



OHVA Board of Trustees Meeting

April 21, 2026 at 2:00 PM

Our Approach: Student-centric, Innovative
Our People: Passionate, Engaged
Our Students: Inspired, Empowered, Educated

1. Call to Order at **2:00** PM
2. Roll Call/Guests:

3.	Board Members	Present	Absent	Time of Arrival After Call to Order
1	Kelly Arndt – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Bruce Boerst – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Adam Davenport – Board Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Patty Humbert - Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Susan Lippens – Board Vice President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Ben Lochbihler – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Gina Lopez – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Jacob Moeller – Board Treasurer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2:05PM
9	Matt Norton – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Stephen Vasquez – Board President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	OCCS Ex-Officio Representative – Tony Cardinal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

3. **Public Participation on Agenda Items:** None
4. **Public Participation on Non-Agenda Items:** None
5. **Approval of Minutes of the Regular Meeting of February 17, 2026 (motion)**

Motion I: *Resolution Regarding Approval of Meeting Minutes*

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the minutes from the meeting held on February 17, 2026.

Discussion: Mr. Norton moved to approve the meeting minutes from February 17, 2026. Ms. Lopez seconded the motion. Minutes were approved by those Board members present.



Moved: Norton **Seconded:** Lopez **Vote:**

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

6. Operations:

a. Approval of new Board member (motion)

Motion II: *Resolution regarding appointment of Board Member*

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby appoints Will Kreuz to serve as a Board Member on the Ohio Virtual Academy Board of Trustees for a three-year term effective immediately, as recommended by the President and Vice President of the Board. The Head of School shall provide the orientation materials required by Board policy.

Discussion: Mr. Boerst moved to approve the appointment of Will Kreuz. Mr. Davenport seconded the motion. The appointment of Will Kreuz was approved by those Board members present.

Moved: Boerst **Seconded:** Davenport **Vote:**

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

b. Approval of Employee Benefits (motion)

Motion III: *Resolution regarding the Employee Benefits Offered for the 2026-2027 school year*

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves offering employee benefits consistent with the attached presentation from Hylant as recommended by the Head of School, and summarized for approval as follows:



1. United Healthcare will provide medical administration and stop-loss coverage with a specific deductible decided by the Board of Trustees.
2. OHVA will continue to offer a High Deductible Health Plan ("HDHP") option that includes a Health Savings Account. OHVA will continue to contribute to the HSA at the rate of \$250 for single / \$500 for family. Consistent with IRS guidelines, the deductibles for the HDHP shall be increased to \$1,700 for single coverage and \$3,400 for family coverage.
3. OHVA will continue to offer a PPO Plan option and the deductibles shall remain the same at \$1,050 single coverage and \$2,950 family coverage.
4. The Out-of-Network Deductibles for the PPO Plan will be increased to \$3,000 for single coverage and \$6,000 for family coverage.
5. Employee Contributions to increase to Hylant's recommended contribution increase are shown in here by tier for each plan:

HDHP per pay increased amounts by Tier (24 pays / 26 pays):

EE: \$2.46 / \$2.27

EE+Spouse: \$8.47 / \$7.82

EE+Child(ren): \$8.15 / \$7.52

EE+Family: \$11.22 / \$ 10.35

PPO per pay increased amounts by Tier:

EE: \$3.67 / \$3.39

EE+Spouse: \$12.68 / \$11.70

EE+Child(ren): \$12.19 / \$11.25

EE+Family: \$16.78 / \$15.49
6. United Healthcare will continue to provide HSA, FSA & COBRA administration.
7. OHVA will continue to offer dental benefits through Delta Dental. The rate increased by 16% and is guaranteed through August 1, 2027. The employee premium rate shall remain unchanged.
8. OHVA will move to align the plan to the calendar year to match employee accumulators.



Discussion: Mr. Davenport moved to approve the employee benefits. Ms. Lippens seconded the motion. Minutes were unanimously approved by those Board members present. James Raymond Bailey, Hylant’s VP, Client Executive led a discussion on employee benefits. Further, Mr. Bailey discussed renewal options and alternatives plans and providers for health insurance. He recommended plan design changes to stop/loss, and employees contribution considerations. He suggested to move renewal to calendar year to match with employee accumulators. The employee benefits were unanimously approved by those Board members present.

Moved: Davenport **Seconded:** Lippens **Vote:**

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

c. **Head of School Report:** Kyle Wilkinson started the Head of School Report by discussing the current statistics on the OHVA staff. The OHVA staff consists of: (a) 453 general education teachers (b) 144 intervention specialists (c) 21 contracted and stride intervention specialists and (d) 165 support staff. Mr. Vasquez requested wage report information from Stride pertaining to wage rates and increases recently issued. Mr. Wilkinson indicated that there are 40 total openings at OHVA and that there are 206 active candidates. The current enrollment for OHVA is 16,267. Further, Mr. Wilkinson summarized the Top 5 OHVA “Things to Know: (1) state testing (2) re-registration (3) summer school and programming (4) 26-27 Planning and (5) AI Policy.” At the conclusion, Mr. Wilkinson provided upcoming events: (1) summer extra duty agreements (May) (2) OHVA Staff Presentations (May or June) (3) OHVA Job Descriptions/Agreements (June) and (4) Employees & School Handbooks (June).

d. **Academic Report :** Marie Mueller, Director of Academics led the Academic Report, focusing on (1) One Needs Plan and (2) State Testing – in person and remote. Shana Van Grimbergen provided an overview of the One Needs Plan. Key aspects of the Ohio One Plan are: (1) The One Plan Process – it is a three-year plan that includes a “One Needs Assessment” to guide school improvement initiatives (2) Purpose – it aims to improve student achievement by implementing evidence-based strategies, creating a shared leadership structure, and improving instructional practices (3) Key Components – one needs assessment, root cause analysis, SMART goals, and action steps (4) Development – the plan is supported by the Ohio Department of Education and Regional State Support Teams and (5) Track the implementation of the One Plan. By June 30, 2029, OHVA will improve the performance of off-track, all grades students at Ohio Virtual Academy to increase 70% to on track in Reading/Literacy using



benchmark testing. OHVA will focus on Math in all grades for off track students to increase 15% the number of those students who move to on-track status as measured with benchmark testing by June 30, 2029. Mr. Norton and Mr. Vasquez inquired as to the 70% and 15% goals in Literature and Math.

Ms. Mueller provided an overview of the State Testing Calendar, which showed that state testing started on April 6, 2026 and will go through May 1, 2026. Remote Testing will be offered to pre-identified students. Otherwise, there are 50 Testing Locations. For future planning, the expectation is that all students will remote test. Therefore, updates to the school handbook will be made to reflect remote testing needs.

i. One Needs Assessment (motion)

Motion IV: Resolution regarding One Needs Assessment / School Improvement Plan

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the School Improvement Plan for 2026 – 2029, a copy of which is attached hereto, as recommended by the Head of School. The Head of School is authorized to determine who shall have access and the type of access such individuals shall have in the One Needs Assessment program through the Ohio Department of Education. Further, the Head of School shall be responsible for confirming that the fiscal resources to implement the School Improvement Plan are properly submitted as part of the annual funding application.

Discussion: Mr. Norton moved to approve the One Needs Assessment/School Improvement Plan. Ms. Lippens seconded the motion. The School Improvement Plan was unanimously approved by those Board members present.

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

ii. K-2 Assessment (Renaissance/Star) Purchase Request (motion)

Motion V: Renaissance/Star Purchase Approval for K-2 Assessments

WHEREAS, the Board of Trustees of Ohio Virtual Academy is committed to supporting high-quality instruction and data-driven decision-making to improve student outcomes; and early literacy and numeracy assessment in Kindergarten through Grade 2 is essential for identifying student strengths and



needs, guiding instruction, and providing timely interventions; and the Renaissance/Star Assessment Program is a research-based, nationally recognized assessment tool designed to measure early literacy and mathematics skills through developmentally appropriate, adaptive assessments, and provides consistent, valid, and reliable data that supports instructional planning, progress monitoring, and reporting aligned with district and state requirements;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio Virtual Academy hereby approves the purchase of the Renaissance Star Assessment Program for use in Kindergarten through Grade 2 at a cost not to exceed \$52,175 for Fiscal Year 2027.

Discussion: Mr. Moeller moved to approve the Renaissance Star Assessment Program. Ms. Lopez seconded the motion. The Renaissance Star Assessment Program was unanimously approved by those Board members present.

Moved: Moeller **Seconded:** Lopez

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

e. **Operations Report:** Emily Rogers, Operations Director, provided an overview on operations. OHVA is verifying/updating student addresses for compliance and shipping. There are 260 address changes since February. Ms. Rogers provided a reminder that enrollment for the 2026-2027 School Year opened February 19, 2026.

i. Residency Verification Update

f. **Special Programs Report:** Johna McClure, Special Programs Director provided an overview of OHVA’s special education population. OHVA currently has 3,009 special education students. Ms. McClure provided the following dates for Zoo days: (1) Toledo – May 11 (2) Cincinnati – May 18 (3) Cleveland – May 19th and (4) Columbus – May 21st.

7. Personnel/Staff Development:

a. Employee Hiring (motion)

Motion VI: Resolution regarding approval of Employment Agreements

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



New Hires

Greenlief, Adriana	3/16/2026	CTE Business Teacher
Fisher, Katie	3/2/2026	Advisor
Lueders, Nathan	3/2/2026	9-12 IS

Discussion: Mr. Davenport moved to approve the OHVA Employment Agreements. Ms. Lippens seconded the motion. The employment agreements were unanimously approved by those Board members present.

Moved: Davenport **Seconded:** Lippens **Vote:**

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

b. Employee Resignations (2 motions)

Motion VII: Resolution regarding employee resignation

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of the individual listed below as recommended by the Head of School, as of the termination date listed below, based on the unique circumstances presented by this individual:

Fetty, Kristie 2/26/2026 9-12 Teacher

Discussion: Mr. Norton moved to approve the resignation of Kristie Fetty. Ms. Lippens seconded the motion. Ms. Fetty’s resignation was unanimously approved by those Board members present.

Moved: Norton **Seconded:** Lippens **Vote:**

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



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

Motion VIII: Resolution regarding employee resignation

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby rejects the resignation of the individual listed below who has abandoned their position at OHVA as of the termination date indicated below as recommended by the Head of School:

Terms

Yanni, Melissa 3/2/2026 6-8 IS

Discussion: Mr. Davenport moved to approve the resignation of Melissa Yanni. Ms. Lippens seconded the motion. Ms. Yanni’s resignation was unanimously approved by those Board members present.

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

c. Resignation of Employee and Waiver of K12 Contract Provision (motion)

Motion IX: Resolution regarding Resignation of Employee and Waiver of Paragraph 7.04

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of Sharon Neisler as a High School Teacher, effective immediately, to allow her to accept a position with Stride, Inc. or an affiliate (“Stride”). Further, the Board of Trustees of OHVA hereby waives the application of Paragraph 7.04 entitled Non-Solicitation of the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC to allow Sharon Neisler to be employed by Stride as a High School Principal, exclusively for Ohio Virtual Academy. This waiver is revoked if Stride employs this individual in a position other than the one specifically listed.

Discussion: Ms. Lopez moved to approve the resignation of Sharon Neisler and waiver of Paragraph 7.01. Mr. Moeller seconded the motion. The resignation and waiver were unanimously approved by those Board members present.



Moved: Lopez **Seconded:** Moeller

Vote:

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

8. **Finance:** Dawn Cummings, Fiscal officer, provided a report on the budget and financials of OHVA. Revenue decreased due to enrollment combined with adjustments to SPED category mix. Teacher expenses decreased due to decreased usage of K12 Sped Instructors. Student expenses decreased along with enrollment – all estimates for student K-12 charges are estimates based on volume. Student & Family Services decreased due to enrollment. There was no change in Insurance/Facilities/Other.

a. Bank reconciliation (February and March) (motion)

Motion X: Resolution regarding filing of the bank reconciliations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the filing of the bank reconciliations for the months of February, and March 2026 as recommended by the School Treasurer.

Discussion: Mr. Moeller moved to approve the bank reconciliations. Mr. Boerst seconded the motion. The bank reconciliations were unanimously approved by those Board members present.

Moved: Moeller

Seconded: Boerst

Vote:

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

b. Review budget

9. **Compliance:**

a. OCCS Monthly Report

b. OCCS Contract Amendment (motion)



Motion XI: Resolution regarding OCCS Contract Amendment

WHEREAS Ohio Virtual Academy operates as a community school authorized by the Ohio Council of Community Schools (“OCCS”); and

WHEREAS the Board of Trustees of OHVA has reviewed the proposed Amended Community School Contract between the School and OCCS, which reflects agreed-upon revisions, the Board of Trustees has determined that approval of the Amended Community School Contract is in the best interests of OHVA.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Ohio Virtual Academy hereby approves and adopts the Amended Community School Contract with the Ohio Council of Community Schools, in the form presented.

Discussion: Mr. Boerst moved to approve the OCCS Contract Amendment. Mr. Davenport seconded the motion. The OCCS Contract Amendment was unanimously approved by those Board members present.

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

10. **Executive Session** (if necessary)

11. **Upcoming event dates and communications:**

- a. Board Meetings
 - i. May 19, 2026
 - ii. June 16, 2026
- b. Graduation - May 31, 2026 at 1:00 p.m. at the Celeste Center in Columbus
- c. Kalahari BOY PD – August 4th and 5th 2026

Adjourned at 4:02 P.M.



OHIO VIRTUAL ACADEMY

BOARD PRESENTATION

April 21st, 2026

Covering:

- **Enrollment**
- **Staffing/Hiring**
- **Highlights**
- **Coming Soon**
- **Stride/K12**

OHIO VIRTUAL ACADEMY

OHVA



ACCOUNTABLE, RESPECTFUL, ENGAGED.

OHVA Staffing

OHVA STAFF

General Education Teachers: **453**

Intervention Specialists: **144**

Contracted and Stride Intervention Specialist: **21**

Support Staff: **165**



OHVA Recruiting/Early Hiring 26-27

K-2

2- Intervention Specialists

3-5

2- Intervention Specialists **(Hired 1/ Offer 1)**

Middle School

5- Intervention Specialists **(Hired 2)**

1 - MS Science Teacher **(Hired 1)**

1 - MS ELA Teacher

1 - MS History Teacher

1 - MS Math Teacher

High School

11- Intervention Specialists

2 - HS Science Teachers

2 - HS ELA Teachers

2 - HS Social Studies Teachers

2 - HS Math Teachers **(Offer 1)**

1- HS Art Teacher **(Offer 1)**

1- HS Music Teacher

1 - HS American Sign Language Teacher

1 - HS Health Teacher

Other

1 - EL Teacher (English Language)

1 - High School Career Tech Teacher

1 - Middle School Career Tech Teacher

1- School Psychologist

- 40 Total Openings
- 206 Active Candidates
- Posted between 3/25-3/30
- Recruiting



OHVA Enrollment

Current Enrollment			
Grade	SPED	GE	Total
K	66	604	670
1	105	591	696
2	112	577	689
3	113	549	662
4	169	666	835
5	176	724	900
6	243	978	1221
7	279	1152	1431
8	359	1499	1858
9	424	1579	2003
10	378	1629	2007
11	325	1471	1796
12	260	1239	1499
Total	3009	13258	16267

Grade Bands			
K-2	283	1772	2055
3-5	458	1939	2397
MS	881	3629	4510
HS	1387	5918	7305
K-8	1622	7340	8962
HS	1387	5918	7305



Top 5 OHVA “Things to Know”

1. State Testing
2. Re-Registration
3. Summer School & Programming
4. 26-27 Planning
5. AI Policy

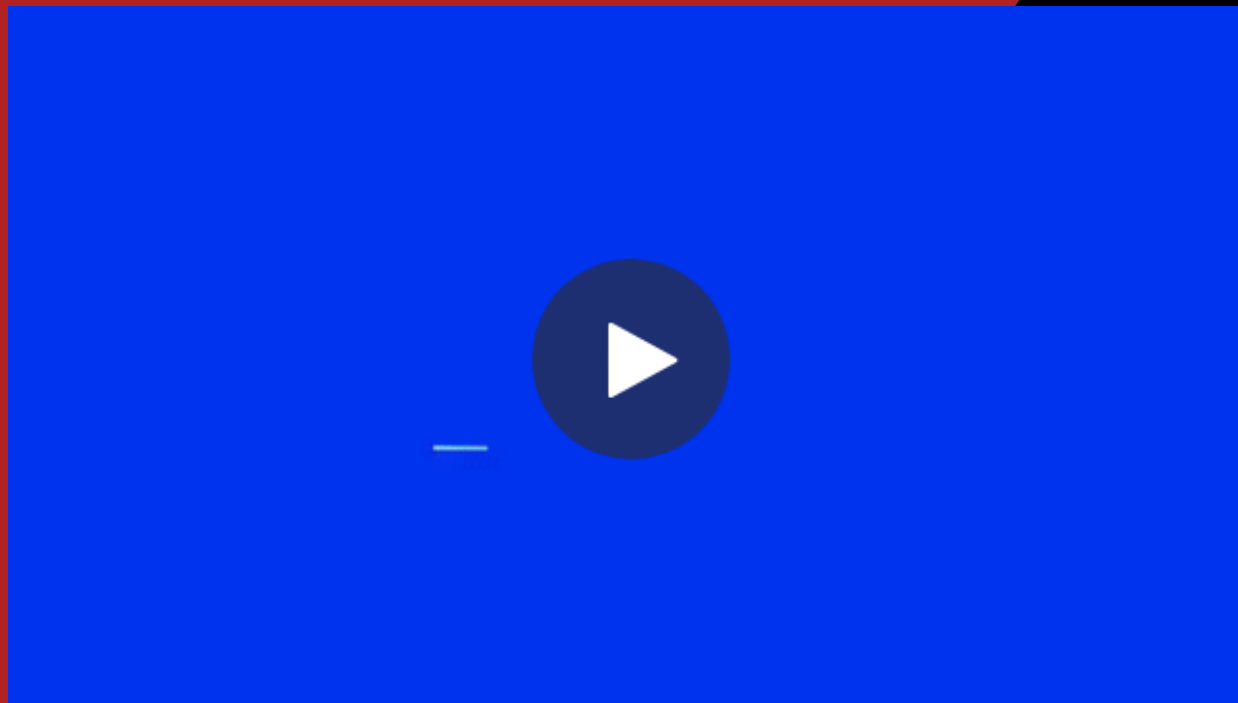


OHVA Board- Coming Soon



- **Summer Extra Duty Agreements (May)**
- **OHVA Staff Presentations (May or June)**
- **OHVA Job Descriptions/Agreements (June)**
- **Employee & School Handbooks (June)**
- **Grants and Student Wellness & Success Funds (August)**

New from Stride/K12



- **K12 Launchpad**
- **Stride Tutoring**
- **Enrollment Management Portal**



Ohio Virtual Academy

School Improvement One Plan 2027-2029

Priority Need: Literacy

Root Cause Statement:

Students enrolling without foundational literacy skills in addition to high student mobility and inconsistent engagement limit sustained instruction and intervention, contributing to lower literacy performance across grade levels, particularly among vulnerable student populations.

Root Cause Analysis

When analyzing the root causes of low literacy performance, we identified a significant contributing factor: many students enrolling in Ohio Virtual Academy lack the foundational skills necessary to make grade-level progress. For example, only 21% of incoming kindergarten students have attended preschool and developed essential early literacy skills. Without this early foundation, many students begin school already behind their peers. Additionally, our highly transient student population presents a substantial challenge. During the 2025–26 school year, 42% of our students were newly enrolled at OHVA, and 19% have withdrawn thus far. This level of mobility means a large portion of students require skill development and intervention before they can access grade-level instruction.

Our data consistently shows that student persistence at OHVA correlates with stronger academic outcomes. Among first-grade students, 65% of returning students are on track in their reading composite, compared to 48% of newly enrolled students. A similar trend is evident in second grade, where 74% of returning students are on track versus 61% of new students. In grades 3–5, 65% of returning students test at or above grade level, compared to 54% of newly enrolled students. This trend is evident in middle school with 62% of returning 7th graders meeting their growth goal in ELA versus 58% in newly enrolled students. Also, of the 25% of the total high school population that is in credit recovery classes for ELA, only 6% of students have been enrolled with us 5 or more years. Historically, our data demonstrates that the longer students remain enrolled, the greater their academic growth. Across grades K–12, foundational skill gaps must be addressed before students can fully access grade-level literacy instruction. To respond to these challenges, we are developing targeted strategies to close skill gaps, strengthen early literacy foundations, and support sustained academic growth for all students.

Additionally, our data indicates that special populations are off track at significantly higher rates than the general high school population. While 15% of the overall high school population is off track, the percentages are notably higher among specific student groups:

- 40% of students experiencing homelessness
- 38% of students in foster care
- 23% of English learners
- 20% of students with disabilities
- 18% of economically disadvantaged students

These disparities are particularly concerning as several of these populations are growing. Students receiving special education services now represent 18% of our total enrollment and 23% of our credit recovery participants in ELA. Our homeless student population has increased from 409 students in the 2023–24 school year to 555 students currently, and 4% of our credit recovery ELA students. As these populations expand, the need for targeted academic, social, and structural supports becomes increasingly urgent. We recognize this as an ongoing area for focused investigation and action, and we are committed to identifying strategies to mitigate learning gaps and improve outcomes for these students.

We also see a clear connection between student engagement and academic proficiency. Our data consistently shows that students who actively engage in the program demonstrate the greatest academic growth. In contrast, students who do not regularly attend school or class sessions, fail to participate in instruction and interventions, or do not complete assigned lessons make significantly less progress. As a result, we will strengthen our systems for identifying and flagging disengaged students earlier, allowing us to implement timely, targeted interventions designed to increase participation, persistence, and academic growth.

Literacy SMART Goal: By **06/30/2029** we will improve the performance of **off-track , all grades** students at **Ohio Virtual Academy** to **increase 70.00 % to on track** in **Reading/Literacy** using **benchmark testing (Star, MAP, OST Readiness)**.

Student Measure: Every Semester, Reading/Literacy - benchmark testing of off-track students will be monitored by classroom teacher/s, with an overall improvement of increase 70.00 % on track by the end of the plan.

Literacy Strategy #1
 Curriculum, Instruction and Assessment: Multi-Tiered Systems of Support to provide tiered academic and behavioral support based on student needs.
Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Explicit and systematic reading instruction including direct teaching of phonics, vocabulary, and comprehension as well as teacher modeling, guided practice, and independent practice	Teachers, Principals, Building Leadership	2027-2029
Additional smaller group support for students not meeting benchmarks in the form of focused instruction on decoding, vocabulary instruction, reciprocal teaching, and teaching students to summarize, question, predict, and clarify	Teachers, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029
High-quality professional development ensuring all staff are trained in the implementation of high-quality instructional materials, evidence-based programs and practices such as the Science of Reading, and research-based practices as designed within the three tiers of the continuum of supports.	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029
Students with disabilities will receive targeted instruction aligned with their Individualized Education Plans including appropriate accommodations, scaffolded supports, and explicit, systematic, differentiated instruction delivered by collaborative general and special education staff.	Teachers, Staff, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029

- Embedded Plan Requirements:**
- This strategy addresses a requirement for the LEA's Reading Achievement plan.
 - This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

Literacy Strategy #2
 College and Career Readiness: Provide career connections through career awareness, exploration, and planning
Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Help students become college and career ready by emphasizing informational and technical texts, building academic vocabulary, providing authentic writing tasks, and strengthening communication skills	Teachers, Principals, Building Leadership, Support Staff	2027-2029
Implement a structured, grade-specific career advising system that integrates career connections into instruction using the Ohio Department of Education's Career Connections Learning Strategies. All students will have access to career exploration opportunities and multiple pathways including College Credit Plus, career-technical education, and industry-recognized credentials to support well-aligned postsecondary planning.	District Administration, Teachers, Principals, Building Leadership, Support Staff	2027-2029
Identify and monitor students off track for graduation including students with disabilities, students experiencing homelessness, economically disadvantaged students, students in foster care, and English learners, based on reading proficiency, course performance, and attendance, and provide targeted interventions such as small-group intervention and credit recovery supports when needed.	District Administration, Teachers, Principals, Building Leadership, Support Staff	2028-2029

Literacy Strategy #3
 Community, Family Engagement: Foster meaningful partnerships and enhance educational outcomes by implementing universal, schoolwide practices that actively engage families and community members in supporting student learning and school improvement.

Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Create consistent, accessible two-way communication channels between school and families in families' preferred languages using newsletters, emails, text messages, phone calls, and surveys to share student progress, school events, resources, and encourage feedback.	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, PBIS Staff	2027-2029
Host family engagement events that promote learning and building partnerships as well as celebrating student work and cultural diversity.	District Administration, Teachers, Principals, Building Leadership, Support Staff	2027-2029
Foster partnerships with community organizations to support students and families	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, Related Services Personnel	2027-2029
Promote parent volunteering and leadership to create opportunities for families to actively support school activities and decision-making.	Building Leadership Team, District Leadership Team, Principals, Teachers	2028-2029

Embedded Plan Requirements:

- This strategy addresses the parent engagement requirement for LEA plans in ESEA.
- This strategy addresses the parent engagement requirements for Title I buildings in ESEA Section 1114.

Literacy Strategy #4

Leadership, Administration, and Governance: Implement a collaborative, data-driven decision-making process that actively involves all stakeholders, ensuring transparent communication, clear goals aligned with student achievement and equity, and effective leadership and governance

Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Implement a collaborative decision-making process that facilitates consensus-building, equity focused leadership, and ensures all voices are heard	District Administration, Staff, Building Leadership,	2027-2029
Make data-informed adjustments to plans and provide interventions as needed identifying the needs among student subgroups including special education students, students experiencing homelessness, students in foster care, gifted students, English learners, economically disadvantaged students, and newly enrolled students	District Administration, Teachers, Principals, Staff, Building Leadership	2028-2029

Embedded Plan Requirements:

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

Literacy Strategy #5

Professional Capital: Foster a collaborative culture where educators engage in ongoing, data-informed communication and teamwork, strengthening professional relationships and enhancing instructional quality and student achievement

Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Professional learning communities will meet on a regular basis to share best practices, align instruction, discuss data, and collectively address student needs	Teachers, Staff, Principals, Building Leadership, Support Staff, District Leadership	2027-2029
Provide staff with targeted, high quality professional development that equip educators with skills in effective communication, collaborative team practices, data-driven instruction, using data tools, and applying collaborative problem-solving techniques.	District Administration, Teachers, Principals, Building Leadership, Support Staff, Staff	2027-2029

Schedule follow up coaching and/or peer mentoring to support applying skills in daily practice.	Teachers, Staff, Principals, Building Leadership, Support Staff, Teacher-Based Teams	2027-2029
Embedded Plan Requirements: <ul style="list-style-type: none"> This strategy addresses a requirement for the LEA's Reading Achievement plan. This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2. 		
Literacy Strategy #6		
School Climates and Supports: Promote a positive, inclusive, and safe school climate by implementing universal social-emotional learning practices, setting clear behavior expectations, and fostering supportive relationships among students, staff, and families, creating a welcoming environment that enhances student well-being and academic success.		
Evidence-Based Strategy Level: Level 1		
Action Steps	Participants	Timeframe
Support a schoolwide social-emotional curriculum appropriate for all grade levels and provide SEL lessons to students	District Leadership, Teachers, Staff, Principals, Building Leadership, Support Staff, PBIS Team	2027-2029
Engage families in supporting school climate by regular communication, providing additional support and resources, and providing opportunities for involvement.	District Administration, Teachers, Principals, Building Leadership, Support Staff, PBIS Team	2027-2029
Provide professional development on SEL, trauma-informed practices, supporting diverse student needs, and cultural factors affecting student behavior and learning.	District Leadership, Teachers, Staff, Principals, Building Leadership, Support Staff, Related Service Personnel, PBIS Team	2027-2029
Use positive behavior interventions and supports to recognize and reinforce expected behaviors consistent with schoolwide rules and consequences.	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, PBIS Team	2027-2029
Embedded Plan Requirements: <ul style="list-style-type: none"> This strategy addresses the parent engagement requirement for LEA plans in ESEA. This strategy addresses the parent engagement requirements for Title I buildings in ESEA Section 1114. This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2. 		
Adult Measures		
Adult Measure 1: <ul style="list-style-type: none"> Curriculum, Instruction and Assessment Every Semester, Reading/Literacy - Walkthrough Data of Reading/Literacy Teachers providing systematic reading instruction will be monitored by Principal , with an overall improvement of increase 100.00 % by the end of the plan.		
Adult Measure 2: <ul style="list-style-type: none"> Leadership, Administration, and Governance Every Semester, Reading/Literacy - Use of progress monitoring data of All Staff will be monitored by Academic Director, Principal , with an overall improvement of increase 100.00 % by the end of the plan		
Adult Measure 3: <ul style="list-style-type: none"> Professional Capital Every Semester, PD - Participation of All Staff will be monitored by Professional Development Coordinator , with an overall improvement of increase 100.00 % by the end of the plan		
Adult Measure 4: <ul style="list-style-type: none"> Family and Community Engagement 		

Every **Semester, communication logs of all teachers** will be monitored by **principal**, with an overall improvement **increase 100% compliance** by the end of the plan.

Adult Measure 5:

- College and Career Readiness

Every **Semester, career exploration opportunities - Implementation Data** of **Career Learning Staff** will be monitored by **Career Learning Administrator**, with an overall improvement of **increase 100.00 % implementation** by the end of the plan.

Adult Measure 6:

- School Climate and Supports

Every **Semester, Behavior - Participation in PBIS** of **All Staff** will be monitored by **PBIS Coordinator**, with an overall improvement of **increase 100.00 %** by the end of the plan.

Priority Need: Math

Root Cause Statement

Many students lack foundational math skills and academic vocabulary, and high mobility and low engagement disrupt consistent instruction. Additionally, special populations face greater disparities in math achievement, highlighting the need for targeted supports to close gaps and improve student outcomes.

Root Cause Analysis

We have determined that one significant factor contributing to school-wide low student performance in math is a skill deficit at the time of enrollment. Many students enter our program without the foundational math knowledge necessary to build a strong conceptual understanding of grade-level content. As a result, these foundational gaps must be addressed before students can fully engage in and benefit from grade-level instruction. Historically, our data has shown that the longer students remain enrolled at OHVA, the greater the academic gains they demonstrate. However, because a large percentage of our student population consists of newly enrolled students each year, we must often focus on building foundational skills before measurable grade-level progress can occur. During the 2025–2026 school year, 42% of our students are new to OHVA. When comparing benchmarking data, newly enrolled students consistently perform significantly lower than students who are re-enrolling. For example, in 1st grade, 67% of returning students are on track in math compared to only 40% of newly enrolled students. A similar trend appears in 2nd grade, where 74% of returning students are on track compared to 65% of newly enrolled students. This pattern continues in middle school. Even after a full semester of instruction, 58% of returning middle school students met their math growth goal, while only 56% of newly enrolled students did so. At the high school level, students enrolled in credit recovery make up 27.83% of the population, and 40% of these students enrolled during the current school year. Across all grade levels, we are also seeing that many newly enrolled students lack the academic vocabulary necessary to support success in mathematics.

In addition, our data indicates that special populations are falling behind at higher rates than the overall student population. This disparity is evident in middle school math growth data. In 6th grade, 76% of all students demonstrated growth compared to 70% of special education students. In 7th grade, 66% of the general population demonstrated growth, while only 61% of special education students did. Similarly, in 8th grade, 71% of all students demonstrated growth compared to 63% of students receiving special education services. Within the high school credit recovery population, 34.9% of students receive special education services, 46.2% are identified as homeless, and 29.5% are economically disadvantaged. The disproportionate representation of special populations students in credit recovery indicates that these students are more likely to fall behind in course completion and academic progress. This pattern reflects broader achievement gaps across vulnerable student populations and underscores the need for targeted instructional and engagement supports.

Finally, we see a strong connection between student engagement and academic proficiency. Our data consistently shows that students who actively engage in the program demonstrate the greatest academic growth. Conversely, students who do not regularly attend school or participate in class sessions, fail to engage in instruction and interventions, or do not complete assigned lessons make significantly less progress. As a result, we will strengthen our systems for identifying and flagging disengaged students earlier so that timely, targeted interventions can be implemented to increase participation, persistence, and academic growth.

Math SMART Goal: Ohio Virtual Academy will focus on **Math in all grades** for **off track students** to **increase 15% the number of those students who move to on-track status** as measured with **benchmark testing (Star, MAP, OST Readiness) by 6/30/2029.**

Student Measures Statement: **Every Semester, Math - Benchmark testing** of **all students** will be monitored by **classroom teacher/s**, with an overall improvement of **increase 15.00 % on track** by the end of the plan.

Math Strategy #1
 Curriculum, Instruction, and Assessment: Multi-Tiered Systems of Support to provide tiered academic and behavioral support based on student needs.
Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Ensure delivery of standard-aligned daily explicit math instruction and modeling while incorporating guided practice, visual models, math discourse, differentiation, and formative checks for understanding	Teachers, Principals, Building Leadership	2027-2029
Use evidence-based interventions, scaffolded support, and frequent guided practice to target skill deficit areas providing immediate feedback to struggling students including students in special populations	Teachers, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029
Ensure all staff are trained in the implementation of high-quality instructional materials, evidence-based programs and practices, and research-based practices as designed within the three tiers of the continuum of supports.	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029
Provide co-teaching and inclusive instruction to ensure students with disabilities participate in grade-level math instruction with appropriate supports.	Teachers, Principals, Building Leadership, Support Staff, Intervention Specialists	2027-2029

Embedded Plan Requirements:

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

Math Strategy #2
 Community, Family Engagement: Foster meaningful partnerships and enhance educational outcomes by implementing universal, schoolwide practices that actively engage families and community members in supporting student learning and school improvement.
Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
Strengthen Communication by keeping families informed and engaged in student progress and sharing strategies and practice activities for improving skills at home.	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff, PBIS Staff	2027-2029
Foster partnerships with community organizations to support students and families	District Administration, Building Leadership, Support Staff	2027-2029
Reduce barriers to family engagement in school events such as including language supports in the family’s first language and addressing needs such as transportation and reduced-fee admissions when possible	District Administration, Teachers, Staff, Principals, Building Leadership, Support Staff	2027-2029

Embedded Plan Requirements:

- This strategy addresses the parent engagement requirement for LEA plans in ESEA.
- This strategy addresses the parent engagement requirements for Title I buildings in ESEA Section 1114.

Math Strategy #3
 Leadership, Administration, and Governance: Prioritize collaborative leadership at all levels, creating an environment that encourages ongoing communication and supports and integrates a multi-tiered system of supports remaining focused on maximizing student outcomes.
Evidence-Based Strategy Level: Level 1

Action Steps	Participants	Timeframe
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Integrate team structures that meet regularly to make decisions about students and systems	District Administration, Staff, Building Leadership, Principals, Teacher-based-teams, Support Staff	2027-2029
Utilize an integrated data system that allows users to document and access student-level academic and non-academic data and supports teams using and analyzing data together to inform decision-making.	District Administration, Teachers, Principals, Staff, Building Leadership, Teacher-based-teams	2027-2029
Math Strategy #4 Professional Capital: Implement ongoing, job-embedded professional development combined with structured staff collaboration to improve instructional practices, use data effectively, and ensure equitable support for all students, including students with disabilities and other special populations. Evidence-Based Strategy Level: Level 1		
Action Steps	Participants	Timeframe
Provide training on inclusive practices for students with disabilities including training on implementing accommodations and modifications aligned with Individual Education Plans, co-teaching, and differentiated instruction.	Teachers, Staff, Principals, Building Leadership, Support Staff, District Leadership, Related Services Personnel, PBIS Team	2027-2029
Support professional learning communities so that educators can collaborate, analyze student data, and share instructional strategies.	District Administration, Teachers, Principals, Building Leadership, Support Staff, Staff	2027-2029
Provide professional development on strategies to support underserved groups such as homeless students, economically disadvantaged students, English learners (ELs), students in foster care, and gifted students to address barriers to learning and engagement for these populations.	Teachers, Staff, Principals, Building Leadership, Support Staff, District Leadership team, PBIS team, Related Services Personnel	2027-2029
Embedded Plan Requirements: <ul style="list-style-type: none"> This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2. 		
Adult Measures		
Math Adult Measure 1: Leadership, Administration, and Governance: Use of progress monitoring data will be monitored each semester by principal , focusing on elementary staff, middle school staff and high school staff with an overall improvement of increase 100.00 participation in using progress monitoring data regularly by the end of the plan.		
Math Adult Measure 2: Professional Capital: Every Semester, PD - Participation of All Staff will be monitored by Professional Development Coordinator , with an overall improvement of increase 100.00 % by the end of the plan.		
Math Adult Measure 3: Curriculum, Instruction, and Assessment: Every Semester, Math - Walkthrough Data of Math Teachers showing evidence of student learning will be monitored by Academic Director, Principal , with an overall improvement of increase 100.00 % by the end of the plan.		
Math Adult Measure 4: Community, Family Engagement: All teachers will be monitored for schoolwide family engagement events- participation every semester by superintendent with an overall improvement of increase 100% participation by the end of the plan.		