection to learning through an online-based education. The school deems that this quality instructional alternative will serve individual needs and prepare students to transition into their next phase of life, be it entering the workforce, military, or continuing their education.

GREATER OHIO VIRTUAL SCHOOL
24 W 1ST STREET
FRANKLIN, OHIO 45005

Mr. Justin Smith, Executive Director
Mr. Cary Furniss, Treasurer
Grade Levels Served: **7-12**
Number of Days: **184**
School Type: **At Risk Conversion**
School Population: **General/At Risk**



SCHOOL DATA

Governing Board

Mike Sander, Board President
Larry Hook, Board Vice President
Patrick Dubbs, Board Member
Christy Even, Board Member
Isaac Seevers, Board Member



Teachers/Staff

Administrators: **3**
Administrative Support: **5**
Teachers: **31**
Intervention Specialists: **15**
Properly Licensed Teachers: **100%**

Schoolwide Academic Goals:

1. Literacy
2. Student Engagement

Enrollment: **650 Peak**
Economically Disadvantaged: **29.76%**
Students with Disabilities: **18.6%**
Black, Non-Hispanic: **3.25%**
White, Non-Hispanic: **83.49%**
Hispanic: **6.74%**
Multi-Racial: **5.58%**

EDUCATIONAL PHILOSOPHY

Greater Ohio Virtual School's educational philosophy can be summarized with the following statements: Deliver instruction to students in a cost-effective manner and in a manner that allo them to earn high school credit at a self-determined pace. We will strive to take students at their current academic levels, build upon that foundation, and increase achievement at developmentally appropriate rates and levels. We will do this with the assistance of technology and appropriately licensed Ohio teachers. Our ultimate goal is to provide applicable skills that will allow students to be lifelong learners and intelligent decision makers. Another important factor woven into the school is the belief that effective education is a cooperative venture between the students, parents/guardians, teachers, and support staff. Furthermore, in many instances, the local public schools, organizations and social services can provide valuable support. In short, a teaming process will be critical to the success of the program.

CURRICULUM

We feel we have chosen one of the finest online curriculums that exist, Virtual Learning Academy, provided by Jefferson County ESC. VLA is a robust, online educational delivery system. It offers 100 full-year and semester courses for students in grades 7-12. Each course is fully aligned with Ohio's Academic Content Standards. The VLA program consists of four user modules: Student, Teacher, Parent, and Point of Contact (Administrative Liaison). Students may access the curriculum in three ways: a content-only screen, an assessment-only screen, and a split scre showing both content and assessment. The teacher component is similar to the student component except for the additional features such as answer keys, gradebooks, seat times and reports. The Parent component is read-only. The Point of Contact component (for school counselors, principals, supervisors, curriculum specialists) allows district personnel to monitor student/teacher seat time progress and receive all VLA-related correspondence. VLA also includes an internal email system, video streaming, audio features and forum functionality.

GOVS EXCEEDS STANDARDS

GOVS received a rating of "Exceeds Standards" on the 2025-2026 DOPR Report Card! Some reminders below about our report card:

- GOVS does not receive the same report card as traditional schools.
- GOVS receive a special Dropout Prevention and Recovery School report card with different components and ratings
- The ratings for DOPR report cards are: Does Not Meet Standards, Meets Standards, and Exceeds Standards
- The Components Measured are Achievement, Progress, Gap Closing, and Graduation Rate
- GOVS continues the "Exceed Standards" streak for Graduation Rate! Since the inception of the DOPR report card, GOVS has always Exceeded Standards for this measure!



GOVS MUSIC PROGRAM AND ESPORTS TEAM

The Greater Ohio Virtual School began its second year of a musical ensemble in the 2025-2026 school year. The Steel Band Ensemble is a versatile band that plays everything from traditional pan music (Socca, Reggae, Calypso and Latin) to funk, rock, and even classical. A steel band requires students to play music on steelpan instruments. Steel pans are accoustic-tuned percussion instruments recycled from oil drums. The music is easy to learn, even if you can't read music. Additionaly, all the instruments were provided, and there was no cost to particpate for students. The group made enough progress to perform mulitple times at the end of the school year. The group has even been able to visit Miami University in Oxford to experience their amazing Steel Band!

The Greater Ohio Virtual School started its first ESports team during the 2024-2025 school year. The team met on Tuesdays and Thursdays at the Student Center in Franklin. The coach of the ESports team is Julian Jones from Sincalir Community College. Julian is a professional gamer who provided coaching and guidance, sharing his gaming experience and possible career paths with students. He was assisted by our Greater Ohio Virtual SChool Technology Director, Matt Pennington. The team has competed in local tournaments and scrimmages and even has their own ESports jerseys!



PRE-PROFESSIONAL ACADEMY

The Greater Ohio Virtual School continued to partner with the Warren County Education Servi Center and Sinclair Community College in the Pre-Professional Academy during the 2025-2026 school year. The program focused on career exploration and readiness and included industry-recognized credentials when possible/appropriate. Sinclair hosted approximately 65 students (10 GOVS students) on Fridays from 9:00 am to 1:00 pm in six-week blocks that began in September and ended in May. The rotations covered the four industry pillars of Warren County - Applied STEM, Healthcare, Travel and Tourism, and Information Technology. Students were able to earn industry-recognized credentials and improved teamwork and employability skills while learning about local career opportunities.



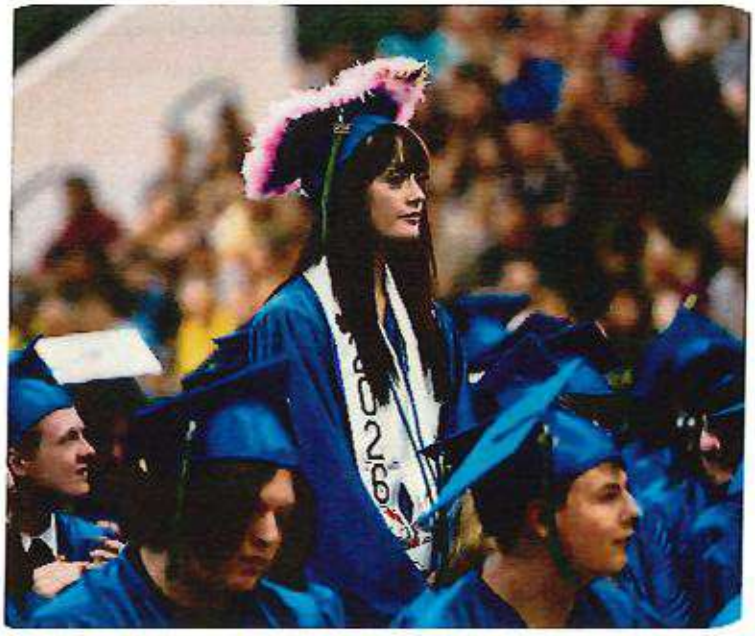


2026 GRADUATION

On Tuesday, June 2nd, 2026, The Greater Ohio Virtual School proudly hosted its 22nd graduation ceremony, a testament to our enduring commitment to education. The event, help at Mason Middle School, saw 218 students complete their high school journey and earn their diplomas. This was the second largest graduating class in the history of GOVS! This significant achievement was made possible by the dedicated GOVS staff and the additional supports introduced in the past five years, including academic coaches, mental health supports, a resource coordinator and the GOVS Student Center. These initiatives have played a crucial role in the increased number of graduates over the past few years. We extend our heartfelt congratulations to the Class of 2026!





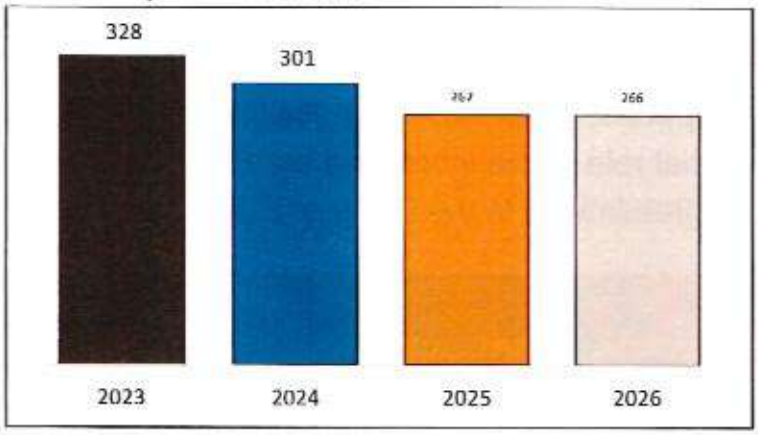


FISCAL STATUS

Cash Balance Analysis

Monthly cash flow helps explain the timing of revenue and expenditures in the current fiscal year and over several fiscal years. This snapshot is designed to demonstrate three key cash balance indicators - 1) Days of cash on-hand at year end, 2) Cash balance as % of Revenue, 3) Monthly cash balances. The data reflected is as of June 30th for each respective year.

Calendar Days of Cash on Hand



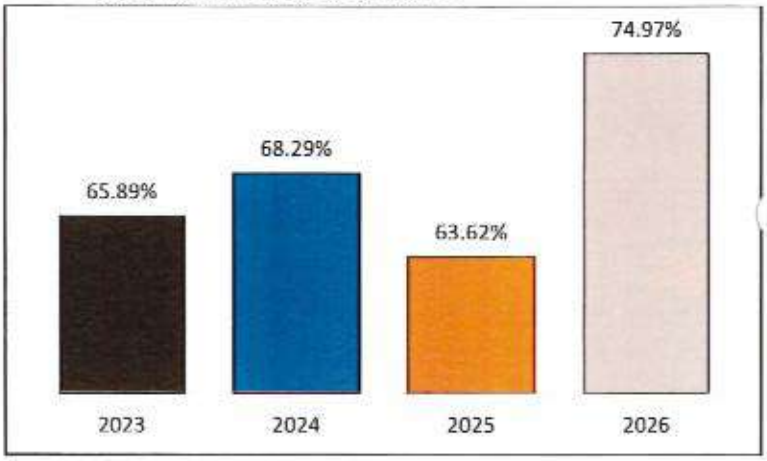
The graph reflects Cash on Hand at June 30th of each of the fiscal years indicated.

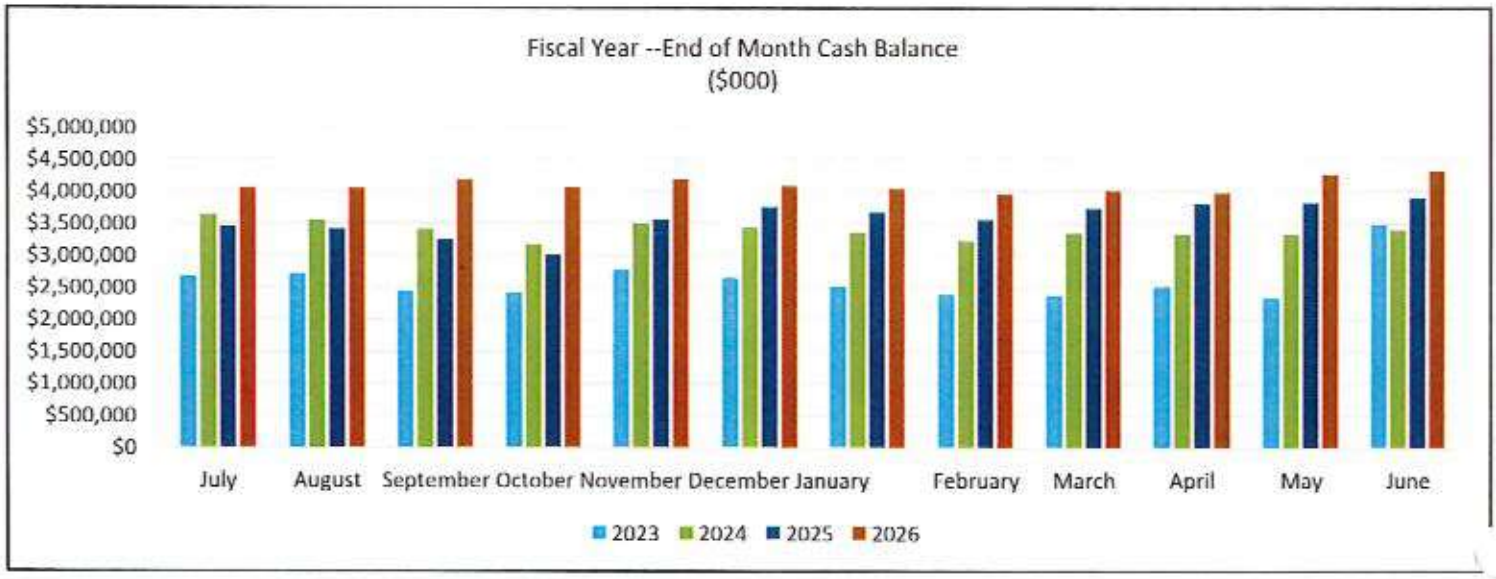
Ending Cash Balance at End of the Month

2023	$3,477,546
2024	$3,395,812
2025	$3,887,027
2026	$4,317,861

Cash balance as a % of revenue can help the organization to understand the amount of revenue change that could be buffered by one-time cash balance reserves.

Cash Balance as % of Revenue





Cash balances can fluctuate significantly within a fiscal year. The lowest cash balance of $1,296,240 occurred in February 2021. The highest cash balance position was $4,317,861 and that occurred at June 30, 2026.

ACTUAL REVENUE RECEIVED THROUGH JUNE COMPARED TO THE PRIOR YEAR

	Actual Revenue Collections For July to June	Prior Year Revenue For July to June	Actual Compared to Last Year
Local Revenue	(30,182)	(40,380)	10,198
Interest	162,486	165,180	(2,694)
State Revenue	5,039,096	5,465,115	(426,019)
Federal Revenue	559,771	489,928	69,843
All Other Revenue	28,184	29,665	(1,481)
Total Revenue	5,759,355	6,109,509	(350,154)

Compared to the same period, total revenue are $(350,154)

Lower than the previous year

At the completion of the FY 2026 fiscal year, revenues are ($350,154) lower than last fiscal year. Enrollment finished the school year lower than last year contributing to lower state aid, along with a change in the distribution of Hybrid payments. GOVS also had one-time Science of Reading payments included in state aid last year, further creating a negative variance.

ACTUAL EXPENSES THROUGH JUNE COMPARED TO THE PRIOR YEAR

	Actual Expenses For July to June	Prior Year Expenditures For July to June	Actual Compared to Last Year
Salaries and Benefits	3,272,037	3,197,738	74,300
Purchased Services	1,777,046	1,747,320	29,726
Supplies	200,978	233,799	(32,821)
Capital	-	-	-
All Other Expenses	78,460	439,437	(360,978)
Total Expenditures	5,328,521	5,618,294	(289,773)

Compared to the same period, total expenditures are $(289,773)

Lower than the previous year

Expenditures were ($289,773) less than last fiscal year. The completion of the "claw back" payments to ODEW from the ECOT decision which total approximately $390,000 annually, is responsible for the lower spend, less increases in other categories.

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	(30,182)	(32,182)
Interest	166,247	162,486	(3,761)
State Revenue	5,146,685	5,039,096	(107,589)
Federal Revenue	710,595	559,771	(150,824)
All Other Revenue	23,998	28,184	4,186
Total Revenue	6,049,525	5,759,355	(290,170)

Compared to forecast, revenue cash flows are

$(290,170)

Lower than forecasted

Compared to the Winter Forecast, revenues are ($290,170) lower than anticipated. GOVS finished the school year with 411 students in FY 2026, compared to 452 last year resulting in lower state revenue. Federal revenues reflect that 100% of the awards were not drawn upon during the fiscal year.

FISCAL YEAR 2026 FORECAST TO ACTUAL COMPARISON FOR EXPENSES

	Annual Forecast Estimate	Projected Annual Cash Estimate	Actual Compared to Cash Flow
Salaries and Benefits	3,398,069	3,272,037	**(126,032)**
Purchased Services	1,930,759	1,777,046	**(153,713)**
Supplies	283,007	200,978	**(82,029)**
Capital	500	-	**(500)**
All Other Expenses	90,976	78,777	**(12,199)**
Total Expenditures	5,703,311	5,328,838	**(374,473)**

Compared to forecast, expenditure cash flows are

$(374,473)

Lower than forecasted

Spending was ($374,473) lower than the projected in the Winter Forecast. Lower student enrollment resulted in lower state aid and it also requires less grading and instructional time resulting in lower salary and benefit costs. All other spending categories were lower than projected.

GREATER OHIO VIRTUAL SCHOOLS

Draft - Policy Manual

18 policies

September 25, 2026

Table of Contents

POLICIES RECOMMENDED FOR THE GB (45.1 FALL 2026 UPDATE)

po0145 Revised FILLING A BOARD VACANCY

po0146 Revised RESIGNATION OR REMOVAL

po1231 Revised OUTSIDE ACTIVITIES OF STAFF

po2265 Revised PROTECTIONS OF INDIVIDUAL BELIEFS, AFFILIATIONS, IDEALS, OR PRINCIPLES OF POLITICAL MOVEMENTS AND IDEOLOGY

po2461 Rescind RECORDING OF EDUCATIONAL SERVICE CENTER MEETINGS INVOLVING STUDENTS AND/OR PARENTS

po3231 Revised OUTSIDE ACTIVITIES OF STAFF

po4231 Revised OUTSIDE ACTIVITIES OF STAFF

po5111.01 Revised HOMELESS STUDENTS

po5224 New YOUTH MEMBERSHIP ORGANIZATION ACCESS

po5330 Revised USE OF MEDICATIONS

po5463 Revised CREDITS FROM STATE-CHARTERED AND NONCHARTERED NONPUBLIC SCHOOLS

po5514 New for GOVS STUDENT USE OF BICYCLES, E-BIKES, SCOOTERS, E-SCOOTERS, AND OTHER PERSONAL TRANSPORTATION DEVICES

po6100 New PROPER USE OF PUBLIC FUNDS

po6423 Revised USE OF CREDIT CARDS

po7540.10 New RECORDING AND AI PROCESSING OF COMMUNICATIONS ON SCHOOL PROPERTY AND AT SCHOOL EVENTS

po8120 Revised VOLUNTEERS

po8310 Revised PUBLIC RECORDS

po8330 Revised STUDENT RECORDS

SPONSOR CONNECTION
OCTOBER 2026
Latest News for St. Aloysius Sponsored Schools

Reminders

October

- 10/15: Deadline to submit summary report on the immunization status of students to ODH
- 10/15: Fall Survey Due
- 10/26: School annual report due to sponsor for review
- 10/26: Spec Ed annual report & Expenditure for FY26 due to sponsor
- 10/26: School annual budget due to sponsor for review prior to submission deadline
- 10/31: School annual report deadline for board approval and sent to parents/guardians (must document delivery date & method)
- 10/31: Deadline for board to approve the Annual Budget
- 10/31:Deadline for school Rapback Authorized Representative to re-affirm any "Pending" drivers/non-licensed personnel who will be working during the 2026-2027 school year.

FY26-27 Governing Authority and School Leader Timeline

Click the link below to access the the timeline:
Governing Authority & School Leader Timeline 26-27

Charter School Specialists Staff Directory

Click on the link: CSS Staff Directory

2026-2027 Professional Development Catalog

Click on link to access the PD Catalog:
2026-2027 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 Warnke at mwarnke@charterschoolspec.com.

Ohio Delegation Attends NAFTAE's Inaugural "Flood the Hill"

This September, Dr. Pamela Schreiner, Career Prep Schools' Director of Adult Workforce Diploma Programs (AWDP), had the privilege of joining fellow Ohio adult education advocates in Washington, D.C. for "Flood the Hill" — the inaugural advocacy event hosted by the newly formed National Association for the Transformation of Adult Education (NAFTAE). The delegation took part in advocacy training and legislative briefings, then carried that momentum directly to Capitol Hill for meetings with lawmakers.

A key priority Dr. Schreiner and the delegation advocated for is a bipartisan initiative, the Adult Education Works Act (S.1400, H.R. 2789), which would reauthorize Title II, WIOA and adult education programs with significant funding increases over the next five years. It was a proud moment when the delegation received a proclamation from an Ohio senator recognizing Adult Education and Family Literacy Week — a real acknowledgment of the work happening across our state.

The delegation also had the chance to spotlight Ohio's new Adult Workforce Diploma Program, which pairs industry credentialing with core academic competencies to build career focused pathways for learners' future attainment and growth. The AWDP demonstrates effective state level funding, leadership, and collaboration with federal initiatives for better educated, and better employed, Ohio citizens.

Dr. Schreiner said, "After 11 years building these programs in Ohio, moments like this remind me why this work matters. It was an honor to stand with colleagues from across the country as we advocate for the students and communities' adult education serves."



left to right- Raylena Hayes ExecDir Logan Co FCFC, Dr. Pam Schreiner Adult Ed Dir Fusion Ed, Bobbie Sin OAACE Pres., Sarah Quick- Aspire and Diploma Pathways Supervisor UVCC, Tyler Jones Staffer, Sara Betts Aspire Director UC

Grant Awardees Announced for Expansion of High-Performing Community Schools

Department of Education & Workforce

Congratulations to the four St. Aloysius-sponsored schools on being selected to receive funding through Ohio's latest round of community school grant awards!

The Ohio Department of Education and Workforce recently announced $20.7 million in grant funding to support the expansion and development of high-performing public community schools across Ohio. We are excited to celebrate Explorers Academy of Science and Technology, Towpath Trail High School, North Bend STEM Academy, and Patriot Preparatory Academy as recipients of these awards.

Explorers Academy of Science and Technology
Explorers Academy of Science and Technology will receive funding through both grant programs. The school plans to expand its grade offerings to K–12, with the goal of creating 200 additional seats over the next two years. The school will also receive funding to support facility improvements and expansion.

Towpath Trail High School
Towpath Trail High School will use its funding to establish a satellite campus in Youngstown. The new campus will provide students with opportunities to pursue workforce pathways in construction, advanced manufacturing, healthcare, and business.

North Bend STEM Academy
North Bend STEM Academy will use its grant funding to establish a new K–5 community school centered on STEM education. The school plans to eventually expand its offerings to serve students through grade 8.

Patriot Preparatory Academy
Patriot Preparatory Academy is one of nine community schools receiving a Charter School Facilities Incentive Grant. The funding is intended to support facility improvements, expansion, and other capital needs at the school.

These awards represent exciting opportunities for each school to expand its reach, strengthen its programs and facilities, and provide additional opportunities for students and families.

have on students and their school communities.

Compliance - Fall Survey and Upcoming Compliance Deadlines

The Compliance Department has turned their attention to the Fall/Winter Review and beyond. As we enter the bulk of the compliance document collection process for the year, each compliance coordinator has communicated the following updates with their schools:

- On-site compliance reviews will be occurring in October and November for each school that has a 1st semester onsite compliance review.
- Each school has received information about their HubShare document submission portal that will be used for the collection of compliance documents.
- The Fall Compliance Survey has been sent and is due to be completed by October 15.
- The annual Special Education Expenditure report is due to the sponsor by October 26.
- School Annual Report is to be board approved and sent to sponsor and parent/guardians no later than October 31 *(we ask for the report to be submitted to the sponsor by October 26, so we have time to review for accuracy and completeness prior to being sent to parents/guardians. The school needs to document how and when it was distributed.)*
- School Annual Budget to be board

As we look later in the school year, we will again collect additional compliance information during the Spring Survey and send updates to each governing authority of any outstanding items that are needed in February and April. The February and April updates are simply to make sure everyone has the same understanding of the items that are still outstanding. The end of the compliance season will again be April 30. If a school still has outstanding compliance items due at the beginning of May, an Intervention Letter indicating outstanding items will be issued. Any items not submitted by the date indicated in the Intervention Letter will need to be addressed in a CAP response approved by the Governing Authority. The goal of this process is to ensure there are no surprises at the end of the year. In May, each school will receive their Annual Compilation Report which will include the Annual Compliance Report.

Please do not hesitate to reach out to your compliance coordinator or Brian Dunbar (bdunbar@charterschoolspec.com) if you have any questions.

Special Education Updates and Reminders

Congratulations on successfully completing your first month of school! In the spirit of staying compliant and ahead of the game, please note the updates and reminders below for our sponsored community schools.

Special Education Ratio & Workload Collection
On Monday, September 14th each sponsored community should have received an email from Molly Warmke that included the Special Education Ratio/Workload Form for completion. One form should be completed per school and returned upon completion, or by Friday, November 13th. This annual collection assists both schools and the Sponsor in monitoring staffing levels and compliance with Ohio Administrative Code 3301-51-09 regarding intervention specialist caseloads and service delivery requirements. If you have any questions, please do not hesitate to reach out to Stacey Swank at sswank@charterschoolspec.com.

Special Education Desk Review
The Ohio Department of Education and Workforce (ODEW) Office for Exceptional Children (OEC) held its overview of Desk Review Phase 1 (Establish Teams and Schedules) and Phase 2 (Professional Development and Processes) on September 3. For those who could not attend, all schools participating in a Desk Review for the 2026-2027 are to have all four phases completed by June 4, 2027. According to the OEC, the sponsor should be included in the Cross Functional Team, so please email Stacey Swank at sswank@charterschoolspec.com meeting information if you would like her to attend. For all things OEC Desk Review, please visit ODEW's website at this LINK.

OEC Open Office Hours
The Support and Monitoring Information Session will be held on Thursday, October 1, from 1:00-2:00 p.m. This session, led by Andrea DiFrancesco, will explore the new Learning Management platform in Cornerstone to access free professional development for OHID holders. Please join at this LINK.

ODEW STAR Review PLC
If you are participating in a STAR Review, join the Professional Learning Community (PLC) webinar where you will hear from educational agencies that participated in the pilot STAR review. The webinar will be held on Tuesday, October 6, 2026, from 12:30-2:00 p.m. Please join this LINK.

ODEW Comprehensive Review PLC
The Professional Learning Community (PLC) webinar where you will hear from educational agencies about their preparation for an IDEA Comprehensive Monitoring Review will be held on Thursday, October 8, 2026, from 10:00-11:30 a.m. Registration is not required, just join at this LINK.

Monthly Federal Programs and Special Education Professional Development Series
Dr. Erica McMillon and Nannette Sherman will be holding a one-hour professional development on October 13, from 12-1 p.m. They look forward to sharing their expertise on Parent and Community Involvement & Writing Defensible IEPs. Join at this LINK.

CSS Open Office Hours with Stacey
Join Stacey for Special Education Open Office Hours on Wednesday, October 14, from 9:00-10:00 a.m. to get any of your special education questions answered, or to have the opportunity to network and share ideas with other special education leaders from our sponsored community schools. To help make the most of our time together, Stacey encourages participants to submit questions in advance by emailing her at sswank@charterschoolspec.com. This will allow her time to research questions or reach out to ODEW, when needed, so she can be prepared to provide the most helpful information during the meeting. Looking forward to joining you at this link: Special Education Open Office Hours.

As always, Charter School Specialists remains committed to partnering with schools throughout the year by providing technical assistance, professional learning, and compliance support. If you have questions or need assistance, please contact Dr. Erica McMillon at emcmillon@charterschoolspec.com and/or Stacey Swank at sswank@charterschoolspec.com. We truly appreciate your continued dedication to serving Ohio's students with disabilities and look forward to another successful school year together.

Federal Programs

As the leaves change colors and our weather cools down, it is a great time to reflect on federal funding and expenditures. No matter the type of federal grant your school receives, the intent is that the funds that were allocated in the current fiscal year be spent to benefit the current students in the current school year. This means that the expectation is that funds received this year are spent and not carried over into other fiscal years.

funds expire on September 30, 2026. Any unused funds from FY27 will be swept/collected and sent back to ODEW and federal government. Besides the potential to lose expiring funds, schools also run the risk of unintentionally increasing expenditures in one year, by holding on to specific general funds. For example, some schools were receiving Student Wellness funds but did not spend them for several years. Then in FY25, ODEW mandated that schools either spend down the funds or risk losing the funds. Schools that had held back expending the funds, spent all the funds in FY25, thereby raising the baseline for general funds expenditures.

This increase in the general fund expenditures impacts the school's Maintenance of Effort (MOE). Federal law requires that schools spend the same amount of general funds within 10% each year to receive federal funds. When a school has held general funds as was done with Wellness funds, it causes the baseline for expenditures to increase greatly. Each fiscal year's general fund expenditures are compared to the prior year's expenditures. When the baseline is missed by more than 10%, the school fails MOE and ALL federal funds are reduced by the percentage that MOE was missed. For example, if a school fails to meet MOE by 20%, then 20% of all their federal funds are reduced! There are possible exemptions if a school has not failed MOE in the past five years; however, this doesn't change the baseline of increased expenditures. If a school cannot maintain the level of general fund expenditures, each year their federal funds will decrease. The only opportunity to revert to the previous baseline of expenditures, is for the school to seek an MOE Waiver from the US Department of Education. This is why it is so important to spend the funds in the fiscal year they are received.

If you have any questions about MOE or federal programs, please contact: Nannette Sherman at nsherman@charterschoolspec.com.

College and Career Readiness Corner

Fall is a good time to make sure that the required (O.R.C. 3313.617) Graduation Plans for students in grades 9 and above are reviewed and updated. It is important to remember that the plan needs to be developed with at minimum the student and his/her parent/guardian. The plan should employ a backwards planning approach, as one of the first areas on the Graduation Plan template provided by the Ohio Department of Education & Workforce is what is the student's post-high school goal and what supports are needed to achieve the goal. Each individual plan must be built upon the foundation of each student's interests, aptitudes, needs, and motivations.

In most cases, each student's post-high school goal will change over time. Goals for a student in 9th grade are typically broad and may lack some specificity. However, as students progress through high school, with effective and individualized career education and career/life experiences, they can move from career exploration to career preparation. As an example, a student in 9th grade may have a post-high school goal of entering post-secondary education training to seek a career in the medical field. This same student's post-high school goal in 12th grade may be that he/she will attend Cuyahoga Community College full-time and enroll in the two-year Medical Lab Technology program.

While the Graduation Plan is required for 9th grade and above, this does not mean that planning for post-high school starts in the 9th grade. In the September Sponsor Connection, information was shared about Ohio's revised Career Connections Framework. In future Sponsor Connection articles, more will be shared about the K-12 framework. Charter School Specialists (CSS) offers tailored to each school's needs professional development on implementing the framework. Don't forget to check out the CSS Professional Development Catalog for more information.

Remember, every student's goal for his/her **Good Life** begins upon entering the kindergarten classroom!



Governor DeWine's Science of Reading Champions Award application opens Sept. 15 for 2026-2027 school year

Ohio Governor Mike DeWine, in coordination with the Ohio Department of Education and Workforce, is pleased to announce the upcoming opening of the application period for the Governor's Science of Reading Champion's Award for the 2026-2027 school year.

Part of the ReadOhio initiative, this award program recognizes schools that are demonstrating strong implementation of evidence-based instructional practices aligned to the science of reading and where students are making significant progress.

PreK-12 schools, including public, community, and chartered nonpublic schools, are eligible to apply, and each must apply as an individual building. Schools awarded for the 2024-2025 and 2025-2026 school years should not reapply, as the recognition continues this year.

Review the Application Guidelines and Instructions, which outline the requirements for recognition. This year's application period starts on Sept. 15 and ends at 5 p.m. on Oct. 6.

Visit the Department's Science of Reading Champion Award program webpage for more information.

DID YOU KNOW?

Charter School Specialists, a sponsor representative, offers federal programs support, fiscal services, and professional development to schools across Ohio.

- Guidance and Compliance Support
- Budget & fiscal expertise
- Training for educators and school leaders

Available statewide to all Ohio community schools

CSS@charterschoolspec.com

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 2026-2027 school year:

Goal 1: Using STAR Assesments, 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.

cussion 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?

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:

- Removal of Lease
- Update insurance coverages

Intervention Status Reporting for 26-27:
- TBD

School Improvement Plans for 26-27 Due:
- Received

One Plan Cohort:
- Cohort 2

Onsite Assistance Review:
- *TBD*

Compliance Onsite Review:
- *Virtual - TBD*
- *Onsite - TBD*

CAP/Probation:
- None Noted

Contract Terms for Renewal Eligibility

Per Section 11.7 of its contract with St. Aloysius, Greater Ohio Virtual School is eligible for renewal if it:

(1) Receives a grade of Meets Standards or higher in at least one applicable grade card component for the most recent school year; or

(2) Meets the criteria listed below:
a. An overall report card grade that is greater than three of the five comparison group schools, consisting of traditional public schools and charter schools with similar student demographics within 5-10 miles of the school, if possible:

i. Auglaize County Educational Academy
ii. Fairborn Digital Academy
iii. Findlay Digital Academy
iv. Liberty Preparatory School
v. Gateway Online Academy of Ohio

Comparison information is displayed below.

The comparison schools for Greater Ohio Virtual School were selected during the contract process. The goal is for the comparison schools to be as similar as possible in demographic characteristics (percentages of families with low income; racial/ethnic minority; students with disabilities; and English Learners) as well as in close proximity to the school, if possible.

Current LRC Data

	Distance from School	Overall School Grade	Combined Graduation Rate	Achievement	Progress	Gap Closing
Greater Ohio Virtual School	***	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards	Exceeds Standards
Auglaize County Educational Academy	99.3 miles	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Fairborn Digital Academy	38 miles	Exceeds Standards	Meets Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Findlay Digital Academy	133 miles	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Liberty Preparatory School	184 miles	Meets Standards	Exceeds Standards	Does Not Meet Standards	Meets Standards	Exceeds Standards
Gateway Online Academy of Ohio	217 miles	Meets Standards	Meets Standards	Does Not Meet Standards	Meets Standards	Meets Standards

Definitions:

Overall School Rating – A combination of the school's Achievement rate, Gap Closing component, Progress component, and Graduation Rates form the school's Overall Rating.
Combined Graduation Rate – Looks at the percentage of students who are successfully completing high school with a diploma in 4,5,6,7 and 8 years.
Achievement (fka High School Test Passage Rate) – Represents the number of students who passed all five state tests th are required for graduation.
Progress – Look at the progress students in grades 9-12 are making in math and reading.
Gap Closing – Reflects how well subgroups of students are meeting the state's performance expectations in reading, math and graduation rates.