

**EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL**

Regular Meeting  
Martin Luther King Center  
October 10, 2018

**MINUTES**

**I. CALL TO ORDER**

Ed Ford called the meeting to order at 8:00 a.m.

**II. PLEDGE OF ALLEGIANCE**

Ed Ford led the Pledge of Allegiance

**III. ROLL CALL**

The roll was called, and those present and absent were:

<b><u>Members Present:</u></b>	<b><u>Member Absent:</u></b>
Ed Ford, Steve Miller, Nancy Ngai, Tom Tyree	

**Thereby, a quorum was established.**

**Staff Present:**

William Regenhardt, Executive Director  
Alicia Huizar, Superintendent  
Brian Grossenburg, Principal  
Beatriz Aguilar, Clerk to the Board

**Staff Absent:**

Patricia Ray, Operations Director

**Guests (from the sign in list)**

Stuart Smith, YPIC  
Gary Gammel, YPIC  
Shavon Knox, YPIC

**IV. CALL TO THE PUBLIC**

There were no comments from the public.

**V. APPROVAL OF MINUTES**

Ed Ford asked for a motion to accept the minutes from the September 12, 2018 meeting. Steve Miller moved to approve the minutes from the meeting of September 12, 2018; Second by Tom Tyree. The motion carried.

VOICE VOTE: The motion carried 4-0.

## VI. SCHOOL PRINCIPAL’S REPORT

Brian Grossenburg reported the following:

### A. Enrollment & Attendance:

- Enrollment is at 110.
- Attendance is at 92.3%

### B. Overview of RTI Frameworks:

- Brian Grossenburg presented the Overview of RTI Frameworks. He presented the following information:

**Educational Opportunity Center’s Tiered Model**

	<b>Tier 1</b> <i>Core Curriculum and Instruction</i>	<b>Tier 2</b> <i>Supplemental Instruction</i>	<b>Tier 3</b> <i>Increased Levels of Supplemental Instruction</i>
<b>Description of Purpose</b>	<ul style="list-style-type: none"> <li>• Tier 1 is for every student in a <i>general education</i> setting.</li> <li>• Tier 1 is the *Core Instructional Program (Teachers College Reading) provided to all students by the general education teacher in the general education classroom.</li> <li>• Tier 1 should meet the needs of 80% - 90% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 offers support in addition to the Core Instructional Program.</li> <li>• Tier 2 should have no more than 5 – 15% of students who were not meeting the Tier 1 benchmark.</li> <li>• Tier 2 instruction will occur in small group settings at the student’s instructional level.</li> <li>• Tier 2 supports should be based on some form of structured evaluation that provides evidence on why extra intervention is needed, but not necessarily a formal evaluation system.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 3 offers a high level of instructional intensity.</li> <li>• Tier 3 is typically reserved for approximately 1 – 5% of students in a class who will receive more intensive instruction in addition to their core instruction.</li> <li>• Tier 3 involves documentation and completion of a formal evaluation system.</li> </ul>
<b>Key Elements</b>	<ul style="list-style-type: none"> <li>• Integrated School Wide Reading</li> <li>• School Wide Math</li> <li>• Direct Instruction of foundation skills, concepts and vocabulary (Choral Responding)</li> <li>• Cooperative Learning Opportunities to extend foundation skills</li> <li>• Inquiry Based Learning Opportunities to analyze systems and multiple concepts.</li> <li>• Response to Intervention Math and Reading classes</li> <li>• Vocabulary taught in context</li> <li>• Backwards Assessment Model of Curriculum Development</li> <li>• Common Core Math</li> <li>• AIMSweb Assessment (Fall and Spring)</li> <li>• AZMerit –Computer Based(Fall and Spring)</li> <li>• Multiple Assessment Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch Intervention weeks 7 through 9</li> <li>• Outside School Day Intervention (OSDI)</li> <li>• Entry Level Case Management Data Collection</li> <li>• Basic Level Laurus Math</li> <li>• Independent Learning Opportunities</li> <li>• AWC/STEDY Partnership In CTE Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation for Section 504 eligibility</li> <li>• Evaluation for IDEA-Special Education Eligibility</li> <li>• Alternative Path to Educational Success (CTE, Independent Study, Adapted Curriculum, Adapted School Day)</li> <li>• Mandated Case Management</li> </ul>

Environment	<ul style="list-style-type: none"> <li>Whole class grouping</li> <li>Small-group</li> <li>Individual in classroom setting (approximately 2 to 3 minutes per period)</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction (3-8 students)</li> </ul>	<ul style="list-style-type: none"> <li>Individualized or small group instruction (1-8 students)</li> </ul>
Staff Allocation	<ul style="list-style-type: none"> <li>All teachers</li> <li>Principal</li> <li>Academic Advisor</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Interventionists</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Teacher</li> <li>Interventionists</li> <li>Principal</li> <li>Teachers under collaboration with SPED Teacher, Interventionist, and/or principal</li> </ul>
When	<ul style="list-style-type: none"> <li>85 to 90-minute blocks separated into 4 periods. School Wide Math and Reading Occurs in Period 2 (Prior to 15/16 SW occurred in Period 4).</li> <li>Extra assessment opportunities are provided outside the school day, but not during the school day. Additional assessment opportunities are considered a tier 2 intervention.</li> </ul>	<ul style="list-style-type: none"> <li>OSDI - Primarily after school, but may occur by appointment on weekends, vacations and holidays.</li> <li>Lunch intervention occurs during the lunch period in weeks 7 through 9.</li> <li>Basic Laurus Math is Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>In addition to Tier 1. Rich resources should be in place that will accommodate highly intensive experiences in very small or individual settings.</li> <li>Alternative method of instruction is highly probable because if Tier 1 and 2 interventions weren't successful, repetition of Tier 1 and Tier 2 have low probability of success.</li> </ul>
Where	<ul style="list-style-type: none"> <li>General education setting</li> </ul>	<ul style="list-style-type: none"> <li>General education setting or an alternative location (push-in or pull-out. Teachers may send students to other teachers or invite other teachers into their class for intervention.)</li> </ul>	<ul style="list-style-type: none"> <li>Location outside of the general education setting (pull-out or inclusion with Tier 3 professional)</li> </ul>
How	<ul style="list-style-type: none"> <li>Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. Settings must be analyzed in terms of output, audience, and environment.</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2 occurs in small group homogenous settings of 3-5 students. This supplemental instructional intervention is provided in addition to, and not in place of, Tier 1. Students should receive core instruction plus 20-30 minutes of supplemental interventions 2-4 days per week.</li> </ul>	<ul style="list-style-type: none"> <li>This tier provides greater individualized instruction in a small group setting (1-2 students at a time) anywhere from 30 to 90 minutes at a minimum of four days per week.</li> </ul>

Frequency of Progress Monitoring	<ul style="list-style-type: none"> <li>AIMSweb Data is collected in Fall and Spring</li> <li>AzMerit is conducted in Fall and Spring. Data reporting is dependent upon the state reporting system.</li> <li>School Wide Math and Reading Data are aggregated weekly</li> <li>Course Assessments occur no more than 7 school days between concept introduction and benchmark concept assessments occur daily. Course assessments are cumulative in format (Assessments build/retest former knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Varies, but no less than once every two weeks</li> <li>Based on data review and comparison to weekly school wide data collections.</li> </ul>	<ul style="list-style-type: none"> <li>Varies, but more continuous and no less than once a week</li> <li>Based on data review</li> <li>Keep anecdotal records</li> <li>Monitored by written plans</li> </ul>
Frequency of Intervention	<ul style="list-style-type: none"> <li>Reteach when benchmark data or informal assessment doesn't yield 80% mastery or recall.</li> </ul>	<ul style="list-style-type: none"> <li>Varies, but no less than three times per week for a minimum of 20-30 minutes per session</li> </ul>	<ul style="list-style-type: none"> <li>Daily and imbedded within the school schedule.</li> </ul>

**C. Suspension / Expulsion:**

- Principal Grossenburg provided the summary of suspension for September 2018. The report is as follows:

<b>Suspension Type</b>	<b>Disruption/ Defiance</b>	<b>Threat/ Intimidation</b>	<b>Fight/ Assault</b>	<b>Drugs</b>	<b>Gang Identification / Activity</b>	<b>Other</b>
Short-Term Suspension	0	0	0	0	0	0
Long-Term Suspension	0	0	0	0	0	0
Recommendation for Expulsion	0	0	0	0	0	0
Awaiting Disciplinary Hearings	0	0	0	0	0	0

**D. Next Meeting Date:** Wednesday, November 14, 2018, at 8:00 am at the Martin Luther King Center, located at 300 S. 13<sup>th</sup> Avenue, Yuma, AZ 85364.

**VII. CONSENT DISCUSS / ACTION ITEMS**

**A. Student Council Account for Educational Opportunity Center Charter High School for the period of September 30, 2018, in the amount of \$3,962.12.**

Ed Ford asked for approval of the consent items as presented.

Tom Tyree moved to accept the consent item as presented; Seconded by Steve Miller. The motion carried.

VOICE VOTE: The motion carried 4-0.

**VIII. DISCUSSION / ACTION ITEMS**

**A. Expenditures for the Educational Opportunity Center Charter High School for the period ending September 30, 2018, in the amount of \$251,406.**

Superintendent, Alicia Huizar reported that expenses are at 24%, and are at 25% of the school year.

Ed Ford asked for a motion to approve the Expenditures for the Educational Opportunity Center High School for period ending September 30, 2018.

Nancy Ngai moved to approve the Expenditures for the Educational Opportunity Center Charter High School for period ending September 30, 2018; Seconded by Tom Tyree. The motion passed.

VOICE VOTE: The motion carried 4-0.

**B. FY 2018 Annual Financial Report**

Ed Ford asked for a motion to approve the FY 2018 Annual Financial Report for the Educational Opportunity Center Charter High School.

Nancy Ngai moved to approve the FY 2018 Annual Financial Report for the Educational Opportunity Center Charter High School; Seconded by Steve Miller. The motion passed.

VOICE VOTE: The motion carried 4-0.

**IX. OTHER INFORMATION OR DISCUSSION ITEMS:**

Superintendent, Alicia Huizar informed the board that Brian Grossenburg and Alicia Huizar will be attending the Yuma Collaboration Workshop on December 4<sup>th</sup> 2018 at the Yuma Union High School Building from 9:00 am to 12:30 pm.

**X. CALL FOR EXECUTIVE SESSION**

There was no need to call for an Executive Session.

**XI. GOOD OF THE ORDER**

Ed Ford requested the Financial Reports to be sent out to the board members a couple of days prior to the meeting for review.

**XII. ADJOURNMENT**

Ed Ford asked for a motion to adjourn the meeting.

Tom Tyree made the motion which was seconded by Nancy Ngai. The motion passed, and the meeting was adjourned at 8:46 am.

**Respectfully submitted by Beatriz Aguilar, Clerk to the Board/Purchasing.**