



**Oglethorpe Charter School
Governing Board Meeting
Agenda
January 28, 2019**

Open Session	5:00 p.m.
1. Welcome	Lisa Grooms
2. Approve Agenda	
3. Approval of December Meeting Minutes	
4. Financial Report	Henry Perry
5. Presidents Report GCSA Conference Training Details	Lisa Grooms
6. Administrators Report Google Expeditions Software	Kevin Wall
7. Governance Accountability and Academic Committee Quarterly Report	Patrick Dean Kathleen Fabrikant



OGLETHORPE CHARTER SCHOOL

Governing Board Meeting December 17, 2018

Board Members Present: Lisa Grooms, Henry Perry, Kathleen Fabrikant, Jon Cohen, Terri Keldie, Tracy Kennedy, Katie Balthrop

Board Members Absent: Patrick Dean, Chris Hintz, Emad Afifi, Felix Hamza-Lup

Principal Present: Kevin Wall

Others Present: Officer Tilton

Open Session: Called to order at 5:00 pm by Lisa Grooms.

Agenda: Motion to approve agenda: Kathleen Fabrikant
Motion to second: Terri Keldie
Motion was unanimously passed

Approval of August meeting minutes:
Motion to approve: Jon Cohen
Motion to second: Terri Keldie
Motion was unanimously passed

Financial Report: The monthly financial report through November, 2018 was presented by Lisa Grooms.

President's Report: None.

Principal's Report: Congratulations to Kalia Davis and Micah Futch for being selected to represent OCS as Student of the Month for the month of December. (See attached memo to Board taken from Principal notes.)

Committee Reports

Governance and Accountability: Chair, Patrick Dean with members Jon Cohen, Henry Perry, Tavares Brown, Dr. Kolman, Carli Shehane, and Mark Case.

As the Personnel Committee is formed within the Governance and Accountability Committee, Jon Cohen requested the board hire Darius Jackson to teach science and math remediation classes.

Motion to approve new hire, Darius Jackson: Henry Perry
Motion to second: Kathleen Fabrikant
Motion passed unanimously

Nomination Committee: Chair, Jon Cohen with members Henry Perry and Kathleen Fabrikant. None.

Academic Committee: Chair, Kathleen Fabrikant with members Chris Hintz, Patrick Dean, Kevin Wall, Tavares Brown, Monica Roland, and Kerry Crain - none.

Other Business: None.

Parent, Guest, Teacher, and Staff Comments: None.

The meeting was adjourned at 5:59 pm. The next Board meeting is scheduled to be held January 28, 2019 at 5pm.

Respectfully Submitted,
Cathy Vogel
Oglethorpe Charter School

To: OCS Governing Board
From: Kevin Wall
Date: December 17, 2018

Model UN: The following students competed at the Model IN Conference in Statesboro, Georgia on Saturday, November 10th:

Abi Summers	Caroline Reeves	Katelynn Christopher
Lulu Cowart	Alyssa Wetmore	Emmanuel Kennerly
Sheila Nguyen	Kelsi Nicholson	Stella Snyder
Madeline Candline	Bashiah McNutt	Shradhdha Srikanth
Nubia Gilliard	Catherine Costner	Ella Morrison
Karla Miranda		

The following Model United Nation students placed at the conference:

- Honorable Mention for Spain General Assembly: Nubia Gilliard & Shradhdha Srikanth
- Honorable Mention Spain Human Rights: Bashiah McNutt
- Distinguished Delegation General Assembly Ireland: Stella Snyder & Madeline Candline
- Distinguished Delegation General Assembly Hungry: Sheila Nguyen & Emmanuel Kennerly

Model United Nations, also known as **Model UN** or MUN, is an educational simulation and/or academic activity in which students can learn about diplomacy, international relations, and the **United Nations**. Monica McDermott and Susan Carlile are the student sponsors of the OCS team. Great job students and teachers.

Sibling Preference and Enrollment: We are at the juncture of the school year where we have to know if siblings will be attending Oglethorpe next year. Our application process begins on December 3rd and runs through the last information enrollment session in January. Our lottery will be on January 17th. We have to know how many slots we are offering to students, because that is one of the main questions that parents ask when making application. If your currently enrolled Oglethorpe son or daughter has a brother or sister in 5th grade that is going to attend Oglethorpe, we need to know so that we can get enrollment forms to you as soon as possible. Sarita Grant is in charge of our application and enrollment process at Oglethorpe. She can be reached via email at sarita.grant@sccpss.com or via the main phone number at 395-5075. It is vitally important for siblings to live in the same household to protect the integrity of our charter that has been granted to us. Note – Sibling preference does not exclusively just apply to currently enrolled Oglethorpe students that have siblings in 5th grade. Example: You may have a son or daughter at Oglethorpe this year that has a brother or sister in the 6th or 7th grade at another middle school that would like to attend Oglethorpe next year. You can exercise the sibling preference clause and bypass the lottery in this case as well. It makes it very difficult on scheduling and keeping the student teacher ratio where we want it if we find out that parents are wanting to use sibling preference after the lottery has taken place. We are the only middle school that essentially has our enrollment set for the following year in January which allows us to have scheduling completed in May. This allows us to begin instruction on the first day of school where as many of the other middle schools have to wait until the 10th day to see what their enrollment is for scheduling and staffing purposes.

Congratulations Kalia Davis: Kalia Davis has been selected to represent the 8th grade traditional team as the December Student of the Month. Kalia is currently taking 2 high school classes as an 8th grader (Ninth Grade Lit/Comp & Accelerated Algebra 1/Geometry). Kalia has a true gift for music. She participates in both band and Orchestra and hopes to use her band talent in drums and percussion to audition for Savannah Arts Academy. In her free time, Kalia stated that she likes to draw. Kalia hopes to continue her collegiate education at an Ivy League Institution after high school. When asked what profession that she sees herself doing one day, Kalia stated that she would really like to be a Lawyer. Kalia is inspired by her father. She stated that her father is a hard worker that has really made something out of his life from very humble beginnings. Kalia also is an intern in the family clothing business (Morning Fresh Clothing). Kalia is a positive role model for all OCS students. We all know the future is bright for her, and we all wish her well with all of her future ambitions. **Great Kid!**

Congratulations Micah Futch: Micah has been selected to represent the 8th grade looping team as the December Student of the Month. Micah is a straight A student that is currently taking 3 high school classes as an 8th grader (Ninth Grade Physical Science, Ninth Grade Lit/Comp & Accelerated Algebra 1/Geometry). During his 3 year tenure at Oglethorpe, Micah has only made one B. Micah is a member of the BETA club at OCS and has participated with that honor society in community service with the annual can food drive for the Second Harvest Food Bank. Micah participated in cross country this year, and he also likes playing football and basketball too. Micah enjoys dancing and listening to rap music during his free time. Micah would like to attend the Jenkins engineering program in high school, and he would really like to attend college in California one day. Micah is inspired by his father because of his hard work ethic and his never give up attitude. Micah leads by example and is an outstanding role model for all Oglethorpe students. **Great Kid!**

First LEGO League: The First LEGO League Robotics Competition was held on Saturday, December 1st in the OCS Gym. The following students represented OCS at competition and did an outstanding job:

Tech Titans 7th & 8th Grade Team:

Felix Friedman

Alyssa Ratliff
Madeline Imus
Nubia Gilliard
Jaiden Jones
Mariana Puc

Tech Titans 6th Grade Team:

Eva Aguilar
Carson Kurdys
Liam McDaniel
Jarquez Shuman
Charlie Moreno
Phaelan Pearson

Theresa Luciano spearheads our engineering program at OCS. She and Marvin Fuller are the team sponsors for the robotic teams at OCS. This makes the 3rd year in a row that OCS has hosted this event. Patrick Dean and the staff at Savannah State University did an outstanding job organizing this event. Great Job Theresa Luciano and Marvin Fuller for getting our teams competition ready!

School Rings: The Balfour representative will be at Oglethorpe on Tuesday, December 11th to deliver school rings. If your child ordered a school ring, we will call them to the cafeteria on that date to ensure that the ring fits properly.

BETA Convention: The OCS BETA team competed at the annual state convention on November 28th and 29th at the Savannah Trade and Convention Center. The BETA club was recognized for having a 10% increase in growth in convention attendance, and the robotics team qualified for the national convention in Oklahoma. The teacher sponsors for BETA club are Cynthia Smith and Jennifer Williams. Susan Carlile, Brittny Woods and Monica McDermott also helped out at the convention due to the large number of students that we had in attendance. Great Job Students and Teachers!

New Student Applications: The new student application process for the 2019-2020 school year kicked off on Monday, December 3rd. The application process will continue until the last information enrollment session on January 15, 2019. At the conclusion of the first week of taking applications, over 200 families made application. As a reminder, please contact Sarita Grant for sibling preference enrollment registration forms.

Information Enrollment Sessions: We are using the same format as we have used the past 3 years for our 2 evening information enrollment sessions on Jan 8th and Jan 10th. The focus of the 2 evening sessions will involve the kids taking an active role in showcasing our school. If your child is involved in any of leadership clubs, athletic teams, cheerleading, band, chorus, orchestra, TSA or art, they may be asked to work one of the evening sessions. All students that stay and work the information enrollment sessions will be provided pizza after school and earn the privilege to dress down the following day. We will grant 5 volunteer hours to parents if their child works one session and 10 volunteer hours if they work both sessions.

Flying Classroom: Oglethorpe Charter School has had a very successful role out of the Flying Classroom curriculum in all science classes. Our OCS math teachers along with Theresa Luciano (STEM and Engineering teacher) and Ben Wells (Marine Science teacher) have partnered with our science teachers to provide engaging lessons. The Flying Classroom is a K-8 integrative STEM+ supplemental curriculum. While Flying Classroom includes standards and principles aligned to STEM, it also includes correlated activities to geography, informational literacy, writing, art and social studies. Students work to develop critical thinking, collaboration, communication and creativity skills as they navigate through the expedition content. Each of the lessons within the Flying Classroom are based on the global expeditions of Captain Barrington Irving. Barrington Irving became the youngest person (and first African American) to fly solo around the world at the age of 23. The Flying Classroom's curriculum is cutting-edge and real-time. With an average of three-five months from filming the expedition to the upload of completed expedition lessons, Lead Explorers (Teachers) are able to access and investigate current global challenges aligned to national/state standards. The Flying Classroom provides the opportunity for students to engage in current events that impact our-ever changing global society; enhancing the relevancy of the content and conceptual understandings of students.

School Novel: Touch the Sky has been chosen as the first semester school wide novel that every student will read. The book itself is a short autobiography of Barrington Irving, the youngest person and the first black pilot to fly solo around the world, speaks to everyone with a dream.

Ron Clark Academy: The following teachers took time away from their families to spend 2 days at the Ron Clark Academy in Atlanta:

Theresa Luciano
Nicole Dillon,
Chris Jones

Erica Benjamin
Marvin Fuller
Monica Roland

Beth Jones
Rebecca Greenbush

The Ron Clark Academy (RCA) is a highly-acclaimed, nonprofit middle school located in Southeast Atlanta. The Academy has received both national and international recognition for its success in educating students with academic rigor, passion, and creativity balanced by a strict code of discipline. The students at Ron Clark Academy represent various socio-economic and academic backgrounds and communities from across the greater Atlanta metro region. The Oglethorpe teachers attending this 2 day professional development will gain significant insight on the pedagogy used by this school. Pedagogy is defined as the art, science and profession of teaching. All of the teachers listed above have an excellent pedagogical skill set. We hope that some of the proven teaching strategies that are being implemented with fidelity and success at the Ron Clark Academy can help our teachers in providing highly engaging classroom settings here at Oglethorpe.

2019 GCSA Conference Training Sessions

February 14 – 15, 2019

Thursday 2/14

- Stop Putting Out Fires and Govern (8:30 AM - 10:30 AM) 2 hours for this one
- Help Wanted: High Quality School Leader (8:30 AM - 9:30 AM)
- You Have a High Performing Charter School, Now What? (8:30 AM - 9:30 AM)
- Facilities Panel (11:00 - 12:00)
- Best Practices in Charter School Governance (3:30 PM - 5:30 PM) -- 2 hours for this one
- State Charter Schools Foundation of Georgia (3:30 PM - 4:30 PM)

Friday 2/15

- Succession Planning for Smooth Transitions (8:30 AM - 10:30 AM) -- 2 hours for this one
- Diversity & Weighted Lotteries (8:30 AM - 9:30 AM)

**Governance and Accountability Committee Quarterly Report / Academic
Committee Report
January 28th, 2019**

The following Governance and Accountability Quarterly Report / Academic Committee Report provides the data for the first semester school improvement initiatives that Oglethorpe Charter School has implemented. The areas of school improvement that this quarterly report looks at include the following: Science, Saturday School, Professional Learning, Reading, Math, Response to Intervention (RTI), Positive Behavior Intervention Supports (PBIS), Student Involvement, Ron Clark Visit, and Recruiting.

School Improvement and Science: The renewal of our current 5 year charter involved Oglethorpe Charter School providing the Department of Education with our strategy for improving science scores. Oglethorpe Charter School informed the Department of Education on December 17, 2017 that we will try to improve our science scores by implementing a school wide STEAM program focused on environmental science and partner with the Flying Classroom to develop integrated science units that involve math and science teachers from each teaching team along with our marine science class and engineering class. Update: The roll out of the Flying Classroom curriculum units was very successful. The highly engaging lessons that were taught in the science, math, engineering and marine science classrooms were a big hit with the students. In order to pull this off with fidelity, we gave our teachers full day professional learning time frames to develop the units with representatives from the Flying Classroom. Our goal is to implement and integrate the Flying classroom curriculum at the highest level possible. We also informed the Department of Education that we were going to partner with the Arts Now program to help address our low science scores. As we have progressed through this school year, we decided to hold off on the Arts Now partnership so that we can implement the Flying Classroom partnership at a high level. Our marine Science program is getting close to the full implementation phase. The 450 gallon tank and 150 gallon tanks were put into place prior to the holiday break. The 150 gallon tanks are fully functional, and the 450 gallon tank will be functional in January, 2019

School Improvement & Saturday School: Oglethorpe Charter School scheduled 25 Saturday School sessions for the 2018-2019 school year. As of December 15th, we have had 727 students attend Saturday School. The Saturday School sessions serve 3 purposes. Some of the kids that are attending Sat School scored a 1 on the previous GMAS test and simply need more time to grasp concepts. Some of the kids that are attending Sat School are attending for credit recovery purposes. We have another group of Sat Schoolers that are attending because of behavioral issues. The following letter was sent prior to the school year to those students that needed extra time to grasp concepts:

Dear Parent/Guardian,

Your child _____ would greatly benefit from Saturday School instructional services and after school tutorial services that Oglethorpe Charter School offers. You are

receiving this letter because your child appears to be behind academically in math, reading, or both content areas. Oglethorpe Charter School has had great success historically in getting kids caught up academically and ensuring that they are overly prepared for high school. Saturday School will take place on the following dates from 8-12:00.

August 18 th and 25 th	September 8 th , 15 th , 22 nd , and 29 th	October 6 th , 13 th , 20 th , and 27 th
November 3 rd , 10 th , and 17 th	December 1 st , 8 th , and 15 th	January 12 th , 19 th , and 26 th
February 2 nd , 9 th , 16 th , and 23 rd	March 2 nd and 9 th	

The after school tutorial schedule for reading/ELA and math from 3-4:00 is as follows:

6 th Grade ELA Dr. Meyer Friday	6 th Grade Reading Mr. Williams Friday
6 th Grade Math Mrs. Bruen Monday	6 th Grade Math Mrs. Clayton Monday
7 th Grade ELA Mrs. Melton Monday	7 th Grade Reading Mrs. Heard Friday
7 th Grade Math Mr. Garola Thursday	7 th Grade Math Ms. Davis Thursday
8th Grade Traditional Teaching Team:	
8 th Grade Math Mr. Shehane Monday	8 th Grade Math Ms. Roland Friday
8 th Grade ELA Ms. Crain Wednesday	8 th Grade Reading Mrs. Powell Monday
8th Grade Looping Teaching Team:	
8 th Grade ELA Mrs. Dillon Wednesday	8 th Grade Reading Ms. Baker Monday
8 th Grade Math Mrs. Jones Monday	8 th Grade Math Mrs. Castillo Wednesday

We feel very confident that we can get your child caught up academically. In many cases, students just need extra time in content areas. The most successful charter schools in the nation are KIPP Charter Schools. In the state of Georgia, KIPP Charter Schools are some of the highest performing schools in the state. The KIPP model requires that students attend school from 8-5:00 Monday – Saturday. They have a proven success model by simply giving students more time on educational tasks to be successful. Oglethorpe Charter School is not a KIPP school but we have always used the extra time strategies that KIPP schools employ to get students caught up. One of the best feelings for any parent to have is to know that your child is healthy and safe. Running a close second place to knowing that your child is healthy in safe is knowing that your child is prepared academically to succeed at any high school in the nation. Please sign and date this letter and bring it back to the school so that we know that you have received this information. You can also scan the letter with your signature and send it via email to kevin.wall@sccpss.com

Parent Signature _____ Date _____

Please feel free to contact Kevin Wall at 313-3840 or Tavares Brown at 661-7247 for any questions.

Kevin Wall
Principal

Note: We have to monitor the pulse of our staff with Saturday School. It is extremely hard to work 6 days weekly since mid-August.

School Improvement & Professional Learning Community with Staff: Mr. Brown facilitates grade level professional learning community meetings twice monthly. The

focus of the grade level professional learning community meetings up to this point has been on creating a student friendly standards based classroom. When any administrator does a TKES (Teacher Keys Evaluation System), the expectation in all classes is that the teacher provides an opening, work period, and closing. The white board set up for all classes should have the standard posted in kid friendly language. The white board should also contain the daily agenda, I can statement/learning target, or an essential question all in kid friendly language. The expectation is that any visitor can walk into any class and be able to ask any student what they are working on that day. The expectation on for the teachers is for them to be able to reference the standard being worked on and the daily learning target so that there is meaning and structure to the class period. Mr. Brown has been an excellent role model for what a standards based classroom should look like. He conducts the majority of the professional learning grade level meetings just like he is teaching in a standards based classroom. His white board has all of the teacher required items (posted standards, I can statement, agenda, word wall etc). Mr. Brown is also facilitating a book study on Formative Assessment with all of the faculty and staff. This is an ongoing book study covering a few chapters at a time as the school year marches on. Looking into the second semester, we will be rolling out our standards based displays with teacher commentary and we will continue to roll out teaching strategies that address differentiated instruction. Mr. Brown has brought his knowledge base from working at many different schools including work at the board office to Oglethorpe. He has been in all of the schools that implement a quality standards based curriculum and he is also An America's Choice trained educator along with Dr. Kolman. Dr. Kolman and Mr. Brown are on the same page with each other as it relates to the interwoven dynamics involved with academics and discipline. The grade level professional learning meetings are up-beat, positive, and we have a great deal of positive collaboration taking place in all of our meetings.

School Improvement & Reading Connections: In order to try and get our students on grade level in reading, 84 students are taking an extra 90 minute block of reading during their related arts time frame using the reading plus program. Reading Plus is a reading intervention platform that integrates comprehension, vocabulary, motivation, and reading efficiency in one personalized, adaptive digital program. Reading Plus supports all students in grades 3 through 12. The program is proven highly effective for Tier II, Tier III, English learners, special education, and general education. Naturally, no platform can substitute good teaching. We have a dynamic reading teacher (Cindy Shretzman) that is teaching this class.

School Improvement & Math Connections: In order to address the needs of students that need extra help in math, we are also providing them with 90 minutes of extra math help through their math teachers that teach them. Rather than the math teacher take their planning period, we are paying our math teachers in 8th grade to work during their planning period a couple of days a week. We plan on rolling this out with our 6th and 7th grade math teachers as well.

School Improvement Using Response to Intervention: Dr. Kolman and Mr. Brown attended Response to Intervention training in August. We have spent a great deal of time this school year making sure that students are assigned to the appropriate tier both

academically and behaviorally. In order to implement the RTI process at Oglethorpe with fidelity, the EasyCBM program was purchased. Designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model, easyCBM brings 30 years of peer-reviewed research into the hands of classroom teachers. Beginning with a grant from the federal Office of Special Education Programs in 2006, easyCBM has been refined with over \$5 million of additional grant funding from the Institute of Education Sciences. EasyCBM is widely recognized as one of the most state-of-the-art systems in support of Response to Intervention available today. We work with school district partners across the United States to study and improve the system with ongoing validation studies and a focus on supporting improvements in learning for all students. This collaboration between one of the most renowned research universities in the United States and school districts is part of what sets easyCBM apart from the rest. The following information explains Response to Intervention:

Response to Intervention: The following information gives an overview of the RTI process: Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

Though there is no single, thoroughly researched and widely practiced "model" of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes

Oglethorpe RTI Tier Numbers:

Grade Level	Tier II	Tier III
6 th	3	1
7 th	7	3
8 th Looping	9	3
8 th Traditional	8	4

Note – The majority of the students at OCS are on TIER 1. Every teaching team at Oglethorpe meets weekly to discuss the academic functioning of every student. These formalized meetings are data driven and each teaching team has a trained point person that ensures that the RTI process is being implemented with fidelity.

School Improvement and PBIS: Oglethorpe was also tasked by the State Department of Education to come up with a plan to reduce the number of suspensions. Oglethorpe informed the state department that we would implement the research approved PBIS program to reduce suspensions. PBIS stands for positive intervention supports. The following gives a preview of PBIS:

PBIS at a Glance

- Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior.
- With PBIS, schools teach kids about behavior, just as they would teach about other subjects like reading or math.
- The focus of PBIS is prevention, not punishment.

If your child struggles with behavior, you may worry about your child getting in trouble at school. Some schools have tried to be proactive and encourage good behavior through an approach called PBIS. PBIS stands for *positive behavioral interventions and supports*. Here's what you need to know about PBIS.

What Is PBIS?

PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. At its heart, PBIS calls on schools to teach kids about behavior, just as they would teach about any other subject—like reading or math. PBIS recognizes that kids can only meet behavior expectations if they know what the expectations are. A hallmark of a school using PBIS is that everyone knows what appropriate behavior is. Throughout the school day—in class, at lunch and on the bus—kids understand what's expected of them.

PBIS has a few important guiding principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

Keep in mind that PBIS is not a treatment or therapy. It's a framework for teachers, administrators and parents to follow. It's also important to know that when a school uses PBIS, it uses it for all students. That includes kids with IEPs and 504 plans.

According to several studies, PBIS leads to better student behavior. In many schools that use PBIS, students receive fewer detentions and suspensions, and get better grades. There's also some evidence that PBIS may lead to less bullying.

How PBIS Works

PBIS sets up three tiers of support for students and staff in a school.

1. Tier 1 is a schoolwide, universal system for everyone in a school. Kids learn basic behavior expectations, like to be respectful and kind. School staff regularly recognize and praise kids for good behavior. They may also use small rewards, like tokens or prizes, to encourage kids.
2. Tier 2 provides an extra layer of support for kids who continue to struggle with behavior. Kids get a set of evidence-based interventions and instruction. For example, some kids may interrupt class because they struggle with social interaction. A Tier 2 strategy might be a "social skills club" to help these kids learn how to get along with peers.
3. Tier 3 is the most intensive level. It's for kids who need individualized supports and services because of behavior issues.

Kids with IEPs or 504 plans can be in any of the tiers. If your child has an IEP or a 504 plan and your school uses PBIS, be sure to ask how the two will impact each other.

PBIS vs. Traditional Discipline

In a school with a traditional approach to discipline, teachers may try to correct behavior through punishment. Here's an example.

During a class discussion, a student sitting in the back throws a spitball. With a traditional approach, the teacher might scold and send the student to the principal's office. After the student is punished, the student returns to class and is expected to behave. But there's no instruction on how to act appropriately. If there's more bad behavior, they simply increase the punishment.

A school using PBIS would handle this differently. With PBIS, the school looks for minor issues to prevent them from becoming bigger behavior problems.

So before the student throws the spitball, a teacher might notice that the student is craving attention. The teacher might address that need positively before it grows into the urge to throw something. For example, the teacher could give the student a chance to share an opinion in a class discussion and recognize the contribution.

If the student still acts out and throws the spitball, the school would create a strategy to prevent the behavior from happening again. The strategy might include things like break time to cool off or a peer mentor. The school may even provide training for parents.

The school follows the student's progress in managing behavior issues and may change strategy if something's not working. In PBIS, schools still use discipline, but punishment isn't the focus. The focus is on teaching expectations and preventing problems. From the start, all students learn about how to contribute to a class discussion. They may learn through role-playing or through actual lessons.

As a result of implementing the PBIS program, Oglethorpe Charter School was awarded a 5 star rating for school climate.

WHAT IS SCHOOL CLIMATE?

The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) school-wide attendance.

School Improvement & Mentoring: Oglethorpe Charter School also stated in one of the clarification letters that a Check and Connect mentoring program would be implemented to help reduce the number of suspensions and to further establish positive relationships with at risk kids that are having difficulty academically, behaviorally or both. As of December, 2019, 90 students have OCS mentors. 28 faculty have agreed to mentor these at risk students.

School Involvement and Student Involvement: Oglethorpe Charter School pushes total student involvement to get students connected to the school family. The following is the participation level for the first semester:

Leadership Clubs

FBLA 66
NJHS 20
BETA 93
Student Council 52
TSA 100

Academic Teams

Reading Quiz Bowl 7
Mathletes 4
Academic Bowl Team 13
Model UN Team 16

Athletics

Football 37
Volleyball 15
Softball 12
Cross Country 24
Cheer Leading 22
Swimming 15

Fine Arts

Theatre 20
Chorus 80
Band 86
Orchestra 56

Total. 738 students involved in extracurricular offerings the first 9 weeks. With a total school enrollment of 600, we naturally have students that are involved in multiple after school activities.

School Improvement Ron Clark Visit: Several teachers attended a 2 day work shop/training at the Ron Clark Academy in December and are due to redeliver their training to the entire faculty and staff on Jan 15th in hopes of implanting best practices that are being used at the Ron Clark Academy.

Recruiting: Oglethorpe Charter School was invited to recruit rising 5th grade students at the following schools prior to the Christmas Break:

May Howard, Marsh Point, Tybee Island Marine Academy, Heard, Pulaski, Windsor Forest, Gould and Largo Tibet.

The application period opened up on December 3rd and will run through the last information enrollment session on January 15th. By December 19th, OCS had taken in 300 applications during the first 13 days of the recruitment cycle.

To: OCS Governing Board
From: Kevin Wall
Date: January 28th, 2019

Congratulations Isabella Castellanos: Isabella has been selected to represent the looping 8th grade team as the January Student of the Month. Isabella is a straight A student that is currently taking 4 high school classes as an 8th grader (9th Comp Lit, 9th Math, 9th Physical Science and Spanish). Isabella is a member of the BETA club. She recently performed community service at the Second Harvest Food Bank with her fellow BETA club members. Isabella is also a member of the prestigious National Junior Honor Society club. Isabella hopes to attend high school at Savannah Christian Academy, and she plans on attending the University of Georgia and major in Marketing. During her free time, Isabella likes to run. The person in her life that gives her inspiration is her dad because he is a hard working business man. Isabella leads by example and is a role model for all of the students that attend Oglethorpe Charter School. **Great Kid and Great family!**

Congratulations Shane Dyal: Shane has been selected to represent the traditional 8th grade team as the January Student of the Month. Shane is taking 2 high school classes as an 8th grader (9th Math and 9th Physical Science). Shane is heavily involved with the yearbook staff at Oglethorpe Charter School. He attends all of the major school events capturing middle school memories on his camera. Shane would like to attend Jenkins High School for Engineering and one day hopes to attend Georgia Tech and major in Architectural Engineering. Shane is inspired by his dad and his brother (Dad is an electrician and brother is a firefighter). Shane spends many hours of his free time helping his dad with electrical work. Shane had a long list of teachers requesting that he receive this honor. He has made quite an impression on the teaching faculty at Oglethorpe. **Great Kid Great and Great Family!**

Congratulations Theresa Luciano: The National STEM Foundation has named Theresa Luciano a National STEM Scholar. She was one of 10 middle school science teachers selected from a pool of more than 200 applicants in 37 states. Mrs. Luciano received a week of advanced STEM training. Mrs. Luciano has been invited By Dr. Eric Mazur (international leader in the field of education and knowledge retention) to tour Harvard's School of Education and monitor classes free of charge. In addition, Mrs. Luciano along with the other scholars designed an experiment that will travel in a NanoLab aboard Blue Origin's New Shepard space vehicle for launch into microgravity this spring. A mimic project for classroom implementation will allow Mrs. Luciano's students to build the experiment, make predictions and follow the launch live. The results of the experiment will be available to Mrs. Luciano and the 10 other scholar schools within a few hours of the experiment's return to earth. The National STEM Scholar experience fosters new ideas and approaches to teaching, builds lateral impact through peer-to-peer education at home, provides a national network of colleagues for career long interaction, and creates unique access to leaders who participate in the

program and choose to stay engaged. Mrs. Luciano will represent Oglethorpe Charter School during an NSTA – invited Share-A-Thon in St. Louis in April.

Student Success Expo: The annual Student Success Expo was held at the Savannah Mall on Saturday, January 5th. Oglethorpe Charter School received the following awards:

- Future Business Leaders of America (FBLA) 1st Place in Membership Display
- FBLA 1st Place in Georgia Best Display
- STEM 2nd Place in Mouse Car Trap
- STEM 3rd Place in Straw Tower Construction
- Oglethorpe Charter School had the second largest group in attendance earning the school a free poster maker.

I would like to say a special thank you to Banecia Baker and Theresa Luciano for helping the students compete at a high level with the other schools in the school system. I would also like to thank Dr. Kolman, Mr. Brown and Mr. Case for working the booth at the event and taking applications for the 2019-2020 school year (120 new student applications taken in at the Expo). As of January 5th, 500 new student applications have been taken in for next school year.

OCS Spelling Bee: The school level Spelling Bee was held on January 9th. The following students participated in the Spelling Bee competition:

Modesty Benton	Joshua Burns	Madison Frazier
Joshua Green	Andrae Smith	Xion Dean
Maiara Reyes	Genesis Hymon	Kevin Polite
Shradhdha Srikanth	Benjamin Wright	Erin Alls
Joshua Ellington	Micah Futch	Nubia Gilliard
Ranasia Miles	Michelle Miller	Nishka Mirchandani
Ella Morrison	Lyle Paquette	Alyssa Ratliff
James Thompson	Hayden Washington	

When the dust finally settled, Nubia Gilliard won the Spelling Bee and will represent Oglethorpe Charter School in the district competition at Savannah State on February 4th. Micah Futch made a strong showing at the competition coming in 2nd place.

Enrollment Update: We had a very successful recruiting effort this year. The application recruiting period started on December 3rd and came to an end after the last information enrollment session on January 15th. I would like to thank the entire faculty and staff, parents, and students that worked our 2 evening information enrollment sessions. Ms. Grant is our point person in the office for the bulk of the applications that are taken in, and she did an outstanding job with every aspect of the application process. Oglethorpe Charter School will be enrolling a double class of 6th graders next year. With 43 families taking advantage of sibling preference, we were able to offer 257 slots for 6th grade at the January 17th lottery. 512 perspective 6th grade families made application with Oglethorpe, 104 (7th grade) families made application, and 50 (8th

grade) families made application. 709 applications including sibling preference were made for the 2019-2010 school year.

Deep Writing: Oglethorpe Charter School has 9 new published authors. The following students participated in the after school deep writing program:

JaNiya Bowers
Andy Collins
Corleen Ellison

Ella Zipperer
Emmaleine O'Neil
Phaelan Pearson

Aspen McFadden
Carter Heyward
Melissa Wiggins

Deep Speaks (book launch and reading) will take place on Sunday, February 10, at the Yamacraw Center for the Performing Arts, from 5:00-6:30 PM. Ella Zipperer, Aspen McFadden and Emmaleine O'Neill have been chosen to read their published work on stage at the event. The Deep Center (Founded in 2018) has collaborated with the Savannah Chatham Public School System to host the Young Author Project, a series of after-school writing workshops held in 13 local middle schools where students, known as Deepkids, are encouraged to express themselves by putting pen to paper. Using local writers as volunteer mentors, the program helps young people learn the basic principles of writing while embarking on a journey of self-discovery in the process. Working in teams of two, Writing Fellows lead middle school students through eleven weeks of after-school writing workshops. Each session generally lasts one hour and 15 minutes and takes place once-per-week, after-school, between the hours of 2:30 and 5:00 pm. The workshops teach basic principles like how to develop a theme but also teach young writers more advanced concepts as well. Kerry Crain spearheads the Deep writing initiative at Oglethorpe. **Congratulations OCS Deepkids and Ms. Crain!**

Saturday School Resumes Feb 2nd: Saturday School will resume this Saturday from 8:00 – 12:00. Saturday School is open to all OCS students. Saturday School is provided for those students that need credit recovery and also for remediation purposes. As an example of a student needing remediation, your child could be passing all of their classes but could still be reading below grade level. As an example of a student needing credit recovery, your child could be reading on the 12th grade level and be failing their respective classes by not turning in assignments. If your child has received a critical decision form related to a failing class or failing multiple classes, please make every effort to get them here. If you feel like your child is borderline and could have the potential to fail a class or fail more than one class, please take advantage of this 4 hour Saturday School day.

Daisy in Disguise: Daisy in Disguise tells the story of Daisy, who doesn't seem to fit in at school. Since boys aren't interested in throwing a ball to anyone named after a flower, Daisy reinvents herself as David and embarks on a zany, outrageous journey. Daisy eventually learns that she can be herself and doesn't need to pretend to be somebody else. The following students did an amazing job with their performance On January 16th and January 17th:

Makayla Mikell (Daisy), Alyssa Wetmore (Daisy's Mom), Samarion Ward (Oscar),

Talia Williams (Holly), Katelynn Christopher (Molly), Bryanna Miles (Polly), Brea Cooper (Dolly), Magnolia Poeling (Policeman), Charles Wells (Janitor), Andrew Chiver (Coach), Lulu Cowart (Nurse), Vendredi Godfrey (Understudy for Daisy), Magnolia Poeling (Understudy for Female roles), Charles Wells (Understudy for Oscar), Kelsi Nicholson (Stage Manager), Felix Friedman (Assistant Stage Manager), Chakii Bisard (Tech), Madeline Candline (Tech), Abigale Summers (Tech), Mikiya Harris (Tech), and Tavares Williams (Tech).

Special Thanks: Susan Heard, Monica McDermott, Theresa Luciano, Erin Mack (Set Painting), Wes Dempsey (Lighting Design), Vivian Sheppard Vocal Coach), Dee Bowers (Set Construction), Holly Anderson (Donation of Sets), Michelle Candline & Hilda Sukman (Costume Design), Antonasia Singleton & Jasha Williams (Choreography).

The Director (Julie Sukman) and Musical Director (Brittney Woods) did a phenomenal job with every aspect of the performance. Thank You Ladies!!!

Kevin Wall