December 12, 2017

HOLIDAY DINNER  6:00 PM
BOARD OF DIRECTORS REGULAR MEETING  7:00 pm
EXECUTIVE SESSION FOLLOWING

Newberg School District Board Room • 714 E 6th St. • Newberg, Oregon 97132
The Board of Directors of the Newberg School District 29J will meet at 7:00 p.m. on Tuesday, December 12 to discuss and take action on minutes, personnel and donations. Following the regular Board meeting, the Board of Directors will meet for Executive Session under ORS 192.660 (i). Business items may include:

I. Holiday Dinner ............................................................................................................6:00 pm
II. Budget Hearing ........................................................................................................7:00 pm
III. Call to Order ............................................................................................................7:05 pm
IV. Flag Salute
V. Review Agenda ......................................................................................................Chair Woodruff
VI. Public Comments
VII. Consent Agenda ...................................................................................................Chair Woodruff
VIII. Board & Superintendent Comments
    a. Board Comments
    b. Superintendent Comments
    c. Student Representative Comments
IX. Reports & Information Items
    a. Discussion of Bond Consultant Bids .......... David Parker, Assistant Superintendent
X. New Business
    a. Travel Request: Disneyland (HS Band and Choir) ......................... Joel Tanner
    b. Resolution 2018-04: Additional Appropriations .......... Ilean Clute, Director of Finance
XI. Policies
    a. IGBC – Title IA Parental and Family Involvement (Second Read)
    b. GCN/GDN – Evaluation of Staff (First Read)
    c. Delete GDN – Evaluation of Classified Staff
    d. JFCG/JFCH/JFCI – Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems (First Read)
XII. Future Agenda Items ......................................................................................... Dr. LeBlanc-Esparza
XIII. Adjourn Regular Session
XIV. Executive Session: ORS 192.660 (i) Superintendent Goals Progress, Session 2

Newberg School District is an equal opportunity educator and employer.
Persons having questions about or requests for special needs and accommodations should contact the Board Secretary;
Phone: 503-554-5041; Newberg School District, 714 East Sixth Street, Newberg, Oregon.

Posted: December 5, 2017
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Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Consent Agenda
PRESENTER: Chair Woodruff

A. **2017 Minutes**
   Approve the minutes from the November 28, 2017 Regular Board Meeting.

B. **Personnel Items**
   
   **Approve Resignation Licensed Contract for 2017-18:**
   
   Angela Fishback, Speech Language Path, effective 12/15/2017

C. **Donations**

   Renne Construction Inc. $1,000.00 NHS Boys Basketball
   George K. Austin, Jr. $1,500.00 Engineering Class

D. **Administrative Rule Revision**

   See attached revisions to ING-AR, “Animals in District Facilities.” These changes are consistent with current state law after consultation with the School District’s attorney.

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**RECOMMENDATION:** Move that the Newberg School District Board of Directors approve the consent agenda as presented.
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MINUTES

BOARD MEMBERS PRESENT
Bob Woodruff, Chair
Debbie Hawblitzel
Ron Mock
Brandy Penner
Todd Thomas (virtual)
Melinda Van Bossuyt (virtual)

STAFF PRESENT
Dr. Kym LeBlanc-Esparza, Superintendent
Dave Parker, Assistant Superintendent
Ilean Clute, Director of Finance
Autumn Foster, Director of Communication
Mikaela Schamp, Chief of Staff
Gregg Koskela, Board Secretary

STUDENT REPRESENTATIVES
Melina Pina
Capri Wheaton

BOARD MEMBERS ABSENT
Mindy Allison
Valeria Cosgrove, Student Representative

I. CALL TO ORDER
A duly called and noticed Regular Board Meeting of the Board of Directors of Newberg School District 29J was called to order by Chair Woodruff at 7:01 pm on Tuesday, November 28, 2017 in the Newberg School District Board Room.

II. FLAG SALUTE
The flag salute was led by Bob Woodruff.

III. REVIEW AGENDA
No changes to the printed agenda.

IV. STUDENT & STAFF RECOGNITION: Chehalem Valley Middle School
The following Chehalem Valley students made presentations for our Board: Emily Burgin, Sarah Creech, Alexander Delay, Trae Frederick, Josh Howery, Mardo Nuñez, Lily Sommers, Alexia White, and Taylor Wolf. Each was given a certificate of recognition. Teachers present: Debbie Tofte, Bruce Carhalvo. These students are part of the 6th grade elective wheel class this year and are representing Innovation Lab and Google Classroom. Principal Karen Pugsley introduced the students, and they demonstrated to all board members in pairs.
V. PUBLIC COMMENTS
No public comments were given.

VI. CONSENT AGENDA

MOTION 44: Move that the Newberg School District Board of Directors approve the consent agenda as presented.

Moved: Debbie Hawblitzel; Second: Brandy Penner  
Motion passed 6-0

VII. BOARD AND SUPERINTENDENT COMMENTS

a. Board Comments:
   i. OSBA Share-out

Director Penner: Wayne Maize, who spoke about his daughter and her journey as a transgender student was powerful. I look forward to learning more about how LBGTQ people experience our school system.

Director Mock: I appreciated the breakout sessions I was in, and the keynote speakers were excellent. One session was on Superintendent resiliency, led by three superintendents, who gave good advice on how to care well for your superintendent. Another was a session on whether Board performance correlates to student achievement; some studies seem to show there is a correlation. One idea that seems successful is collaborative work by the Board with the public, not just leaving that collaboration to the superintendent. It is difficult to know how to do it, but this would be good. Do we as a Board set clear enough targets and goals? That is correlated positively to student achievement. In addition, having a committee to have goals for the Board’s performance might be something for us to consider. Director Penner: I was in that session too, and the community involvement piece is what stood out to me. How can we increase that sense of partnership with the community?

b. Superintendent Comments:

Dr. Kym LeBlanc-Esparza: Welcome back from Thanksgiving-I hope folks had a good holiday. It was good to have time to relax, think, and read. We are working on a calendar of events for the holiday break, gathering resources for food, activities, all sorts of things to help students and their families while they are on break. We have also learned a ton about Bond planning, and Dave will present those findings tonight. There was an article in the Graphic that made it appear we are further along than we are; tonight you will hear and make the decisions that are needed. I want to thank our mental health partners who are here tonight; they have given a lot to our district and have made a positive impact. We’ve received communication from OSBA about Measure 101; a yes vote will keep the law the same, preserving what the budget was planned upon. A no vote changes the law and takes away revenue, leaving a hole in the
current biennium budget. At a Providence meeting last week, we learned Providence is advocating a yes vote. We want to get factual information out to our community.

c. Student Representative Comments:
No comments.

VIII. REPORTS & INFORMATION ITEMS
a. Mental Health Report–ACES and High School Work
Mikaela Schamp, Chief of Staff, Dr. Jeri Turgesen a clinical psychologist from the Providence Medical Group-Behavioral Health, and Elise Yarnell, case manager at Providence, presented a report on how the high school is addressing mental health at the high school.

Adverse Childhood Experiences (ACES) have major impacts over the lifespan, studies have repeatedly shown since 1994. Suicide is increasing each year nationwide; Oregon is higher than the national average. In a seven month period in 2016 Newberg experienced three completed suicides and one traumatic death of a student; all were connected to our schools. This activated many in our system to try and address suicide prevention, and began a collaborative relationship with Providence for which we are grateful.

Prevention of ACES and the treatment of those with high ACES scores may lead to progress in suicide prevention. Capri: Could we administer ACES tests to students? Dr. Turgesen: That’s a great question. There are some studies that show it could be helpful. We would like to match it with good education on mental health to also give students resources and tools to deal with what they find.

The beginning collaboration last spring identified 56 students who were at risk. The team scrambled and found appropriate care connections for all 56. It was a very reactive approach. This year, we are working to be more proactive with a Psy. D. student on the high school campus for some hours. This year, over 100 students from the high school, Catalyst, and the middle schools have been screened and connected to therapists. A huge barrier for students is finding out how to get access to care, so this has been crucial and helpful.

Financial capacity needs to be built. Foundations need to see investment by the District or partners before they will join in. This is important to build as we move forward.

Director Mock: Could we have this presentation emailed to us, and some of the links to studies? Mikaela Schamp: Yes. Director Penner: Can we get a list of resources out to parents? Elise Yarnell: Kyle Laier sent one out earlier; we can resend before the holidays. Also, there are other resources we will look into and distribute. Student Representative Piña: What about students with language barriers, or people of color? Dr. Turgesen: We are lucky right now that our Psy. D. student is bilingual; we have
identified good translators in our system for mental health. We can make it happen. **Mikaela Schamp:** We have also trained some of our staff who are native Spanish speakers in screening. Please let us know if you have other ideas to help.

**b. Monthly Financial Report**

**Ilean Clute**, Director of Finance, presented the monthly financials. Next Board Meeting, we will have a budget hearing where we will ask for approval of several budget resolutions to clean up a couple of these items regarding grants.

There are not substantial changes from last month. In March and April, there will be a couple of factors from the state that will be updated which may affect revenue. We are working hard with principals to keep discretionary spending down; however, all projections at this point in the Cash Flow statement assume spending 100% of what is budgeted. Student Support services looks like it is running over budget; administrators are working to find savings to offset.

**Director Mock:** In September, the projected ending fund balance was $150,000. Now it’s $96,000? **Ilean Clute:** Correct. We are working on where to find savings.

**IX. NEW BUSINESS**

**a. OSBA Resolution**

Chair Woodruff presented the OSBA resolution which Newberg School District’s Board can vote on up until 5 pm on December 15, 2017. The resolution reorganizes the OSBA as a non-profit corporation and would adopt the proposed 2017 bylaws.

MOTION 45: Move that the Newberg School District Board of Directors approve voting in favor of the proposed OSBA “Resolution to Reorganize the Oregon School Boards Association as a Non-Profit Corporation and Adopt the Proposed 2017 Bylaws”.

Moved: Ron Mock; Second: Debbie Hawblitzel  
Motion passed 6-0

**b. OSBA Election**

Chair Woodruff presented the opportunity to vote on a representative to OSBA from zone 13. **Director VanBossuyt:** Did anyone meet her at the convention? Answer: no.

MOTION 46: Move that the Newberg School District Board of Directors approve voting in favor of Trina Comerford as the representative from zone 13

Moved: Brandy Penner; Second: Debbie Hawblitzel  
Motion passed 6-0

**c. Discussion of Bond Consultant Meeting**

**David Parker**, Assistant Superintendent, presented on what has been learned from meetings with consultants and architects who have worked on School Bond projects.
All groups broke this process into three phases: Long Range Facility Planning (ORS 195.110 addresses this); Bond Exploration Committee; and a Campaign for a Bond if recommended.

Between now and May would be the Long Range Facility Planning phase, ending in a document presented to the Board. Next fall would be the second phase, working with community and refining what would go to the bond. January-May 2019 would be the campaign for a bond. All recommended that the campaign part be short so it doesn’t become stale. The earlier work should build awareness and support.

To be clear: we are not assuming we will have a bond. This detailed Long Range Facility Planning process will give a very accurate picture of our needs, which the Board can then decide upon. Dr. LeBlanc-Esparza: Along those lines, they recommend that the Superintendent not be involved. The group makes their recommendation to the Superintendent and then to the Board. The ORS requires separation of the decision makers in the process.

All the companies we interviewed have worked recently on successful bonds. They are working on bids for us now.

Director Van Bossuyt: What you’ve laid out fits with our past experience. We haven’t hired a consultant previously, but I’m open to new ideas and see the need for changes with social media, etc.

One issue is that in Oregon there is over a billion dollars of bond money already out there, which is placing high demands on these consultants and architects. Dr. LeBlanc-Esparza: Our recommendation is that we continue with the names of people we’ve already named to the exploratory committee, and have them work with whatever organization/consultant is hired by the Board. We will bring back the bids and let you decide. This means we don’t need to come up with a new committee, we can continue with the ones already approved.

Director Thomas: I like what you’ve done so far, Dave. The key thing is to take time to clarify and identify what you specifically need for this planning. Do the best you can to define the scope. Hopefully it will be succinct enough to get good pricing and a good contract. Director Van Bossuyt: The elephant in the room is the ending fund balance. If we don’t get that balance up, the cost of the interest on any bond is going to be very high. The bottom line is we are not financially sound right now. Our rating would make selling bonds challenging. Is part of the plan to address this with Piper Jaffrey? Ilean Clute: We have already reached out to them. The information I am getting is not completely bad; we have hit a low, but there are things we can do to show our commitment to becoming more financially sound that should help with selling bonds.
d. Bond Committee Approval
After listening to the advice from consultants, the idea is to transition the already approved people to do the first phase of Long Range Facility Planning phase. **Director Mock:** If we approve this, is it locked? Answer: Future members could be added as needed. **Director Mock:** We could add those changes through future Consent Agendas.

The Board members on this committee will be *Brandy Penner, Mindy Allison,* and *Todd Thomas.*

**MOTION 47:** Move that the Newberg School District Board of Directors approve the amended purpose of the committee to be a Long Range Facilities Planning Committee with the names that were presented at the previous Board meeting, with the board members serving defined as Brandy Penner, Mindy Allison, and Todd Thomas. Any other changes to be approved through the consent agenda process.

Moved: Ron Mock; Second: Debbie Hawblitzel  
Motion passed 6-0

**Director Thomas:** I notice that we need student representation. Perhaps our student representatives will be interested. **Student Representatives Peña and Wheaton:** We are interested.

X. **FUTURE AGENDA ITEMS**

**Dr. LeBlanc-Esparza** went through the agenda items in the Board packet for future meetings. Next meeting will be shorter in order to have more time in Executive Session for evaluation. January and February agendas may need some modifying to balance the workload a bit.

XI. **ADJOURNMENT**
No further matters appearing to come before the Board, **Chair Woodruff** adjourned the meeting at 9:16 pm.

XII. **EXECUTIVE SESSION**
ORS 192.660 (i) Superintendent Goals Progress, Session 1. The Executive Session was called to order at 9:27 pm and adjourned at 10:14 pm.

Recorded by: Gregg Koskela

ATTEST:  
APPROVED:

Superintendent  
Board Chair
Animals in District Facilities

Definitions

Service Animal
The Americans with Disabilities Act (ADA) defines "service animal" as a dog, or under specific circumstances a miniature horse that is individually trained to do work or perform tasks for a person with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Assistance Animal
Oregon law defines "assistance animal" as any animal trained to assist a person with a physical impairment in one or more daily life activities.

Resident Class Pets
Any animal approved by the District to reside in a classroom for an extended period of time.

Animals Brought to School for Short Term/Day Visits
During school hours, no animal shall be brought to school without prior authorization. Students must obtain permission from their teacher; staff shall obtain authorization from the principal. Arrangements for animal visits shall be made 24 hours in advance. Animals shall not be brought to school grounds during pick up and drop off times.

Proof of compliance with immunizations for any disease that can be transmitted to humans shall be provided upon request. All animals shall be properly vaccinated.

Any animal brought to school must remain under control of the responsible adult at all times. The animal shall be contained on a leash or in a suitable carrier. This applies to days when school is in session, prior to the start of school and for an hour after school is dismissed and during any school recess and vacation periods. Transportation to and from school shall be the responsibility of the parent/guardian or other adult. Animals (with the exception of some service animals) shall not be transported on school buses.

No wild animals or protected animals shall be purposely brought to the building or on school grounds by anyone other than an authorized or licensed animal handler. There shall be no physical contact between the animal and students unless it is an integral part of the objectives for the program with prior approval received from the principal.
Animals Considered as Resident Class Pets
Permission of the principal is required prior to establishing resident animals in the classroom. All teachers will fill out an “animal in the classroom housing” form prior to the introduction of an animal in the classroom. Student health issues shall be considered when assessing the appropriateness of animals in the classroom. Prior to the consideration of the introduction of an animal to the classroom, the teacher shall confer with the school nurse and review student health records to ensure that there is no conflict.

It is the policy of the District to consider the safety, health and well-being of each and every student when making decisions regarding the introduction of animals to the classroom. When there is a conflict in this area, the principal is responsible for resolving the matter in consultation with the involved parties, the school health nurse and others as the administration deems appropriate.

Teachers assume primary responsibility for the humane and proper treatment of any animal in their classroom. When the school is not in session for more than three days, the teacher must make arrangements for any resident animal’s care and safety.

Should any student or adult be bitten by an animal at school, a health care provider and the local health officer shall be immediately notified. In addition, in the case of a child, parents will be called. A copy of the incident report (signed by the principal) will be sent to the involved family with personally identifiable information involving other children redacted as needed.

Staff shall not be permitted to have personal pets on school grounds or in school buildings at any time.

Law Enforcement
Animals under the control of a law enforcement officer are excluded from the provisions of this policy.

Service Animals
The ADA defines a service animal as any dog, or under specific circumstances a miniature horse, individually trained to provide assistance to an individual with a disability. It is not necessary for a service animal to be licensed or certified by a state or local governmental agency as a service to be considered a service animal by the ADA.

The work or tasks performed by a service animal must be directly related to the individual’s disability. Service animals perform various tasks and provide services for people with disabilities (who may train their own service animals or acquire one from a training facility). In general, work or tasks may include, but are not limited to:

Vision Assistance — assists individuals who are blind or have low vision with navigation and other tasks.

Hearing or Signal — alerts a person with hearing loss or deafness to the presence of other people or when a sound occurs, such as an alarm or a knock at the door; alerts an individual to the presence of allergens.

Mobility Assistance — helps a person who has a mobility or health disability. They may carry, fetch, open doors, ring doorbells, activate elevator buttons, pull a wheelchair, steady a person while walking, help someone get up after a fall, etc.
Seizure Response – warns a person of an impending seizure, or provides aid during a seizure, such as going for help or standing guard over the person.

Psychiatric or Neurological Response – helps persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Per ADA regulation, a miniature horse that has been individually trained to do work or perform tasks for people with disabilities may also be considered as a service animal, where reasonable, if:

1. the miniature horse is housebroken;
2. the miniature horse is under the owner’s control;
3. whether the facility can accommodate the miniature horse’s type, size, and weight; and
4. whether the miniature horse’s presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Procedures for Staff and Students for Allowing a Service Animal on School Property
A written request detailing the need for the animal and the services it performs shall be submitted to the Director of Special Programs in a reasonable amount of time before the first day of proposed use.

The Director of Special Programs/designee shall schedule a meeting with the person making the request to gain more understanding.

The District may require letters from health care providers.

The District shall require documentation of insurance covering any injury or damage to property caused by the animal.

The Director of Special Programs/designee shall convene an IEP or 504 Team for a discussion and determination regarding the necessity of a service animal on school premises.

The 504 or IEP Team shall consider the following when making a recommendation for the necessity of a service animal at school:

- The academic and behavioral functions the animal is trained to provide the student or staff member and the extent to which these functions can be fulfilled by other means.
- The animal's impact upon the student's or staff member’s ability to function successfully and independently.
- The animal's impact on the student's or staff member’s behavior, including the student's or staff member’s ability to meet conduct expectations and develop and maintain constructive social relationships.
- The degree to which separation from the animal during the school day would impair the student's or staff member’s transition to independent living skills.

Staff who participate in training service animals shall not be permitted to have said animals on school grounds during the school day.
Students and Staff Who Are Frightened of or Allergic to Service Animals
Competing circumstances do not diminish the right of a person with a disability to use a service animal at school if the animal is necessary for equal access to educational services or programs. Students and staff with chemical sensitivity and extreme allergies might also have a covered disability under the law. Where both students and staff members have a right to accommodation based on a disability, the law likely requires a practical solution to accommodate both the students' and staff member’s needs. One disorder does not take precedence over another. Where competing interests arise, the District will determine if student’s or staff member’s needs can be met in ways other than the use of a service animal.

Service Animals on School Buses
If a student needs the animal for equal access to educational services and programs, then the animal shall be permitted to go everywhere its handler can go unless it is determined to be unsafe. This includes school buses. Oregon law specifies that guide/assistance animals from recognized programs can ride school buses when accompanying blind, deaf or physically impaired persons.

Students with Autism
For students with autism, the question is whether the animal is necessary for access to facilities, services or programs to receive FAPE. For staff members, the question is whether the animal is necessary to perform the essential functions of the position. Such determinations shall be made on a case-by-case basis.

Restrictions
Restricting the presence of service animals on campus is subject only to the provisions of the Americans with Disabilities Act, its regulations, and corresponding provisions of State law.

Service animals are not pets and are permitted to accompany the individual with a disability to all areas of the facility where children normally go. The school reserves the right to restrict a service animal from its premises when it is determined that the animal’s behavior poses a direct threat to the health or safety of others.

When a service animal is introduced to the classroom, a team, including the teacher, administrator, and family, will be formed to develop a comprehensive plan. This plan will include a detailed description of implementation strategies as well as a communication plan.

Determination of threat is the responsibility of the principal. Determination of threat shall be made in consultation with the school’s child protection team (including the school nurse, counselor, and principal).

Liability
The owner or handler of any animal, including a service animal, is responsible for the animal’s behavior and shall be liable for all damages suffered by persons who may be bitten or injured, and all damages to public or private property, regardless of the former viciousness of the animal or the owner’s knowledge of such viciousness. All teachers will fill out an “animal in the classroom housing” form prior to the introduction of an animal in the classroom.

Humane Treatment and Care of Animals
Animals within the school will be handled, treated, and housed in a humane manner. Enclosures shall be appropriate to the species. Animals shall be kept in an environment appropriate to the species.
shall be maintained and cleaned regularly by staff, not students. However, students may assist a classroom teacher in caring for animals considered as resident class pets when appropriate and safe for the student.

**Vaccinations**

The Board requires that all animals brought onto school grounds, including service animals, have appropriate and updated vaccinations.

References:
- Americans with Disabilities Act, 28 CFR Section 38.302
- Rehabilitation Act of 1973, Section 504
- American Academy of Allergy, Asthma, and Immunology (www.aaaai.org)
Animals in District Facilities Form Application

Please provide the following information about the service animal.

1. Parent/Staff and/or emergency contact information: __________________________________________________________

2. Type of service animal (breed, age, and history, etc): __________________________________________________________

3. Insurance company insuring the service animal: ________________________________________________________________
   □ Received □ Not Received

4. Agent name and address: __________________________________________________________

5. Phone number: __________________________________________________________

6. List and attach any letters or other documentation from medical providers or other service providers regarding the student’s/staff’s need for the service animal: ________________________________________________________________
   □ Received □ Not Received

3.7. Has the student/staff member requesting use of the animal been trained as the animal’s handler? □ Yes □ No
   If no, who will act as the trained handler for the animal during the school day? ________________________________

4.8. Is the student/staff member able to independently care for the service animal’s needs (i.e., bathroom, feeding, cleaning up messes, hygiene, etc.) □ Yes □ No
   If no, who shall be responsible for the service animal’s needs?
   __________________________________________________________________________

5.9. What work or task has the service animal been trained to perform?
   __________________________________________________________________________
   __________________________________________________________________________

6.10. Is the service animal required because of a disability? □ Yes □ No

7. Describe the manner in which the service animal will meet the student’s/staff’s individual needs:
   __________________________________________________________________________
Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Discussion of Bond Consultant Bids
PRESENTER: David Parker, Assistant Superintendent

BACKGROUND:

In the past three weeks we have had the chance to meet with four companies who all can help us with completing a Long Range Facilities Plan. The state has changed the requirements with regard to this plan, and we are in a unique period of time, with much forecasted building looming somewhere in the future in our state. It is a critical decision to bring along a partner who can help us create a plan that takes into account the next 20 to 30 years.

We met with Mahlum Architects, BRIC Architects, LSW Architects, and the Frank Angelo Planning group. We would like to share what we have learned, and the content of the cost proposals for you to review. We would like to engage the board in a discussion of the various aspects of each proposal, how it fits into the Long-range Facility plan legislated requirement and how it will meet our needs as we are looking toward 2019. We are hoping to gather your questions and insights as well as a part of this discussion item. Following our discussion, we are targeting January 8 for this as an action item.
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Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Request for Travel: NHS Band, Choir, and Orchestra to Disneyland
PRESENTER: Joel Tanner, Band Teacher

BACKGROUND:

The Newberg High School Band, Choir, and Orchestra are requesting permission to travel to Disneyland to perform in the Disney Magic Music Days, leaving Newberg on Thursday, April 12, 2018 and returning Sunday, April 15, 2018. Each musical group will be given the opportunity to become members of the Disney cast as they perform in public performances around the park. The music students will also participate in a recording clinic, while drama students will participate in an acting/theater tech workshop.

The request form is attached.

RECOMMENDATION: Move that the Newberg School District Board of Directors approve the NHS Band, Choir, and Orchestra trip to Anaheim, California, for April 12-15, 2018.
Board Travel Approval Request Form
This form **MUST** be submitted to the Superintendent’s Office electronically **at least 8 weeks prior** to the trip*

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**TRIP REQUEST CHECKLIST:**

- ✔ Approval from Building Principal
- ✔ Completed Trip Approval Form (below)
  - **Who:** (ex: NHS Cheerleading Team, FFA Envirotion team)
  - **NHS PERFORMING ARTS DEPARTMENT:** About 165 students total
  - Band (65 students) Choir (65 Students) Orchestra (27 Students) Drama (24 students)
  - **What:** (event title, championship name, etc.)
  - Disneyland Performing Arts Magic Music Days, performances, recording clinics and event workshops
  - **When:** (exact dates, including travel days)
  - Departure from PDX April 12th at 7pm, Arrival at PDX April 15th at 11:40pm
  - Students will be missing one day of School, Friday, April 13.
  - **Where:** (city and state) ANAHEIM CALIFORNIA
  - **Why:** (give background on the trip, including any educational components)

This will be the 12th or 13th time that Newberg Band has performed in the Disney Magic Music Days celebration in the last 30 years, and will be the second time we have taken our entire department. Students in Band, Choir and Orchestra will all be given the opportunity to become members of the Disney Cast as the perform in public performances around the park. In addition, each of our music students will be treated as professional musicians in a recording clinic, showing off their sight-reading skills as they record music for animated cartoons. Our drama students will be treated to an acting/theater tech workshop with some of the best in the business.

- **No. of Chaperones** (include staff) We are taking 32 Chaperones

- **Funding plan:** (fundraisers, student funded, grant, etc.)
  - The cost of the trip is $1000 per student. We have currently raised about $35,000 from a series of fundraisers so far this year, which does not include all of the fundraiser we have in December. We are working on additional fundraisers. Our goal is to help each family raise about half of the cost of the trip if they participate in every fundraiser.

- **Transportation method:** (flights, driving vans or buses, individual transportation, etc.)
  - We will be taking School Buses from Newberg to PDX, flying to LAX, School buses again to our hotel in Anahiem. While in Anahiem we will be on foot!

* exceptions may be considered for trips that are part of successive tournaments or invitations that could not have been confirmed in advance (e.g. a championship win that advances a team to national tournament).
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Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: 2017-18 Supplemental Budget Approval

PRESENTER: Ilean Clute, Director of Finance

Background:
In June 2017, the Board adopted the 2017-18 budget appropriations by major function groups. The appropriations are the legal limitations of the amount of expenditures that can be made during the fiscal year. After the beginning of the fiscal year, when the District begins operating, changes in appropriated expenditures sometimes become necessary. Appropriations may be increased, decreased, or transferred from one appropriation category to another with a supplemental budget by the Board. When expenditure changes in a fund are 10% or greater a Board Hearing is required by Oregon Budget Law. (ORS 294.471).

Information:
Attached are two proposed resolutions to recognize changes in appropriation levels for the 2017-2018 fiscal year.

1. Appropriation Changes in excess of 10% requiring a Budget Hearing
   a. Fund 201 – Federal and State Grants: Recognize additional $725,950.00 in resources and expending that are related to Measure 98 High School readiness Grant.
   b. Fund 410 – Capital Projects Funds: Recognize additional $7,700.00 in resources and expending related to the increase in the 2016-2017 ending fund balance rolled forward.

2. Appropriation Changes less than 10%
   a. Fund 100 – General Fund:
      i. Budget Transfer of $538,000.00 to correct a misclassification of Contingency Fund in Other Uses.
      ii. Budget Transfer of $11,910.00 to reclassify the payment of the mower purchase from Support Services to Other Uses (Debt Services).
      iii. Decrease the General Fund revenue and appropriation level by $725,950.00 to transfer the Measure 98 funds to Fund 201. This will allow the funds to be identified, tracked and maintained outside general operating resources.
b. Fund 300 – Debt Service Fund: Recognize the District’s IRS Tax Credit for interest payable on the 2011 Government Obligation Bonds.

RECOMMENDATION: Move that the Newberg School District Board of Directors approve Resolution 2018-04 “Additional Appropriations” as presented.

Move that the Newberg School District Board of Directors approve Resolution 2018-05 “Reducing and Transferring Appropriations” as presented.
Resolution 2018-04
A Resolution of the Board of Directors of Newberg School District 29J
Additional Appropriations for the 2017-2018 Fiscal Year Budget

Whereas the Board of Directors’ approval is required under Oregon Local Budget Law to recognize additional resources and corresponding expenditure appropriations to cover the costs of an unexpected expenditure event or for an unanticipated revenue source;

Whereas, in Fund 201, the District received revenue for Measure 98 funds and in Fund 410 received an increase in the Beginning Fund Balance,

Now, Therefore, Be It Resolved, that the Board of Directors of Newberg School District hereby recognizes additional revenue and appropriates additional budget amounts as resolved below for the 2017-2018 budget.

Revenue Recognition and Appropriation Grants/Special Revenue Fund:
Revenue:
State Revenue $725,950.00
Expenditure:
Instruction $725,950.00

Revenue Recognition and Appropriation Capital Projects Fund:
Revenue:
Beginning Fund Balance $7,700.00
Expenditure:
Support Services $7,700.00

Dated this 12th day of December, 2017
Newberg School District

_______________________________  ______________________________
Board Chair  Superintendent
Resolution 2018-05
A Resolution of the Board of Directors of Newberg School District 29J
Reducing and Transferring Appropriations for the 2017-2018 Fiscal Year Budget

Whereas the Board of Directors’ approval is required under Oregon Local Budget Law to recognize unanticipated changes in resources and expenditures;

Whereas, In the General Fund, the District’s resources and expenditures are reduced by $725,950.00 for the Measure 98 funds, $11,910.00 is transferred from Support Services to Other Uses to account for the mower purchase and $538,000.00 is reclassified from Other Uses to Contingency.

Whereas, In the Debt Service Fund, the District anticipates receiving the 2017-2018 IRS tax credit assigned to the 2011 GO Bonds that was not initially built into the adopted budget,

Now, Therefore, Be It Resolved, that the Board of Directors of Newberg School District hereby recognizes the budget appropriation adjustment as resolved below for the 2017-2018 budget.

**Appropriation Reductions and Transfers - General Fund:**

**Revenue:**
- State Revenue - $725,950.00

**Expenditure:**
- Instruction - $725,950.00
- Support Services - $11,910.00
- Other Uses - $11,910.00
- Other Uses - $538,000.00
- Contingency - ($538,000.00)

**Revenue Recognition and Appropriation Debt Service Fund:**

**Revenue:**
- Federal Revenue - $515,400.00

**Expenditure:**
- Other Uses - $515,400.00

Dated this 12th day of December, 2017
Newberg School District

________________________________________  ____________________________________
Board Chair                                                Superintendent
Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Policy – IGBC – Title IA/Parental and Family Involvement
PRESENTER: Dr. Kym LeBlanc-Esparza, Superintendent

BACKGROUND:

The Policy Committee met on October 3rd and reviewed Policy IGBC – Title IA/Parental and Family Involvement. The proposed changes will ensure the district is in line with current laws and substantially updates language.

At the November 14, 2017 Board meeting, directors noticed that the changes from “Parent” to also include “family members” were not consistent in every case. The current revisions make it consistent throughout the policy. Highlights in yellow were changes made before the November 14, 2017 Board meeting; highlights in red were revisions after that meeting.

RECOMMENDATION: Move that the Newberg School District Board of Directors approve Policy IGBC – Title IA/Parental and Family Involvement, Revised, on second reading.
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Title IA/Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district’s Title IA program. The district shall invite and meet with parents annually to provide information regarding their school’s participation in the Title IA program, Title IA requirements, the Title IA/Parent Involvement policy, the Title IA plan, and the school-parent compact.

It is the policy of the district that:

1. Parents and family members shall be involved in the joint development of the district’s overall Title IA plan and the process of school review and improvement development of support and improvement plans;

2. The district shall provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;

3. Activities shall be developed that promote the schools’ and parents’ and family capacity for strong parent involvement;

4. Parental involvement and family engagement strategies shall be coordinated and integrated with appropriate programs as provided by law;

5. Parents and family members are shall be included in the annual evaluation of the content and effectiveness of this policy in improving the academic quality of schools served under Title IA;

6. Parents and family members partner with the district to identify barriers that prevent or decrease parent and family participation in activities. Barriers may include economic disadvantage, homelessness, family migration, disabilities or limited English proficiency. Barriers to participation by parents who are economically disadvantaged, with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students are identified;

7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental and family involvement engagement and to revise, if necessary, the requirements of this policy;

8. Parents and family members are shall be involved in the activities of schools served under Title IA.
**District Title IA Plan**

As a part of the district’s overall Title IA plan, the district shall ensure effective involvement of parents and family members by promoting activities that support a partnership among the school, parents, family members, and the community and that promote the improvement of student achievement. Plans may be developed by participating district schools individually or collectively. District Title IA schools plans:

1. Shall describe the convening of an annual meeting to inform parents and family members of their school’s participation in Title IA and explain the requirements of Title IA.

2. Shall involve parents and family members in the planning, review and improvement of programs under Title IA.

3. Shall provide assistance to parents and family members of students served by the school in understanding such topics as the state’s academic content standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments and how to monitor a student’s progress and work with educators to improve the achievement of their student;

4. Shall provide materials and training to help parents and family members work with their student to improve their student’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with and work with parents and family members as equal partners, implement and coordinate parent programs and build ties between parents, family members, and the school;

6. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement and family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool programs and other programs that encourage and support parents and family members in fully participating in the education of their children, to the extent feasible and appropriate;

7. Shall ensure, to the extent possible practicable, that information related to school and parent programs, meetings and other activities is sent to the homes of parents and family members of participating students in a format and in a language designated by the family the parents can understand;

8. Parents and family members shall be involved in the development of training of teachers, principals and other educators to improve the effectiveness of such training;
9. **Shall** May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training;

10. **Shall** May pay reasonable and necessary expenses associated with local parental involvement and family engagement activities, including transportation and child-care costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions);

11. **Shall** May train and support parents and family members to enhance parent and family engagement of other parents;

12. **Shall** May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation;

13. **Shall** May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs;

14. **Shall** May develop appropriate roles for community-based organizations and businesses in parental involvement activities;

15. **Shall** May adopt and implement model approaches to improving parental involvement, such as Even Start; and

16. **Shall** May provide such other reasonable support, as requested by parents and family members for parental involvement activities consistent with Title IA requirements, as parents may request consistent with Title I requirements.

**School-Parent Compact**

A school-parent compact shall be developed for each of the district’s Title IA schools. The compact shall:

1. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State’s student academic achievement standards;

2. Describe the ways in which each parent or family member will be responsible for supporting their student’s learning;

2. **Stress Address** the importance of ongoing communication between teachers and parents or families through

   a. Annual parent-teacher conferences at Title IA schools and
   b. Frequent reporting to parents or family members on their student’s progress.

The district shall, to the extent possible, provide full opportunities to volunteer and participate in their student’s class and observe classroom activities for the participation of parents or family members who are economically disadvantaged, homeless or migratory, or have disabilities or limited English proficiency, with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory
students. Information and school reports, to the extent practicable, will be provided in a format and
language as designated by parents and family members, can understand.

The district’s policy, plan and compact shall be adopted by the Board, reviewed annually and updated
periodically to meet the changing needs of parents, family members and the schools, and distributed to
parents and family members of participating students in an understandable and uniform format and, to the
extent possible practicable, in a language designated by the family, the parents can understand.

END OF POLICY

Legal Reference(s):
ORS 343.650
ORS 343.660
OAR 581-015-0750
OAR 581-037-0005 to -0025

Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Policy – GCN/GDN – Evaluation of Staff
PRESENTER: Dr. Kym LeBlanc-Esparza, Superintendent

BACKGROUND:

The Policy Committee met on November 27, 2017 and reviewed Policy GCN/GDN – Evaluation of Staff. The proposed changes come as a recommendation from the Oregon School Boards Association (OSBA). Their recommendation is to combine the previously separate policies for evaluating licensed and classified staff into one policy to evaluate all staff. The policy committee agreed, and also used the revision as an opportunity to direct the details of evaluation to handbooks rather than have them in policy.

RECOMMENDATION: Move that the Newberg School District Board of Directors approve Policy GCN/GDN – Evaluation of Staff, Revised, on first or second reading.
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The district supports the use of a continuous program of performance appraisal for licensed personnel all staff. A program of systematic evaluation is essential in promoting quality and effective classroom instruction. It is also an important assessment of classified employees to support performance in their job assignments. Supervisors have the responsibility for ensuring that all employees know the basis upon which they are to be evaluated, before the evaluation.

**Licensed Staff**

Administrators are charged with the responsibility of evaluating the licensed staff in order to assess the performance of individual teachers in meeting the expectations of their assignments. Evaluations shall be completed following the current “Teacher Supervision and Evaluation Handbook” and based on the core teaching standards adopted by the Oregon State Board of Education.

The evaluation process includes the cooperative involvement of the licensed staff and the evaluator, with the goal to aid the employee in making continuing professional growth and to determine the person’s performance of teaching responsibilities. Written evaluations shall be signed by both parties with the original being placed in the personnel file.

**Classified Staff**

All classified employees will be formally evaluated by their immediate supervisor, following the current “Classified Evaluation Handbook”. The supervisor and employee will set annual goals and receive feedback each year.

END OF POLICY

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**Legal Reference(s):**

- ORS 243.650
- ORS 332.505
- ORS 342.850
- ORS 342.856
- OAR 581-022-2410
- OAR 581-022-2415
- OAR 581-022-2405
Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Delete Policy GDN – Evaluation of Classified Staff
PRESENTER: Dr. Kym LeBlanc-Esparza, Superintendent

BACKGROUND:

The Policy Committee met on November 27, 2017 and reviewed Policy GCN/GDN and current policy GDN. The recommendation from the Oregon School Boards Association (OSBA) is to combine the previously separate policies for evaluating licensed and classified staff into one policy to evaluate all staff and therefore to delete the separate GDN policy governing evaluation of classified staff.

This deletion should only be done after the revised GCN/GDN is approved.

RECOMMENDATION: Move that the Newberg School District Board of Directors delete Policy GDN – Evaluation of Classified Staff.
Evaluation of Classified Staff

The development of a strong, competent staff and the maintenance of high morale among the staff is a major objective of the Board. Selection of the right employees to fill vacancies, determination of assignments and equitable work loads, establishment of wage and salary policies that encourage employee achievement and provision of a good atmosphere in which to work are requirements of the Board. The Board believes that a program of continuous evaluation is necessary to meet its requirements.

All classified employees shall be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once a year thereafter.

Supervisors have the responsibility for ensuring that all employees know the basis upon which they are to be evaluated, before the evaluation.

All evaluations shall be on district-approved forms, with standards for evaluation enumerated in all areas to be evaluated. An evaluation of unsatisfactory requires justification and substantiation, with suggestions for improvement.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.505
ORS 342.850
ORS 581-022-1720
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Newberg School District 29J
Board Meeting Date: December 12, 2017

ITEM: Policy – JFCG/JFCH/JFCI – Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems

PRESENTER: Dr. Kym LeBlanc-Esparza, Superintendent

BACKGROUND:

The Policy Committee met on November 27, 2017 and reviewed Policy JFCG/JFCH/JFCI – Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems. The proposed changes will ensure the district is in line with current laws, which have raised the legal age for use of tobacco from 18 to 21.

RECOMMENDATION: Move that the Newberg School District Board of Directors approve Policy JFCG/JFCH/JFCI – Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems, Revised, on first or second reading.
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Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems**

Student substance abuse, possession, use, distribution or sale of tobacco products or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, grad. night, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents shall be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 18 21 possessing a tobacco product or inhalant delivery system product on district property, in a district facility, or while attending a district-sponsored activity is in violation of state law and is subject to a court-imposed fine.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 18 21 years of age is in violation of state law and is subject to a court-imposed fine.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other medically approved therapy products marked and sold solely for the approved purpose. An "unlawful drug" is any drug as defined by the Controlled Substances Act.
including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

END OF POLICY

Legal Reference(s):

ORS 153.018
ORS 161.605
ORS 161.625
ORS 163.575
ORS 167.400
ORS 332.107
ORS 336.067
ORS 336.222
ORS 336.227
ORS 339.240
ORS 339.250
ORS 339.883
ORS 431.840
ORS 431.845
ORS 431A.175
ORS 433.835 to -433.990
ORS Chapter 475
OAR 581-021-0050 to -0075
OAR 581-021-0110
OAR 581-022-04132045
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)-(o)
OAR 581-053-0430(12)-(14)
OAR 581-053-0531(11)-(13)
OAR 581-053-0630
OAR 584-020-0040

SB 754 (2017)

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| **December 12, 2017 *** | 6:00pm- Board Holiday Dinner  
Budget Public Hearing  
Budget Resolutions  
Consent Agenda  
Travel Request: Disneyland (HS Band and Choir)  
Policies First read (if any)  
**Exec Session:** Supt Goals Progress Session 2 |
| **January 9, 2018** | **Recognition: Dundee**  
School Board Recognition Month  
Consent Agenda  
NSBA Convention Discussion  
Appoint Budget Comm. Members for 17-18  
New Course Proposals – First Read  
Policies First or Second Read  
Approve the Audit  
**Exec Session:** Supt Evaluation |
| **January 23, 2018** | **Recognition: Catalyst**  
Consent Agenda  
Monthly Financial Report  
Adopt Budget Process Calendar  
Division 22 Compliance Report  
Possible New Course Proposals-Second Read  
Policies First or Second Read  
**Exec Session:** Supt Evaluation |
| **Board Work Session: Budget Priorities and Long Term Planning** | **(Last week Jan/first week Feb?)** |
| **February 6, 2018 *** | **Recognition: Joan Austin**  
Consent Agenda  
National School Counseling Week  
Comparison Report  
Graduation Rate Report  
Enrollment Report from PSU  
Policies Second Read |
| **February 20, 2018 *** | **Recognition: NHS**  
Consent Agenda  
Monthly Financial Report  
Transfer Reports  
Set OE & ID Transfer Parameters  
RTI/Inclusion/Special Programs Report  
Approve Supt Evaluation (Public Session)  
Personnel Contract Renewals |
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<td>March 30, 2018 *</td>
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<td>Discuss Student &amp; Athletic Fees</td>
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* Meetings that do not fall on second or fourth Tuesday of a month