

**Oglethorpe Charter School
Governing Board Meeting
Agenda
October 28th, 2019**

Open Session

5:00 p.m.

1. Welcome

Lisa Grooms

2. Approve Agenda

3. Approval of September Meeting Minutes

4. Financial Report

Howard Hickey

5. Presidents Report

Lisa Grooms

6. Administrators Report

Kevin Wall

**Governance and Accountability Committee
Quarterly Report (Patrick Dean & Jon Cohen)**

**7. Closed Session
New hire**

OGLETHORPE CHARTER SCHOOL

Governing Board Meeting September 30, 2019

Board Members Present: Lisa Reavis, Patrick Dean, Jon Cohen, Katie Balthrop, Chris Hintz, Jonathan Brown, Dawn Deppen

Board Members Absent: Howard Hickey, Matt Dowling, Rebecca Wells

Principal Present: Kevin Wall

Others Present: None

Open Session: Called to order at 5:05 pm by Lisa Reavis.

Agenda: Motion to approve agenda: Katie Balthrop
Motion to second: Dawn Deppen
Motion unanimously passed

Approval of May meeting minutes:
Motion to approve: Patrick Dean
Motion to second: Jonathan Brown
Motion unanimously passed

Financial Report: The monthly financial report through August, 2019 was presented by Lisa Reavis.

President's Report: Lisa Reavis requested committees to begin preparing a meeting calendar.

Principal's Report: Following suit with Board approved student technology upgrade on a 5-year cycle, Mr. Wall requested the approval for purchase of 360 chrome books at a cost of \$225.79 each. This purchase would replace the units that are slightly older than 5 years.
Motion to approve purchase at a cost not to exceed \$81,300.00: Dawn Deppen
Motion to second: Chris Hintz

See attached memo to Board taken from Principal's notes.

Closed Session: The Board entered closed session at 5:24pm. The Board entered open session at 5:30pm.

Committee Reports

Governance and Accountability: Chair, Patrick Dean with Jon Cohen – none.

Nomination Committee: Chair, Jon Cohen - none

Academic Committee: Chair, Rebecca Wells with Chris Hintz - none

Other Business: None.

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

The meeting was adjourned at 5:33 pm.

Respectfully Submitted,
Cathy Vogel
Oglethorpe Charter School

Governance and Accountability Committee Quarterly Report October 28, 2019

The following Governance and Accountability Quarterly Report Committee Report provides the data for the school improvement initiatives that Oglethorpe Charter School has implemented to start the 2019-2020 school year in Science, Saturday School, Professional Learning, Reading, Math, MTSS, Positive Behavior Intervention Supports (PBIS), Ron Clark Visit, SPED and Recruiting.

The Governance and Accountability Committee was formulated last year to address the clarification letters that Oglethorpe Charter School received during the 5 year charter renewal process. Those clarification letters can be found in your Governing Board black binder.

The following information is a look back at last year with school improvement initiatives that have rolled over to this current school year:

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 for year one to implement and integrate the Flying classroom curriculum at the highest level possible was more than met. Our program is now shown nationwide by the Flying Classroom to other schools that partner with them to provide quality STEM engineering opportunities. Going into year 2 this year with the Flying Classroom, we are adding Oglethorpe Charter School teachers from all content areas to implement the STEM units of study across all contents. Our marine Science program is entering year 2 of implementation and the class is a huge hit with the students. The 450 gallon tank has many daily visitors, and the 150 gallon tanks that are stocked by our marine science students are hugely popular. Note – Science test scores did improve last year as a result of our initiative. Please click on link <https://vineo.com/348141178>

School Improvement & Saturday School: For the second consecutive year, Oglethorpe Charter School scheduled many Saturday School sessions for the 2019-2020 school year. We learned last year that we have to be mindful and strategic in how we schedule the Saturday School sessions so that we do not burn our teachers out.

Many of our students that attend Saturday School get upset when we do not have Sat 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 in reading or math and simply need more time to grasp concepts. Some of the kids that are attending Sat School are attending for credit recovery purposes. Our October 5th Saturday School session this year had 200 students in attendance. Naturally, the big focus was on credit recovery trying to get work completed to receive a passing grade. We have another group of Sat Schoolers that are attending because of behavioral issues, and we call that Social Skills Saturday School. The Social Skills Saturday School ran by Dr. Kolman helps keep our suspension rate down and has a strong focus on parent and student training. Parents have to attend some of the Social Skills Saturday School sessions.

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 has been on creating a student friendly standards based classroom. When any administrator does a TKES (Teacher Keys Evaluation System) evaluation, 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 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 Ron Clark book study (Move Your Bus) this year. Mr. Brown began the school year with the teachers introducing our school theme this year as being "Move Your Bus". This book (Move Your Bus) has been a huge hit with our teachers. Mr. Wells actually made his son Charlie (8th grade student) read the book. Part of the central theme of the book is that every organization (fortune 500 Company or School) essentially employs those that are Runners, Joggers, Walkers, Riders and Drivers with the overall goal of mapping a course for organizational improvement. Ron Clark has presented this improvement process to many Fortune 500 Companies. 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 in the district that implement a quality standards based curriculum, and he is also An America's Choice trained educator along with Dr. Kolman. Mr. Brown has been able to pull ideas, thoughts and processes into our professional learning meetings with the teaching faculty. Mr. Brown has made the professional learning community at Oglethorpe a positive experience for all of the teaching faculty.

School Improvement & Reading Connections: We have noticed a declining trend over the past 3 years in our reading scores. We are getting more and more students that come to us in 6th grade with significant reading deficits below grade level. In order to try and get our students on grade level in reading last year, students identified as a result of low MAP scores and Low GMAS scores were placed in a remedial reading class during their 90 minute related arts time frame that was focused on reading remediation using the Reading Plus Platform. 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 learners, and general education learners. Naturally, no platform can serve as a substitute for good teaching. We had a dynamic reading teacher (Cindy Shretzman) that was teaching the remedial reading class last year that is no longer with us. We were able to move Dr. Meyer from the 6th grade teaching team this year into the reading remediation related arts position, and she has been a huge hit with kids. This is actually more in Dr. Meyer's content area wheel house. She is a reading specialist that has actually taught reading at Armstrong for many years prior to getting back into public education. We were fortunate to be able to bring Falecia Roberts on board to replace Dr. Meyer in 6th grade ELA. Mrs. Roberts taught summer school for Oglethorpe this past school year and enjoyed her experience and decided to make the move here after teaching many years at DeRene Middle School. In addition to the remedial reading class being taught in related arts by Dr. Meyer, we have reading and special education teachers that are now teaching during their planning using the Reading Plus platform to help remediate our students in reading. We do have to pay those core academic teachers and special education teachers extended day pay for giving up their planning periods to teach. In order to make academic gains in any of the other content areas, we have to make sure we have students caught up in reading

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 remedial math classes. A new related arts remedial math teacher (Nicol Campbell) was added this year. Mrs. Campbell comes to us from Effingham County School System, and she has already made a true connection with our students needing math remediation. In conjunction with the actual related arts remedial classes, we have math teachers that are also teaching remedial math during their planning periods for extended day pay.

School Improvement Using Response to Intervention (RTI): Dr. Kolman and Mr. Brown attended Response to Intervention training in August, 2018. We spent a great deal of time last school year making sure that students were assigned to the appropriate tier both academically and behaviorally. In order to implement the RTI process at Oglethorpe with fidelity, the EasyCBM computer platform was purchased. The EasyCBM program was designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model. EasyCBM is one of the most state-of-the-art systems in support of Response to Intervention available today. The EasyCBM platform helps our teacher's progress monitor Oglethorpe students that are in

need of additional support. The EasyCBM platform has been purchased again this year to help with the change of the RTI process to the MTSS process.

RTI Changes statewide to Multitier System of Support (MTSS) during the spring semester, 2019: As a result of this change, Mr. Brown and Dr. Kolman have been retrained on the new system last spring and also this current school year. MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism. The multi-tiered supports are a huge part of MTSS. These tiers of support increase in intensity from one level to the next. For example, some kids receiving small-group interventions may need to "move up" to one-on-one help. The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education. Mr. Brown and Dr. Kolman both have teacher representatives on every teaching team to help implement the MTSS process at Oglethorpe.

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

School Improvement and PBIS: Oglethorpe was also tasked by the State Department of Education via clarification letters during the charter renewal period 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. The OCS PBIS leadership team has partnered with the OCS PTO this year to be able to fund the incentives that are a part of the PBIS process. The PBIS Leadership team was able to host the first grill and chill in September with food products purchased by the PTO. The PBIS Leadership team also purchased an App that is now being used by all of the teachers and administrators to award PBIS points to students. The students in turn will be able to purchase items out of the school store using their points or use their points to go on various school outings that are being planned. The overall PBIS umbrella focuses on trying to get the number of ODR (office detention referrals) down. As an example, those students that did not receive any office referrals during the first nine week grading period this year were awarded with a popcorn and movie day. PBIS is now a part of the new MTSS process too. PBIS is also geared towards the entire faculty. Teachers are rewarded for doing the right thing as well. Example – Drawings are held monthly for soft skills for being punctual to work, turning in lesson plans etc. Those teachers that are meeting the standard go into the drawings for \$25 gift cards etc.

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.

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.

Five STAR Climate Rating: Oglethorpe Charter Received a 5 star climate rating from the Department of Education last year and also this year for progress made in implementing our PBIS initiative. We were one of 3 schools in the school district last year with this distinction. School Climate goes hand and hand with PBIS. It is a big deal for a school to have a positive school climate.

School Improvement & Mentoring / Restorative Justice: Oglethorpe Charter School has now trained 11 students in peer mediation. This was a full 2 day training process that was facilitated by Mr. Case. Mr. Case implemented a Check and Connect Mentoring program last school year that involved the majority of our teaching faculty being assigned 2 students to monitor. We have a number of students this year that are involved with our faculty and staff in the Check and Connect program using a paper form as the monitoring tool for Check and Connect. We are going paperless with our Check and Connect process this year through our PBIS App. Mentoring and Restorative Justice programming were added last year and continue this year to help Oglethorpe reduce the number of suspensions as we were tasked to do during our charter renewal via the clarification letters that we had to respond to. Restorative justice is a theory of justice that focuses on mediation and agreement rather than punishment. Mr. Case has conducted many restorative circle/justice sessions last year and this year.

Recruiting ELL and SPED Students: The renewal of our current 5 year charter involved Oglethorpe Charter School being tasked via a clarification letter to recruit more special education students and more ELL students. During our recruitment time period during the 2018-2019 school year between Dec 1st and January 15, 2019, we actively recruited special education students and ELL students through our information enrollment sessions and other recruiting venues. Our SPED enrollment numbers are now higher than they have ever been, and we also greatly increased our ELL numbers, but many of those students have waived their ELL service rights to attend Oglethorpe.

School Improvement Ron Clark Visit: Oglethorpe has now sent 2 different Cohorts to the Ron Clark Academy with the goal of the teachers coming back to Oglethorpe with best practices to apply in the classroom setting. Our school wide theme this year is based up on a book written by Ron Clark called Move Your Bus. Mr. Brown is facilitating the book study associated with this book with the entire faculty and staff.

Academic Sub Committee Meeting: The OCS Academic Sub-Committee will meet in November a report out at the November Governing Board Meeting.