



OHVA Board of Trustees Meeting

December 7, 2021

Our Approach: Student-centric, Innovative

Our People: Passionate, Engaged

Our Students: Inspired, Empowered, Educated

1. Meeting called to order by Vice President Susan Lippens at 2:04 PM.

2. Roll Call/Guests:

	Board Members	Present	Absent	Time of Arrival After Call to Order
1	Kelly Arndt – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Adam Davenport – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Patricia Humbert – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4	David Kalman – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Susan Lippens – Board Vice President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Ben Lochbihler – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Gina Lopez – Member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
8	Jacob Moeller – Board Treasurer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Matt Norton – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Tiaunna Richardson – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	Stephen Vasquez – Board President	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12	Jennifer Wise – Board Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13	OCCS Ex-Officio Representative	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Also in attendance were: K12 Senior Head of School, Dr. Kristin Stewart; K12 Director of Academics Kyle Wilkinson; K12 School Treasurer and OHVA Designated Fiscal Officer Kate Diu; K12 Sr. Operations Manager Emily Rogers; K12 Special Programs Director Johna McClure; K12 Human Resources Manager Carole Arman; K12 administrative team and OHVA Legal Counsel Renisa Dorner and Jennifer McHugh.

3. Approval of Minutes of the Regular Meeting of October 19, 2021

Mr. Davenport moved to approve the minutes as written; Ms. Wise seconded, and all in attendance voted in favor.

4. Operations

a. Head of School Report

Dr. Stewart provided a 3-page report indicating enrollment is 16,289 with 16.4% special education. Enrollment was suspended in October due to program capacity. Dr. Stewart reported enrollment will proceed on January 10, 2022 for the second semester for grades K-5 and 9-12. However enrollment for grades 6-8 will likely remain suspended due to program capacity. Four pictures of former OHVA students have been added to the Wall of Honor. Dr. Stewart featured one of the students, Amy Aiken. Impact



Academy continues to show strong performance. Numerous students are engaged in the eSports for OHVA. Cognia accreditation appears imminent and Dr. Stewart thanked the Board members, OHVA teachers, students and parents who participated in interviews during the accreditation review. Cognia mentioned a strength of the school is the longevity of its Board members.

b. Academic Report

Mr. Wilkinson presented an 8-slide PowerPoint presentation including a summary of the Cognia accreditation. The official Cognia report is expected in 30 days. Mr. Norton requested the official report be sent to all Board members when available. Dr. Stewart agreed. OHVA received the highest rating in 31 of the 34 standards.

Board Treasurer Jacob Moeller entered the meeting at 2:18 p.m.

Board President Stephen Vasquez entered the meeting at 2:19 p.m.

Mr. Wilkinson explained the graduation rate of 62.57% included in the state report card. Approximately 400 students were forced to be withdrawn under the truancy law and these students are still be counted against OHVA. Dr. Stewart mentioned efforts are underway to require the home residency district to accept responsibility for these truant students.

Mr. Norton asked about state test results and assessments showing how the students are performing this year. Mr. Wilkinson explained that in February there will be data showing growth from the first assessment to the middle assessment. Mr. Wilkinson promised to provide some additional data later in the meeting.

- Reading Improvement Plan**

Motion I: Resolution regarding the Reading Improvement Plan

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the Reading Improvement Plan as presented by the Head of School. A copy of the Reading Improvement Plan is attached hereto.

Discussion: Mr. Wilkinson reviewed the Reading Improvement Plan amendments including adding school psychologist to the team, adding MindPlay as an available resource tool, exit tickets to Class Kick and adjustments to the goals to align with the CCIP.

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

c. Operations Report



i. Residency Verification Update

Ms. Rogers reported 9,335 addresses were processed through the Verimove system in November and 337 addresses reported forwarding addresses. OHVA administration is following up on all addresses that were flagged.

5. Personnel/Staff Development

a. New Hires

Motion II: Resolution regarding OHVA Employment Agreements

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

Employee Name (Last Suffix, First MI)	Job	Hire Date
Kiger, Kelly E.	Teacher HS	10/18/2021
Leslie, Michaela A.	Teacher Instruct Support	11/01/2021
Meyer, Heather E.	Intervention Spec 35	10/18/2021
Rogers, Annette M.	Transition Svcs Liaison	11/01/2021
Cianciolo, Haley F.	Transition Svcs Liaison	11/01/2021

Discussion: Dr. Stewart noted all hires were due to either need, replacement or consistent with the IDEA ESSER grant funds.

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

b. Resignations

Motion III: Resolution regarding employee resignations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of Meghan A. Thompson as of November 23, 2021, based on the unique circumstances presented by this individual, as recommended by the Head of School and reviewed with the HR Committee.

BE IT FURTHER RESOLVED THAT the Board of Trustees of OHVA hereby rejects the resignation of Tiffini R. McNeely, who has been deemed to have abandoned her position at OHVA as of her resignation date of November 28, 2021.

Discussion: Dr. Stewart explained Ms. Thompson provided adequate notice and reason for her need to resign her position whereas Ms. McNeely gave no notice and unacceptable reason for her sudden resignation.



Moved: Davenport

Seconded: Wise

Vote: Arndt

Y N

Davenport

Y N

Lippens

Y N

Lochbihler

Y N

Moeller

Y N

Norton

Y N

Richardson

Y N

Vasquez

Y N

Wise

Y N

6. Compliance

a. OCCS Update

No update was provided. Prior to the meeting, Lisa Burke provided a 2-page Board Brief.

b. Semi-Annual Bullying and Harassment Report

Dr. Stewart reported there were 2 complaints filed as a result of an interaction between two teenage females. They were removed from being in the same class to avoid any further interaction.

7. Finance

a. Audit and Financial Oversight Committee Report

Ms. Diu reported all information was timely submitted to the auditor in order to complete the audit.

b. Budget Review

Ms. Diu reviewed the forecast showing a \$3.1 million deficit as compared to the budget showing a deficit of \$3.9 million principally due to the increase in enrollment expected for the second semester.

Board member Gina Lopez entered the meeting at 2:45 p.m.

c. Bank Reconciliation (October and November)

Motion IV: Resolution regarding filing of the Bank Reconciliations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the filing of the bank reconciliations for the months of October and November 2021 as presented by the School Treasurer and reviewed by the Audit and Financial Oversight Committee.

Discussion: Mr. Moeller confirmed he had an opportunity to review the bank reconciliations prepared by Ms. Diu for the months of October and November 2021 and they appeared appropriate.

Moved: Moeller

Seconded: Arndt

Vote: Arndt

Y N

Davenport

Y N

Lippens

Y N

Lochbihler

Y N

Lopez

Y N



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

8. Other Updates

In response to Mr. Norton’s earlier questions regarding data available to show progress, Mr. Wilkinson presented academic data that is reviewed regularly by OHVA administration. Principal Amy Helms-Borchers was asked to provide an overview of the data used in the 2-5 grade level.

9. Upcoming Event Dates and Communications

a. Board – February 15, 2022

Ms. Wise reported that she may not be in attendance at the next Board meeting. Ms. Lippens reminded everyone of the next scheduled Board meeting.

b. Sunshine Law Training

Ms. Dorner reminded all Board members that Sunshine Law training would be provided immediately after the conclusion of the Board meeting for approximately 45 minutes.

Having no further business, Ms. Lippens adjourned the meeting at 3:05 p.m.

OHVA Reading Improvement Plan K-3

Section 1 – Leadership Team Members

Dr. Debbie Wotring, K-2 Principal

Amy Helm-Borchers, 3-5 Principal

Kate Anderson, Kindergarten Academic Lead Teacher

Shannon Foote, 1st Grade Academic Lead Teacher

Haylee Crecco, 2nd Grade Academic Lead Teacher

Allison Daulton, 3rd Grade Academic Lead Teacher

Sarah Stampfle, K-2 School Psychologist

Kali Fronczek, K-5 School Psychologist

Section 2- Literacy Vision Statement

All students will develop the skills to read and comprehend on grade level by the end of 3rd grade. Student deficits will be identified through diagnostic assessment tools to determine and monitor whether they are on-track or off-track at specific intervals throughout the instructional calendar year. Implementation of evidence-based interventions and instructional strategies will be used to address academic deficits and facilitate student growth and achievement in literary acquisition.

Section 3- Overall Improvement Plan Alignment with School Improvement Plan and Goals

<p>PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.</p>	<p>Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)</p>	<p>Solutions (Strategies):</p>
<p>PRIORITY NEED/GOAL 1</p> <p>Increase reading achievement in grades 3-5 where:</p> <ul style="list-style-type: none"> ▪ 75% of 3rd graders and ▪ 70% or more 4th and 5th graders <p>will be "on track" as measured by NWEA/MAPS growth assessments by the end of the school year.</p>	<p>Ensure structures and procedures in place to support Learning Coaches and families be successful in an online model.</p> <p>Building a culture where staff members understand they are an advocate for students and for student success and value the partnership with Learning Coaches.</p> <p>Continually develop the skills and knowledge of teachers so that they can effectively instruct in an online environment.</p> <p>Support Learning Coaches to identify quality instructional practices to use and apply in the home environment.</p> <p>Use of data to differentiate instruction and provide specific foundational needs of students.</p> <p>Continue to work to align curriculum, instruction and assessments by mapping out each grade level annually.</p> <p>Modify curriculum and target instruction, as needed (e.g. for our Students with Disabilities).</p>	<p>Improve our method of inclusion to increase the success of students with disabilities.</p> <p>OHVA will offer an individualized/differentiated curriculum to all students through the use of a mastery-based curriculum in grades 3-5. Both synchronous and asynchronous learning opportunities are available to all students. Teachers have ongoing opportunities to upgrade their skills through Professional Development and through Professional Learning Community involvement. Tuition reimbursement is offered to all staff members to augment licensure and add certifications and/or endorsements.</p> <p>A culture of data driven instruction will continue to be utilized across all grade levels at OHVA. Professional development and mentoring programming will be offered to further refine staff abilities to collect, analyze, and utilize student level data.</p> <p>High student engagement is a consistent goal for the academic program at OHVA. Efforts to increase engagement by OHVA families and students will be increased by coordinating efforts and resources within and outside of OHVA.</p> <p>Principals and hiring managers screen each teaching candidate's credentials prior to the interview process. OHVA uses an online program that requires applicants to make credentials available prior to the interview. After hire, the OHVA academic professional development coordinator verifies credentials and generates a HQT file for each teacher. The individual HQT information is aligned to the teacher's individual professional development plan for license renewal. The HQT information is collected and verified using the ODE HQT toolkit. The HQT status of all teachers is made available to</p>

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
		<p>the public. Teachers are hired and assigned courses based on their licensure and HQT status. OHVA annually reviews and revises employment procedures to ensure they meet Highly Qualified Teacher standards. OHVA Academic Professional Development Coordinator is the single point of contact for HQT verification.</p> <p>OHVA provides ongoing, high quality professional development all OHVA staff (teachers and other instructional staff) focused on understanding the academic needs of all students. The OHVA school improvement plan focuses on how to impact academic gaps in student achievement by targeting instructional and assessment practices that result in improved student performance. The planning process involves all internal stakeholders (e.g. parents, teachers, students, and board members) as well as external stakeholders such as our charter school authorizing entity. The needs of the OHVA school improvement plan is communicated and actualized by all staff. We support positions and conferences focused on highly quality professional development that is aligned to our identified academic needs. We allocate specific staff and parent in-services on professional development and training needs as identified. All professional development is supported through each stakeholder's Individual Professional Development Plan. Additionally, our parent steering committee supports the school improvement plan as outlined in their parent driven goals. OHVA uses mentor leads to provide resident educator mentorship. In addition, OHVA's administration employs an Academic Professional Development Coordinator.</p> <p>OHVA will continue to pursue the highest quality staff members through recruitment online, at college job fairs, and through personal referrals from current staff.</p> <p>OHVA uses Title I and Title IIA funds to support and ensure that all staff members are offered high quality professional development opportunities to maintain their HQT status. Title IIA funds are used to recruit and retain highly qualified teachers in core academic areas</p>

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 3 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
		<p>attend workshops, conferences, and classes specific to their teaching assignment, towards the maintenance of their HQT needs, and professional growth. Professional development needs are identified as a result of the local report card and local data and outlined in the OHVA school improvement plan, which outlines teacher instructional commitments, parent involvement practices, and targeted instructional practices. Kate Diu is the School Treasurer at OHVA coordinating and documenting the fiscal resources for alignment. Funding sources are coordinated through the school's planning team, which analyzes the HQT/PD and teacher staffing needs each year along with all other needs evidenced through the Local Report Card. Fiscal resources and strategies are aligned to the needs identified in the Needs Assessment. The school treasurer coordinates and documents use of fiscal resources for audit purposes. The school provides fiscal and human resources to support initiatives to promote retentions of HQT teachers and Principals.</p> <p>Enrichment and/or tutoring services will be provided to students meeting eligibility criteria based on applicable academic data and staff referrals. Families will receive timely notification of selection for these services as required. Students will have real time access to advisors, and school counselors to support social and emotional development.</p> <p>OHVA students will participate 100% in grade level appropriate state mandated assessments.</p> <p>OHVA students with disabilities will participate in state mandated assessments as per their IEP/504 or other special education documentation directs.</p> <p>OHVA will provide Title I services and supplemental materials as needed for homeless students.</p> <p>Coordination of services will be overseen by Federal Programs Coordinator and At Risk Services Coordinator to facilitate supports for families as needed.</p>

Section 4- Action Plan for students on a RIMP (Reading Improvement and Monitoring Plan)

Reading Improvement Plan

Grade	Diagnostic Assessment & Frequency	Progress Monitoring Tools	Other Assessments	Weekly Reading Instruction Plan	Parent Involvement
K	AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment	AIMSweb+ Weekly progress monitoring for all students working off track Reading Eggs OG Reading Instruction	Exit tickets in Class Kick Sight word lists Fluency passages	-Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress. -Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition,	-RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Newsletters

				<p>letter sounds, phonemic awareness)</p> <ul style="list-style-type: none"> -Small Group Instruction -Differentiated Instruction -Strategies- Book/Picture walk, Text-to; self, world, text connections, Reader's Theater, Repeated Poetry / Predictable Text Reading, -OG reading interventions daily for students working below target as indicated by data. -Teacher TBT meetings to discuss student data 	<ul style="list-style-type: none"> -Attend parent/student conferences -<u>Putting Reading First</u> document -Ensure student attends all testing and progress monitoring sessions
1	<p>AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track</p> <p>Reading Eggs</p> <p>OG Reading Instruction</p>	<p>Exit tickets in Class Kick</p> <p>Sight word lists</p> <p>Fluency passages</p>	<ul style="list-style-type: none"> -Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress. -Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds, phonemic awareness, phonics, fluency, vocabulary, comprehension) -Small Group Instruction -Differentiated Instruction -Strategies- Book/Picture walk, Text-to; self, world, text connections, Graphic Organizers, Reader's Theater, Repeated Poetry / Predictable Text Reading, High Frequency Word Drills and Incremental Practice, Tape Assisted Reading, Partner Reading, Reciprocal Reading, Preview passage/Preview questions, Think-Pair-Share, Paired 	<ul style="list-style-type: none"> -RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Newsletters -Attend parent/student conferences -<u>Putting Reading First</u> document -Ensure student attends all testing and progress monitoring sessions

				<p>Passages for comparing and contrasting</p> <p>-OG reading interventions daily for students working below target as indicated by data.</p> <p>-Teacher TBT meetings to discuss student data</p>	
2	<p>AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track</p> <p>RAZ Kids for fluency, vocabulary, and comprehension</p> <p>Mindplay</p> <p>OG Reading Instruction</p>	<p>Exit tickets in Class Kick</p> <p>Sight word lists</p> <p>Fluency passages</p>	<p>-Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress.</p> <p>-Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds, phonemic awareness, phonics, fluency, vocabulary, comprehension)</p> <p>-Small Group Instruction</p> <p>-Differentiated Instruction</p> <p>-Strategies- Book/Picture walk, Text-to; self, world, text connections, Graphic Organizers, Reader's Theater, Repeated Poetry / Predictable Text Reading, High Frequency Word Drills and Incremental Practice, Tape Assisted Reading, Partner Reading, Reciprocal Reading, Preview passage/Preview questions, Think-Pair-Share, Paired Passages for comparing and contrasting</p> <p>-OG reading interventions daily for students working below target as indicated by data.</p> <p>-Teacher TBT meetings to discuss student data</p>	<p>-RIMP shared with parent</p> <p>-90 Minutes of reading instruction daily</p> <p>-Student class attendance daily</p> <p>-Reading Resources weekly in Newsletters</p> <p>-Attend parent/student conferences</p> <p><u>-Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>

3	<p>MAP/ NWEA 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p>	<p>Reading A-Z/ RAZ Kids for fluency, vocabulary, and comprehension</p> <p>Mindplay</p> <p>OG Reading Instruction</p> <p>San Diego Word List</p> <p>Fluency Passages</p>	<p>San Diego Word List</p> <p>Exit tickets- USA Test Prep</p> <p>Interim Assessments (4 per year) USA Test Prep</p>	<p>-Students who score below the MAP cut score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress.</p> <p>-Specific Reading Deficiencies will be identified for targeted intervention (Phonemic awareness, phonics, fluency, vocabulary, comprehension)</p> <p>-Students will be placed in a class and work with a Licensed Reading Specialist</p> <p>-Small Group Instruction</p> <p>-Differentiated Instruction</p> <p>-Strategies- Book/Picture walk, Text-to-speech; self, world, text connections, Graphic Organizers, Reader's Theater, Repeated Poetry / Predictable Text Reading, High Frequency Word Drills and Incremental Practice, Tape Assisted Reading, Partner Reading, Reciprocal Reading, Preview passage/Preview questions, Think-Pair-Share, Paired Passages for comparing and contrasting</p> <p>-Teacher TBT meetings to discuss student data</p> <p>-OG reading interventions daily for students well below grade level as indicated by data.</p>	<p>-RIMP shared with parent and updated quarterly</p> <p>-90 Minutes of reading instruction daily</p> <p>-Student class attendance daily</p> <p>-Reading Resources weekly in Newsletters</p> <p>-Attend Student led conferences</p> <p><u>-Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>
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