

**Oglethorpe Charter School
Governing Board Meeting
Agenda
April 25, 2022**

Open Session

5:00 p.m.

1. Welcome

Lisa Reavis

2. Approve Agenda

3. Approval of March Meeting Minutes

4. Financial Report

Thomas C Buchanan

**5. Presidents Report
Training Hours Update**

Lisa Reavis

6. Administrators Report

**7. Nomination Committee
Set Board for 2022-2023 SY**

Jon Cohen

Kevin Wall

Note – Meeting in-person in the OCS Media Center

OGLETHORPE CHARTER SCHOOL

Governing Board Meeting March 21, 2022

Board Members Present: Lisa Reavis, Connor Buchanan, Jonathan Brown, Jon Cohen, Matt Dowling, Shenequa Gresham, Dawn Deppen, Regina Rahimi, Chris Hintz

Board Members Absent: Patrick Dean, Sam Carter

Principal Present: Kevin Wall

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

Iyanna Clark with the Georgia Charter School Association joined the virtual meeting to provide training on the infrastructure in the canvas platform to aid board members in fulfilling their State required training hours.

Agenda: Motion to approve agenda: Jonathan Brown
Motion to second: Dawn Deppen
Motion unanimously passed

Approval of February 21, 2022 meeting minutes:

Motion to approve: Connor Buchanan
Motion to second: Jonathan Brown
Motion unanimously passed

Financial report was presented by Connor Buchanan

Mr. Buchanan presented the request for board approval to purchase 35 ViewSonic interactive boards installed in classrooms at a cost not to exceed \$155,000.

Motion to approve: Chris Hintz
Motion to second: Jonathan Brown
Motion unanimously passed

Mr. Buchanan presented the request for board approval to upgrade the aquarium at a cost not to exceed \$24,900. After much discussion and questions raised by Mr. Hintz, the board chose to table this request to the April board meeting.

President's Report: We are tracking the mandatory training hours each board member must log, and will continue to do so until all training hours are logged.

Principal's Report: See following memo to Board taken from Principal's notes:

To: OCS Governing Board
From: Kevin Wall
Date: March 21, 2022

Congratulations to Christopher Cruz-Bonilla: Christopher has been selected to represent Oglethorpe Charter School as the March Student of the Month. Christopher is currently taking 4 academic classes for high school credit (9th Math, 9th Physical Science, 9th Comp Lit, and Engineering). Christopher performs at high levels in all classes. He has made application to attend Jenkins High School of Engineering, and he hopes to one day be a mechanical engineer. Christopher is a member of the BETA club and a former member of the orchestra at OCS. He enjoys playing video games during his free time. Christopher states that his mom is the inspirational figure in his life, because she has taught him responsibility. Christopher is a positive role model for all OCS students. **Great Kid!**

8th Grade Graduation Changes Reminder: The 8th grade graduation/bridging ceremony will now take place on Monday, May 23rd. We are also going to do the 8th grade picnic here at the school rather than at Lake Mayer. The picnic will take place for both teaching teams the week of May 16th – May 20th.

Basketball: The boy's and girl's teams both finished the basketball season with 6-1 winning records. Due to COVID situation that took place during January, no middle school season ending tournament was held this year. Both teams should be commended for all the adversity they faced while compiling many wins.

COVID Update: The following COVID numbers for the week of Feb 14th – Feb 18th:

Students Positive- 2
Staff Positive – 0

Students Quarantined- 3
Staff Quarantined- 0

Marine Science: The OCS Marine Science classes recently spent time at Ossabaw Island, Tybee Beach, and the UGA Marine Extension facility on Skidaway Island doing marine science related activities and research. **Fun Class!!!**



kevin.wall@sccpss.com

Committee Reports

Governance and Accountability: Chair, Patrick Dean - none

Nomination Committee: Chair, Jon Cohen

Jon Cohen presented the 22-23 Community Representative board ballot to all board members.

Academic Committee: Chair, Regina Rahimi with Chris Hintz

Regina Rahimi presented the following Education Committee meeting minutes

Oglethorpe Charter School Education Committee Meeting March 10, 2022

Education Committee Members:

Regina Rahimi

Kevin Wall

Carli Shehane

The Oglethorpe Charter School Education Committee met on March 10, 2022 to discuss the letter of clarification that Oglethorpe had to provide to the Department of Education for the current charter term. Oglethorpe is up for charter renewal in 2023 and the agenda items will be addressed in the renewal application that is being prepared now.

Agenda Items:

- **Science Performance**
- **Recruitment of EL and SPED students**
- **Discipline Policy/Methodology**
- **How Restorative Justice, PBIS and Check and Connect are incorporated into our discipline policy**
- **Explanation for the disparity in rates of out of school suspensions and expulsions for Black/African American Oglethorpe students versus other sub groups**
- **5a. Include dates when each action of the plan will be completed and who is responsible for implementing each action**
- **5b. Include how the Governing Board of OCS will oversee the action plan and hold OCS staff and administration accountable for adhering to it**
- **Supplemental Budget Surplus Statement**
- **OCS has reported that the school system provides the funds and/or services such as transportation, technology, payroll, and services for SPED. What happens if this ceases?**

Via Electronic Mail & US Mail

Francesca Black
Division Attorney
2053 Twin Towers East
Jesse hill Drive
Atlanta, GA 30334

Dear Mrs. Black,

It was a pleasure meeting you and your staff in November. I have included the areas of clarification and supplemental information that you all have requested in this letter. I have addressed the areas needing clarification in the following order:

- **Science Performance**
- **Recruitment of EL and SPED students**
- **Discipline Policy/Methodology**
- **How Restorative Justice, PBIS and Check and Connect are incorporated into our discipline policy**
- **Explanation for the disparity in rates of out of school suspensions and expulsions for Black/African American Oglethorpe students versus other sub groups**
- **5a. Include dates when each action of the plan will be completed and who is responsible for implementing each action**
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- **Supplemental Budget Surplus Statement**
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Science Performance: In order to try and improve our science scores, we will develop a school wide STEAM program focused on environmental science. This program will diffuse science concepts throughout multiple content area classes. We are currently working with Savannah State University to develop exemplar integrated lesson plans. We are working with the Flying Classroom. The Flying classroom will provide real world context to our STEAM program. The Flying classroom is a world leader in the provision of STEAM professional development and engaging students in science. Example – The Flying program is currently scheduled to begin professional development in Feb, 2018. Captain Barrington Irvin and his professional development team will be at Oglethorpe in Feb, 2018. During this time, he will speak with students about the importance of STEAM education, and his staff will provide extensive professional development in the area of STEAM education. OCS is the professional school for Savannah State's school of teacher education (SOTE). As a part of this project, the faculty of SOTE is dedicated to providing extensive professional development to our science faculty. Additionally, the SOTE faculty will conduct observations of the STEAM teachers at OCS and provide feedback. Initial walkthroughs and feedback conferences are scheduled for Feb, 2018. OCS is in the process of contracting with ArtsNow. ArtsNow is an organization

dedicated to transforming education through ARTS integration and innovative practices by providing professional development and teacher resources. ArtsNow will provide professional development and guidance on the integration of the ARTS into OCS'S science curriculum. We are tentatively scheduled to begin work in this area in March, 2018.

Recruitment of EL and SPED: OCS has made contact with Savannah Chatham County School Systems Special Education Family and Community Liaison for the department of specialized instruction and the Teacher Specialist for ESL instruction. The liaison and the Teacher Specialist will provide detailed information regarding programs at OCS to all families with children with specialized instructional needs. On December 7th, 2017, OCS has invited all 5th grade inclusion and ESL teachers to OCS to present our program and actively recruit students with specialized instructional needs. Additionally, recruitment materials will be provided to all teachers attending. OCS administration has made contact with the Hispanic Chamber of Commerce and the Latin American Service Organization of Savannah. Recruitment materials will be provided to each organization. Additionally, OCS will make presentations to both organizations regarding the school's curriculum and services.

The following is a detailed description of Oglethorpe's current disciplinary policy and methodology:

Discipline, Safety and Accountability

Bullying, Harassment, or Intimidation Behaviors

We do recognize that students of this age are prone to bullying behaviors, and we will consistently remind students that we expect them not to exhibit these behaviors. A student(s) who are confirmed to have committed a bullying offense after responding to the questions listed below, and continue to bully after reasonable and logical interventions have been attempted without success (e.g., restorative justice conferencing sessions) will attend an administratively mandated tribunal hearing where a request will be made for their immediate removal from our school.

A. Bullying Acts and Effects - Bullying, harassment, or intimidation means an intentional act, including verbal, physical, or written conduct, or an intentional electronic communication that is severe in nature and/or substantially disrupts the orderly operation of a school in that it has the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

B. Harassment Defined

OCS has a zero-tolerance harassment policy. Acts of harassment will not be tolerated and constitute grounds for an immediate tribunal hearing and/or other disciplinary action (e.g., expulsion or contacting of law enforcement). Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile, or offensive school or work environment.

Harassment can include, but is not limited to, the following sexually and/or sexual acts:

- Suggestive looks or gestures
- Jokes, pictures, or teasing
- Pressure for dates or sex
- Demeaning comments
- Deliberate touching, cornering, or picking
- Attempts to kiss or fondle
- Threats, demands, or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

C. Is This Bullying Behavior? / Common Examples

Each incident of bullying behavior is unique and should be considered individually. Below are some common examples of reported behaviors that may or may not be bullying behaviors.

Examples 1: My daughter was being teased today because of her outfit. Another girl called my daughter ugly.

□ Is this bullying behavior?: If this was the only time the child had been teased by the other girl, then no, this is not a bullying situation because it is not a repeated behavioral act. If the child had been teased by this girl in the past and there is a pattern of behavior, it may be considered bullying behavior. It is still advisable to report the concerns to the school administration or counselor.

Example 2: My son got into a fight today at school with another boy. The other boy had been calling him names, and my son was standing up for himself.

□ Is this bullying behavior?: Typically, a fight is not bullying behavior. A fight is a fight, and would result in a Level 3 offense that would be written up on an office referral. The name calling may have been bullying behavior (see Example 1), but it is not justifiable to fight. The student should have reported the behavior to the school administration or counselor.

Example 3: My son is regularly being called names by a group of other boys. They make fun of him because of his weight, his glasses, and because he is smart. This has been going on for several weeks in classes and in the hallways.

□ Is this bullying behavior? Yes. This is repeated behavior over time and it fits the definition of bullying. The student and/or parent should immediately report the concerns to the school administration or counselor.

Example 4: A girl in my daughter's math class is bullying her by calling her stupid.

□ Is this bullying behavior? Calling a student "stupid" one time is not bullying behavior. It is mean behavior and not appropriate. If this is part of an ongoing, repeated pattern of name calling directed at the daughter by the specific student, then it may be a form of bullying behavior. In either case it is still advisable to report the concerns to the supervising teacher or any adult authority figure.

Example 5: A group of girls is bullying my son on Facebook. They are calling him gay, and they are threatening to have another boy beat him up.

□ Is this bullying behavior?: From this brief example, it appears that the group has been doing this behavior over time, and the group is making direct threats. This type of behavior frequently is referred to as "cyberbullying." Parents should save copies of the messages (by printing or saving screen shots) and contact their local police authority. Unless the messages on Facebook were generated at school or the threat to beat up the student was explicitly stated to take place at school, the school may have no disciplinary authority over the situation. However, because of the potential negative impact on the student and a possibility that it could "spill over" to the school from home, it is advisable to contact the school administration or school counselor with your concerns. The administration and school counselor will determine if a consequence is warranted. Parents will be notified once a preliminary investigation is completed by the administration.

D. Reporting Alleged Bullying

1. **Teacher Expectations:** Review Common Examples of Bullying Behaviors found online as well as the consequences for bullying. Be firm and consistent in reporting and resolving allegations of bullying.
2. **Student Expectations:** If you are a victim and you wish to report allegations of bullying, harassment, or intimidation to your parent/guardian, or a staff member, please complete the online bullying form if it meets the common examples found online.
3. **Parent Expectations:** Parents must report alleged bullying to a school administrator and/or counselor and seek support from the school whether their child is the bully, the target, or a witness. Complete the Google Docs bullying online report and email it to a school administrator or your school's counselor.

E. Online Bullying Form

Bullying, harassment, or intimidation are Level 3 offenses and will not be tolerated at our school. Students will use Google Docs and review the online questions and bullying form. Once there click on About OCS, then Bullying

ReportForm.<http://www.oglethorpecharter.org/www/OCSGA/site/hosting/pd/index.html>.) The completed form may be emailed and/or delivered to a school administrator or school counselor.

Bullying Consequences and Offenses

According to the student code of conduct and discipline policies, confirmed bullying is a Level 3 violation.

First Offense

No student shall incite, advise, encourage or counsel other students to engage in or be a passive participant or be an accomplice to a bullying act. If an administrator determines that a student has committed the offense of bullying, or has passively participated in the act of bullying, the appropriate Level 3 consequence(s) will be assigned, and a conference with the parent will be held. This conference will be documented and a copy will be placed in the student's permanent record file and in PowerSchool as Strike 1 offense.

Second Offense

If an administrator determines that a student has committed a second offense of bullying, the parent/guardian and the misbehaving student will be required to conference with the assistant principal and/or school counselor. A student will immediately be placed on an administrative monitoring contract for a period of 18 weeks and/or the following school year. During the conference, the student as well as the parent will receive documentation that upon a third offense of bullying, a tribunal hearing will be held to determine the future enrollment status of the student at Oglethorpe Charter School. A copy of the referral will be placed in the student's permanent record file and in PowerSchool as Level 2 offense.

Third Offense

Upon finding that a student has committed the offense of bullying for the third time in a school year, a mandatory site visit conference will be held with an administrator during which time documentation will be presented showing efforts made by the school to reduce the bullying behaviors. Thereafter, the administration will place the student on long-term suspension (9 days OSS) until a tribunal hearing can be scheduled. At that time, a recommendation will be made by the administration for the student to return to his or her neighboring school. A copy of bullying incidents will be placed in the student's permanent file and in PowerSchool as a Level 3 offense.

F. Bullying (Inconclusive)

When bullying is inconclusive, a student and their parent or guardian will receive information after a preliminary investigation has been concluded. A student and parent may request a follow-up site visit with the Assistant Principal and Principal if they are not in agreement with the consequence. At that time, a decision will be made by the administration as to whether the consequence will remain or an additional recommendation will be forwarded to the Governing Board for immediate review.

Detentions and Suspensions

Level 1 Violations and Consequences – Student will serve teacher-managed consequences such as a lunch detention, working lunch

and/or time away consequences for repeated Level 1 violations. Additional consequences will be assigned for repeat offenses or lack of effort in completing the assigned tasks neatly and in a timely fashion.

Level 2 Violations – Student will serve a teacher and/or team managed consequence that are similar to a Level 1 consequences as well as serve an after-school detention with their assigning teacher to complete behavioral packets and action plans. Parent will be notified by the assigning teacher of the date, time and location of the detention using their first or second communication preference. Students who fail to attend the mandatory detention after a second notice or repeat the undesirable behavior will receive additional consequences through the Assistant Principal's office.

Level 3 Violations – Student will serve an administrative detention, In-School (ISS) and/or After School Detention (ASD) –for repeated Level 1-Level 2 undesirable behavior. Parent will be notified from the Assistant Principal and/or designee indicating the need for a mandatory site-visit conference to review the student's behavioral record and establish a success plan.

Note: Assistant Principal's Administrative Detention are scheduled on the Third Tuesday of the Month from 2:45 p.m. – 3:35 p.m. The administration reserves the right to assign detentions for any day of the week or replace the after school detention with another consequence such as inability to participate in unstructured free time (UFT), attend Related Arts Class, and/or participate in behavior incentive activities such as field days or dress down days.

Detention No-Show

If a student misses an assigned detention, students will be given an opportunity to make up the missed detention the following week. If the student misses the make-up detention, he/she will automatically receive an additional consequence through the Assistant Principal's office.

Administrative Suspension

After a student have received three or more discipline referrals, he/she will be progressive suspended for a period of 1-9 days depending on the nature of the incident. Any student suspended will be ineligible for dress down and other behavior based incentive activities. It is the responsibility of the parent/guardian of the suspended student to pick up missed schoolwork during the suspension after speaking with the administrative secretary.

Phone conferences and/or site visit conferences will be scheduled by the assigning administrator or designee for out of school suspensions entered in PowerSchool. The professional judgment of the administrator(s) and the facts of the misbehavior will guide administrative decisions as to whether or not a suspension will appear in the student's permanent record.

Note: Please refer to the Discipline Referral Form for additional

violations and actions that will be taken for students who exhibit undesirable behaviors. **Oglethorpe Discipline Referral Form Attached**

Discipline Referral Warning Letter

A Referral Warning Letter for chronic disruption may be given to any student for substantially disruptive behaviors that affects the orderly operation of the instructional learning environment, school climate or school related activities. The parent or guardian will be contacted by the administrative secretary or administrative assistant, where a mandatory phone conference is requested.

Discipline Referral Warning Letter

A student is defined as exhibiting chronic undesirable behavior if he/she substantially interferes with the learning process of students around him/her and reoccurs after reasonable and logical interventions have been implemented without success.

Substantially Disruptive Conduct

If a student's behavior or the conduct of the parent or guardian substantially disruptive in nature; as determined by school administration, campus police will be called and a request will be made for a tribunal hearing. The Assistant Principal or designee will:

A. Send a discipline referral chronic disruption letter home by the student which will require the parent/guardian signature.

B. Allow the parent to schedule and attend a conference with the Assistant Principal and/or designee(s) to devise a disciplinary and behavioral intervention plan.

C. Review student's Individualized Educational Plan (IEP), 504, Academic and/or Behavior Contract.

D. Employ the Response To Intervention (RTI) plan which includes a request for a behavioral intervention specialist to observe the student; thereafter, a mandatory conference will be held with the student's team of teachers along with the parent/guardian. During the conference, all intervention will be discussed and placed in the student's permanent file for future reference.

E. After reasonable and logical RTI strategies and supports have been implemented without success, the student along with the parent/guardian will be expected to attend a tribunal committee hearing where a request will be made for the student's immediate review and/or removal from the school.

***Unlawful Criminal Behaviors**

Students who are cited for committing unlawful criminal behaviors will be reported to the proper authorities and placed before a tribunal hearing committee for immediate review. Examples include but ARE NOT LIMITED to, (a) possess, use, buy, sell, or trade alcohol, tobacco, illegal drugs, or other controlled substances or drug paraphernalia on school property, at

school- sponsored events, or in or on school vehicles, (b) come on school property, come to school-sponsored events, or be in or on school vehicles after having consumed alcohol or drugs; and (c) students will not misuse prescription drugs on school premises; and (d) stealing which will result in an Level 3 offense and an immediate Tribunal Hearing where a request will be made for the student's removal from school.

Tribunal Hearing – Automatic Removal

- Undesirable behavior has caused a student or parent to be physically removed from the school grounds, the classroom, and/or off-campus activity at the request of the administration or supervisor in charge of students.
- Truancy
- Criminal/ delinquent acts of theft or attempted theft
- Engaging in conduct that violates policy 1041 related to drug possession or use including inhaling (huffing) glue, paint, or chemicals and possession of any type of weapon or item that could be considered a weapon
- Terroristic Threat/Threatening to harm others
- Failure of Parent/Guardian and/or student to meet their family contractual obligation after repeated requests and/or reasonable interventions
- Student receives 3 or more discipline referrals within a semester or school year.
- Cyber bullying a student, teacher and/or staff member that threatens their ability to teach, learn, or feel safe as verified by the AP or administration of the local school system. Such student would not have been subject to suspension or expulsion. In such instances, the local board shall not be required to independently verify the nature or occurrence of the applicable conduct or any evidence relating thereto.
- Alcohol
- Battery / Serious bodily injury
- Arson
- Bullying as confirmed by administration (3 strikes)
- Computer Misuse
- Chronic Bus Misconduct (Level 2 or higher)
- Willful Defiance (Includes Dress Code & Electronic Violations)
- Sexual Harassment - (See Appendix for definition and examples)
- Gang Related Activities
- Other Disciplinary Violations

Repeated Suspensions

Inappropriate contact, fighting, pushing, and/or hitting a person will result in an administrative suspension for all participants. Students are directed to immediately contact an adult and inform their parent/guardian about the incident. Upon three or more suspensions in a semester, a student and their parent/guardian will receive a notice to appear before Oglethorpe Charter School's Tribunal Hearing Committee where a request will be made for the student's immediate removal. Additionally, students placed on suspension or who are up for expulsion will be prohibited from attending or participating

in any school- sponsored events. It is the responsibility of the parent/guardian of a suspended student to pick up missed schoolwork during the suspension. Please call the administrative secretary in advance to arrange for work to be collected for pick- up.

Behavior Interventionist

A Behavior Interventionist (BI) in collaboration with the school administration or designee is assigned to our campus for at least four hours weekly. He or she will assist teachers and staff members with behavioral needs which include, but are not limited to:

1. Introducing and monitoring behavioral techniques to decrease disruptive behaviors of students, discipline referrals and options to suspensions when possible.
2. Implementing and leading the roll out of effective Positive Behavior Intervention and Supports (PBIS) as designated by the school administrator.
3. Collaborating and training staff, administrators, parents and others, as necessary, in the development of functional behavioral assessments, behavior intervention plans, and the manifestation determination process.
4. Providing continuous support and feedback to personnel designated to implement behavior intervention plans, collect behavior data, and complete progress monitoring and other data collection for RTI (response to intervention) team meetings.
5. Providing professional learning opportunities to school personnel related to classroom management techniques and other strategies supporting positive behavior supports.

Mentoring Program – Check and Connect: Check and Connect is a research-based mentoring program that helps to promote students' active participation in school and learning and help them feel connected to school. Through the counselor's office, your child may be provided a Check & Connect mentor who will meet individually with your child once a week while in school. During such meetings, your child's mentor will discuss attendance, academic progress, behavior and the importance of education. For areas of concern, we will problem solve together and look for possible solutions. Additionally, your child's mentor will access services in the school and community that may help her to be more successful in school. You are important to the mentor-student experience, and we look forward to working with you in supporting your child's school success. You will be contacted on a regular basis to share information about your child's progress in school. We invite you to share the valuable knowledge you have about your child and to share your questions and concerns whenever you have them. Please expect a call from your child's mentor within the first week of school to discuss your goals for your child and to set up a communication plan.

Restorative Justice Program: Restorative Justice Program involves administrators, teachers, counselor and/or behavioral interventionist holding conferencing sessions as needed to assist school administrators, faculty and staff in building a school community in which students respond to conflict through dialogue, coming to an understanding, and resolving issues. Such conferences are voluntary in nature and can be used in place of our school's traditional

disciplinary process. They involve structured meetings between a misbehaving student(s), the victims and/or witnesses, in which students deal with the consequences of wrongdoing and decide how best to repair the harm. Unlike counseling or mediation, these sessions will allow participants the opportunity to engage in straightforward problem-solving that supports the victim and offender in resolving problems through learning about the impact of their actions on others in a safe and nurturing environment. Adopting restorative practices does not mean that we will stop using punitive approaches. Primary and/or passive participants engaging in wrongdoing may choose not to be included in a restorative justice conference dialogue session with students who have been affected by their undesirable behaviors. Instead, student(s) may choose traditional discipline-based punishment as written in the student handbook.

PBIS Program: Oglethorpe Charter is in the process of becoming an official PBIS school. We have enlisted help from: Irene M. Denmark (First District RESA Safe, Healthy and Supportive Schools Program Coordinator School Climate Specialist, 201 West Lee Street Brooklet, Georgia 912-842-5000 fdresa.org). Although we have been practicing many PBIS acknowledgements and rewarding positive behavior, we needed to formalize our PBIS approach with a Georgia approved researched based PBIS program.

How Restorative Justice, PBIS and Check and Connect are incorporated into our discipline policy: Naturally, we realize that we have to go above and beyond the call of duty to keep all kids in school and use suspension as a last resort. Prior to OCS formalizing our PBIS process, there were many things that we were doing that fall in line with the formalized PBIS process. Example – Last year, we mapped out an entire year full of student acknowledgements to reward positive student behavior. In order to ensure that the students were in dress code and understood our dress code, we informed the kids on the first day of school that we would take the students that were in dress code for the first 2 weeks of school to the food court at the mall. We ended up taking the entire school (kids love the mall food court). We also told the students that we would take them to Get Air (trampoline gym) on week 4 if they showed that they could continue to abide by the dress code policy and if they had no discipline infractions higher than a level 1 violation. Level 1 violations are minor violations of the code of conduct. A student can commit a level 1 violation and still be eligible for the PBIS reward. Level 1 violations give the students some wiggle room. In our case last year, we took all but 4 kids to the trampoline gym at week four and back to the food court. We wanted to truly front load at the beginning of the year positive rewards for those students that were making good decisions. We also started a school store to have an in house reward activity for those students doing the right thing. The school store was ran every 2 weeks for the entire year. The criteria to make a purchase at the school store was different each time. We added academics to the school store equation. Example – The criteria used for the first school store reward in Oct was 100% class work completion in all classes. The criteria used for the second school store reward was no discipline violations higher than a Level 1 with no grade lower than a 70. We also did another PBIS related activity called grill and chill (grilled hotdogs and hamburgers) once a month. This basically was a reward activity for all students in which we celebrated

them for just being students at OCS. This PBIS activity along with the school store was ran by our FBLA club and sponsor. At the conclusion of the first and second semester last year, we had our good behavior trips for all grade levels. The first semester good behavior trip was to the bowling alley and then on to the food court afterwards. The second semester good behavior trip was to Star Castle (skating, laser tag and games) and to the food court afterwards. Historically speaking, Oglethorpe has gone on the bowling alley and Star Castle trip every semester rewarding those students that had no discipline violations for the semester for the past 13 years. We have kept this reward activity going, but we gave the kids even more wiggle room as the years have gone by. We allow the kids to go if they have no discipline violations higher than a level 2. We did this because we knew it was almost impossible for many kids to make it an entire semester with zero discipline infractions. In order to keep pushing the students academically in the spring after testing, we added yet another food court trip for those that had 100% work completion, no grade lower than an 80 and no discipline violations higher than a level 1. Through our guidance program, we instituted a TAG program (recognizing good deeds performed etc.) in which kids were tagged (provided a note stating why they were tagged and a piece of candy and publicly recognized in front of their peers for their good deed). We did this once a month during lunch. **Note – What you have just read was our attempt at providing a PBIS program on our own as a school. When it came time to lay out the calendar for this year, we felt like we might have provided too many PBIS related off campus experiences and cut those experiences down to keep the kids on campus to squeeze in more academics. We also added more PBIS related rewards this year with a heavier focus on academic achievement. We also strongly feel like we have a 5 star school climate at Oglethorpe and the only way to receive that 5 star rating is to implement a research based PBIS program. We contacted Irene Denmark with first district RESA to implement the state approved PBIS model. At the conclusion of this school year, Oglethorpe should be implementing with fidelity the research state approved PBIS program.**

Restorative Justice: Oglethorpe implemented restorative justice last school year with the help of a behavioral interventionist that was provided to us by the local school district. The Restorative Justice Program involves administrators, teachers, counselor and/or behavioral interventionist holding conferencing sessions as needed to assist school administrators, faculty and staff in building a school community in which students respond to conflict through dialogue, coming to an understanding, and resolving issues. Such conferences are voluntary in nature and can be used in place of our school's traditional disciplinary process. They involve structured meetings between a misbehaving student(s), the victims and/or witnesses, in which students deal with the consequences of wrongdoing and decide how best to repair the harm. Unlike counseling or mediation, these sessions will allow participants the opportunity to engage in straightforward problem-solving that supports the victim and offender in resolving problems through learning about the impact of their actions on others in a safe and nurturing environment. Adopting restorative practices does not mean that we will stop using punitive approaches. Primary and/or passive participants engaging in wrongdoing may choose not to be

included in a restorative justice conference dialogue session with students who have been affected by their undesirable behaviors. Instead, student(s) may choose traditional discipline-based punishment as written in the student handbook.

Note – We are in year 2 of fully implementing our restorative Justice program and it is used frequently in order to keep students in school and keep them from being suspended.

Check and Connect Mentoring Program: We have implemented this research based program this year targeting 100 students that have had a tendency to hit the discipline radar or academic radar or both. Students that experience academic issues often times experience behavioral issues. The overarching theme of our Check and Connect Program is to have a positive relationship with the students and have positive communication with the parents. We have assigned 2 kids per faculty member. The faculty member has a monitoring form (see form) that addresses academics, behavior and communication with the student and family.

ISS Instituted: We realized that the students that we suspended often times would not do any of the academic work provided to them while on suspension. With some personnel restructuring, ISS is now a fixture of our overall discipline plan at Oglethorpe.

Explanation for the disparity in rates of out of school suspensions and expulsions for Black/African American Oglethorpe students versus other sub groups: Oglethorpe Charter School completely mirrors the demographics of the city of Savannah. Our African American population is our largest subgroup. By simply trying to enforce our code of conduct, more African American Children have been suspended or expelled. We recognized this as a flaw in how we go about enforcing our code of conduct and added programs (PBIS, Restorative Justice and Check & Connect) over the past 2 years to help reduce those numbers and provide a discipline program that is less punitive and more kid friendly.

Summary of Disparity of out of school suspensions and expulsions for Black/African American students versus other racial subgroups and our plan of action to prevent suspensions and expulsions: The major features of our discipline plan at Oglethorpe have shifted tremendously over the past 2 years with the implementation of the research based Restorative Justice Program, implementation of the state approved PBIS Program, implementation of our research based Check and Connect Program, and our implementation of ISS. We feel like our PBIS acknowledgements/rewards (food court, school store, grill and chill, monthly tag program and good behavior trips) provide all of the students with quality school experiences to look forward to on a frequent basis). We have shifted our focus and philosophy away from being punitive when dealing with student behavioral issues. We strongly feel like the implantation of our research based programs will greatly reduce our out of school suspension and expulsions of not only our African American students but all of our students.

5a. Include dates when each action of the plan will be completed and who is responsible for implementing each action:

The state approved research based PBIS Program implementation began in May, 2017 with an organizational meeting with Mrs. Denmark (First District RESA) and Dr. Mulvanity (OCS Director of Instruction) and Kevin Wall (Principal). Training dates were established to start the process and Dr. Kolman (Assistant Principal in charge of discipline) was assigned to attend and be the school level coordinator of the PBIS program at OCS while Dr. Mulvanity was assigned to be the district level coordinator of the program. Dr. Kolman attended the year one intro roll out of the PBIS program during August, 2017 pre-planning in Effingham County. Dr. Kolman came back from the meeting and identified the following OCS teachers to attend the Day 1 training in September, 2017: Luis Branch (OCS Spanish and Orchestra teacher assigned to be the PBIS team leader), Ashley Powel (OCS ELA teacher assigned to be the PBIS coach), Nicole Dillion (OCS ELA teacher assigned to be the PBIS discipline specialist), Eric Turner (OCS band teacher assigned to be the PBIS timer), Mark Case (OCS guidance counselor assigned to be the PBIS data specialist), and Rebecca Greenbush (OCS science teacher assigned to be the PBIS data entry person). Dr. Mulvanity attended the District PBIS Coordinator's meeting in October, 2017 in Macon, GA. The PBIS team listed above meets every 4th Tuesday, and they are scheduled for their second day of training on December 7, 2017.

Dr. Kolman (Assistant Principal of Discipline), Dr. Mulvanity (AP Director of Instruction) and Mark Case (Guidance Counselor) are the lead facilitators of the Check and Connect program. Our initial meeting of the rollout of this program took place on Nov 7, 2017. Dr. Kolman is working closely with Dr. Mulvanity from a discipline and academic perspective so that we identify the 100 students that will benefit from this program. Mark Case is the lead facilitator for the electronic platform and paper back up that will be used by the teachers (see Oglethorpe Titan Check & Connect Monitoring Form). Our plan is for all of our teachers to be involved and monitor 2 kids.

The Restorative Justice Program was rolled out last year at Oglethorpe with the Savannah Chatham County Public School behavioral interventionist (Tanis Hall) that was assigned to Oglethorpe. The lead OCS facilitator's of the Restorative Justice Program are Dr. Kolman (AP over discipline) and Mark Case (guidance counselor). As far as a specific date concerning when a Restorative Justice session takes place, they are scheduled when needed. Note – We have already had several restorative justice sessions this year with overwhelming success.

The TAG Program has been a part of the fabric of OCS for 12 years. The guidance counselor takes the names from the teachers of the students being tagged for good deeds, writes the note that is attached to the good deed, tapes it on a piece of candy and then the tagged students are publicly recognized for their good deed during their grade level lunch in front of their peers. One of the teaching team teachers reads the note, as the student stands up in front of his/her peers and comes forward to receive the note and the piece of candy.

5b. Include how the Governing Board of OCS will oversee the action plan and hold OCS staff and administration accountable for adhering to it: The action plan that is put in place will be reported on every month during the monthly Governing Board meetings as part of the administrators report. The report will be reflected in the meeting minutes.

Supplemental Budget Surplus Statement: Oglethorpe Charter School reported a budget surplus of \$400,000 with the hopes of using those surplus funds for a possible high school expansion. Our other financial goals for the next 5 years include maintaining our current one to one technology ratio in all classes. We are currently in year 4 of our one to one technology in all of our core academic classrooms. Every Oglethorpe student has a google chrome book or iPad in every class they attend. Our math teachers chose the iPad technology while our reading, writing, social studies and science classes chose the chrome books. Many of our original chrome book and iPad purchases are due to be replaced. As part of our initiative to improve our science scores and get kids excited and engaged about science in general, we are starting an environmental science program. This will require a minimum \$100,000 expenditure just for the tanks and aquariums that will be placed inside the school. The hiring of a quality environmental science teacher could range from \$60,000 - \$100,000 when figuring in benefits. Oglethorpe has always provided more athletic and after school opportunities than most of the middle schools in the Savannah Chatham County School System. We would like to also purchase a competition mat for the gym (\$12-\$15,000) so that we could offer wrestling, competition cheerleading and Taekwondo. Naturally, we would also have to expend money out for these programs to hire coaches and purchase uniforms.

OCS has reported that the school system provides the funds and/or services such as transportation, technology, payroll, and services for SPED. What happens if this ceases? To answer this financial question, we would naturally have to contract out with the various service providers to provide what we need. Oglethorpe along with the other charter schools in the system had to contract out our Speech services with Cobb Pediatrics this year. Prior to the 3% administrative fee being added to all charter schools this year, Oglethorpe contracted out all technology services right back to school system personnel. When the 3% administrative fee was added, the school system absorbed the technology fee. Currently, the school system takes care of Oglethorpe's transportation and payroll. I would hope that the school system would let us negotiate a fee to pay them like they did with our technology fee that we paid prior to the 3% administrative fee being added. Oglethorpe has worked extremely hard to develop and maintain positive relationships with all SCCPSS personnel involved with payroll and transportation. From a continuity and business perspective, staying involved with paying the school system for services would be better for Oglethorpe rather than contracting out with a separate transportation provider or payroll/benefit provider.

Thank you for allowing us to clarify and provide supplemental material. The hard copy of this letter should be arriving to your office by late this week or early next week. I wanted to get you the electronic copy today in the event further clarification is needed prior to December 14th.

Sincerely,

Kevin Wall

Other Business: None

Parent, Guest, Teacher, and Staff Comments: None

The meeting was adjourned at 5:54 pm.

The next scheduled meeting is April 25, 2022 at 5pm.

Respectfully Submitted,
Cathy Vogel
Oglethorpe Charter School

OGLETHORPE CHARTER SCHOOL

Governing Board Meeting February 28, 2022

Board Members Present: Lisa Reavis, Connor Buchanan, Jonathan Brown, Jon Cohen, Matt Dowling, Shenequa Gresham, Dawn Deppen

Board Members Absent: Patrick Dean, Regina Rahimi, Chris Hintz, Sam Carter

Principal Present: Kevin Wall

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

Agenda: Motion to approve agenda: Jonathan Brown
Motion to second: Connor Buchanan
Motion unanimously passed

Approval of January 31, 2022 meeting minutes:

Motion to approve: Connor Buchanan
Motion to second: Jonathan Brown
Motion unanimously passed

Financial report was presented by Connor Buchanan

Mr. Buchanan reported a funds transfer from the main operating account into the money market account took place to maximize interest and offset monthly service fees.

President's Report: We are still tracking the mandatory training hours each board member must log, and will continue to do so until all training hours are logged.

Principal's Report: See following memo to Board taken from Principal's notes:

To: OCS Governing Board
From: Kevin Wall
Date: February 28, 2022

Congratulations to Hannah Brown: Hannah has been selected to represent Oglethorpe Charter School as the February Student of the Month. Hannah is taking many high school classes as an 8th grader this year (9th Comp Lit, 9th Math, 9th Physical Science, and Engineering). She is a high honor roll student that very seldom makes a grade below 95. She is a member of the BETA club, participated in volleyball, and recently earned first chair for the District Honor Band playing the tenor saxophone. Hannah hopes to use her musical talent to get into Savannah Arts Academy and eventually attend the University of Valley Forge. Her desire is to do something in the field of ministry one day. During her free time, Hannah participates in gymnastics. She is inspired by her parents and coaches because of the sacrifices they have made to help her be successful. **Great Kid!**

Boys Soccer: The following student athletes will represent Oglethorpe Charter School in soccer this year:

Adedire Adedokun	Valentino Aguilar	Justin Benitez
Isaiah Berry	Saul Castillo	Giovanni Cabrera-Garzon
Sanlos Celestin	Mikail Coleman	Nicholas Curry
Isaiah Green	Zeric Parker	Aeson Pence
Brendan Poole	Jacob Smith	Brandon Smith
Nathaniel Traynor	Elisha Williams	

James Shehane will be coaching the team this year. Good luck players and Coach Shehane!

Grils Soccer: The following student athletes will represent Oglethorpe Charter School in soccer this year:

Sophia Maiorano	Destiny Edwards	Sarah Armstrong
Azaria Kent	Paige Hunter	Kierston Brown
Anaya Vance	Cire' Vinson	Limar Laila
Jordan Rivers	Jordan Ellison	Jamya Cohns
Serenity Mustipher	Tajanay Jackson	Kenlasia Martin
Akeelah Allen	Semira Lee	Taliaya Harris

Rebecca Greenbush will be coaching the team this year. Good luck players and Coach Greenbush!

8th Grade Graduation Changes: The 8th grade graduation/bridging ceremony will now take place on Monday, May 23rd. We are also going to do the 8th grade picnic here at the school rather than at Lake Mayer. The picnic will take place for both teaching teams the week of May 16th – May 20th.

Basketball: The boys and girls teams both finished the basketball season with 6-1 winning records. Due to COVID situation that took place during January, no middle school season ending tournament was held this year. Both teams should be commended for all of the adversity they faced will compling many wins.

COVID Update: The following COVID numbers for the week of Feb 14th – Feb 18th:

Students Positive- 2
Staff Positive – 0

Students Quarantined- 3
Staff Quarantined- 0

Note: I am not quite sure how we made through the month of January. We averaged between 10-15 staff out daily the entire month, and we averaged 110 students out daily for the entire month.

Kevin Wall, Principal
kevin.wall@sccpss.com

Committee Reports

Governance and Accountability: Chair, Patrick Dean - none

Nomination Committee: Chair, Jon Cohen - none

Academic Committee: Chair, Regina Rahimi with Chris Hintz - none

Other Business: None

Parent, Guest, Teacher, and Staff Comments: None

The meeting was adjourned at 5:17 pm.

The next scheduled meeting is March 21, 2022 at 5pm.

Respectfully Submitted,
Cathy Vogel
Oglethorpe Charter School