

# The Board Report

*January 7, 2019*



**Disclaimer:** *The Board Report is a synopsis of the Hampton Township School Board meetings and is not intended as a replacement for any official Board minutes.*

# *~ A Tradition of Excellence ~*

## ***The Hampton Township Board of School Directors***

**Bryant Wesley II, Esq.**

**Mrs. Jill Hamlin**

**Ms. Denise Balason**

**Mrs. Pamela Lamagna**

**Mrs. Mary Alice Hennessey**

**Mrs. Gail Litwiler**

**Mr. Robert Shages**

**Mr. Greg Stein**

**Mr. Lawrence Vasko**

**Board President**

**Board Vice President/Personnel Chair**

**Board Secretary/Facilities Chair**

**Transportation Chair**

**Student Affairs Chair**

**Educational Programs Chair**

**Board Treasurer/Policy & Legislative Affairs Chair**

**Technology Chair**

**Finance Chair**

*\*\* Denotes members participating via teleconference call/video.*

*\*Denotes members not in attendance.*

## ***Members of Administration in Attendance***

**Dr. Michael Loughead**

**Dr. Rebecca Cunningham**

**Ms. Shari Berg**

**Mr. Rick Farino**

**Dr. Colleen Hannagan**

**Dr. Marguerite Imbarlina**

**Mr. Jeff Kline**

**Dr. Ed McKaveney**

**Dr. Jacquelyn Removcik**

**Superintendent of Schools**

**Assistant Superintendent of Schools**

**Communications Consultant**

**Buildings and Grounds Supervisor**

**Poff Elementary Principal**

**High School Principal**

**Director of Administrative Services**

**Technology Director**

**Director of Curriculum, Instruction and Assessment**

# Public Comment

The Board provides the opportunity for members of the public to address the Board about issues appearing on the agenda, as well as issues affecting the District. In accordance with Policy No. 903, individuals wishing to address the Board will be asked to state their name, address and group affiliation, if applicable.

- There was no public comment.

## Committee Reports

### STUDENT AFFAIRS

#### Action Items for Consideration

##### **HHS German/AP Environmental Science Field Trip to the Sustainability Summit**

Mrs. Hennessey gave an overview of the HHS German and AP Environmental Science field trip request to the Goethe Institute in Chicago, Illinois from May 24-26, 2019 at no cost to the students or the District. During the summit, students and teachers will engage in environmental sustainability conversations and workshops.

##### **HHS FBLA Field Trip to the Pennsylvania FBLA State Competition Conference**

Mrs. Hennessey reviewed the proposal from the FBLA Club to attend this annual competition conference held in Hershey, PA, on April 7-10, 2019 at a cost to the District not to exceed \$2,535.

##### **2019 Spring Baseball Trip**

Mrs. Hennessey provided a summary of the baseball team's request to travel to Winston-Salem, North Carolina, for training from March 20-24, 2019 at no cost to the District.

#### New Business

##### **Student Representatives Report**

Student representatives Chloe N. and Alyssa G. reported the following items to the Board:

- TalbotTHON, which is replacing the MiniTHON, will be held on March 29. Fundraising has already begun in order to promote community involvement. Mini-fundraisers are being introduced at each of the elementary schools and the middle school. This year, a time for the community to visit will also be included and will include food trucks and possibly games to encourage community engagement. This year's goal is \$40,000; all proceeds will benefit Children's Hospital of Pittsburgh. The official kick off assembly at the High School will be February 1.
- Free hot chocolate was distributed on the last day of school before the winter holiday break and holiday music was played during all of the lunch periods. The students enjoyed this celebration very much.

##### **Safe 2 Say Something Overview**

Dr. Cunningham provided an overview of the Safe 2 Say Something Anonymous Reporting System which is set to go live in the State of Pennsylvania on January 14, 2019. This statewide reporting system, which is a provision of Act 44 and focuses on school safety and security, provides an additional resource for students, parents, and community residents to report life-threatening, harmful, or potentially violent situations to a call center which will be coordinated by the Office of the Attorney General. After receiving a call, text, or email, the call center will triage the information and notify the 911 Dispatch Centers and the schools, if applicable. Dr. Cunningham said the District's five-member team has been trained in the Safe 2 Say Something protocol, and the middle school and high school students and staff will be trained in the next month. Mrs. Hennessey asked if a communication would

go out to families, and Dr. Cunningham said that communication would go home to the middle school and high school families with additional information. Mr. Vasko asked if the information would also be placed on the District website, and Dr. Cunningham agreed. Dr. Cunningham also highlighted that it is still important for students and parents to share important information regarding school and student safety with the school counselors, the principals, the high school School Safety Specialist, and Officer Zola (Hampton's School Resource Officer). The Safe 2 Say Something reporting system is another tool that enables important school safety information to be relayed to the police and the schools.

### **Informational**

Mrs. Hennessey asked for an update on the Health Summit that was held in mid-December for seniors at the High School. Dr. Imbarlina said the program was well received by students, who appreciated the information being shared by the professionals who presented at the summit. She said students appreciated being treated like young adults with an interactive program instead of a list of "do's and don'ts" from the presenters. Dr. Imbarlina said a few students have asked if they could have another session in the spring with longer sessions and have some input on the topics being presented.

## **FACILITIES**

### **Old Business**

#### **High School Land Survey/Study Results**

Mr. Farino provided a brief update on the results of the High School Land Survey/Study and said there were not many surprises with the findings. A summary will be provided to Board members at a later date.

### **New Business**

#### **2019 Capital Projects**

Mr. Kline and Mr. Farino will request design and bid preparation proposals from VEBH for the (3) Summer 2019 Capital Projects. These projects are the Central Elementary Roof, Fridley Turf, and Fridley Track.

### **Informational**

Mr. Farino said the Hampton-Shaler Water Authority is complying with the new state law and is testing water samples from one drinking fountain at each of the school buildings. This is a routine test and the District should have results soon.

## **EDUCATIONAL PROGRAMS**

### **Action Items for Consideration**

#### **2019-2020 Proposed High School Program of Studies**

Dr. Removcik and Dr. Imbarlina presented the proposed 2019-2020 Program of Studies for Hampton High School.

Dr. Imbarlina and Dr. Removcik began the presentation by noting that English, Math, and School-Based Vocational Experience are all courses which are available to the students but which have not been contained in the Program of Studies in the past. The Program of Studies for 2019-2020 includes these courses with a course number so that students can schedule appropriately.

The proposed 2019-2020 Program of Studies also includes seven new courses:

- CHS UNITED STATES 1865-PRESENT - This course traces and analyzes the central developments in U.S. History from Reconstruction to the present. Students will probe themes such as the definition of citizenship and the expanding role of government in citizens' lives, development of an industrial economy, global interventions such as the U.S. role as a Cold War superpower, response to economic collapse and war, migration and

immigration, ethnic identity, race relations, gender roles, and labor rights. They will also examine how various groups of Americans have challenged the status quo in a determined expectation that the United States should live up to the promise of its founding ideals of equality and freedom. Finally, this course will familiarize students with how to interpret primary and secondary sources, learn to read and construct historiographical arguments, and hone analytical and evidenced based writing skills. Students may elect, for a fee, to enroll in the University of Pittsburgh College in High School Program to earn three college credits.

- **CHS INTRODUCTION TO MATRICES AND LINEAR ALGEBRA** - The principal topics of the course include vectors, matrices, determinants, linear transformation, eigenvalues, and eigenvectors, and selected applications. This course is a rigorous math course that prepares students for engineering and mathematics majors. It satisfies a requirement for most Engineering majors and the Physics major at Pitt. The student's final grade in the course cannot exceed the final exam grade by more than one letter. Students may elect, for a fee, to enroll in the University of Pittsburgh College in High School Program to earn four college credits.

- **CAREER EXPLORATION** - This semester-long course focuses on the development of employment and career exploration skills. Areas of focus will include building self-awareness, responsibility and confidence, soft skills, and resumes and cover letters, interviewing skills, and exploring career possibilities. Students will self-select pathways and complete various tasks and activities to earn competency badges in areas such as: leadership, cooperation, personal finance, independent living, and many more. Course assessments will be artifact and portfolio based and highly individualized depending on student goals. Class experiences will take place within the school, on field trips, with guest speakers, and within the Hampton community.

- **AP ART HISTORY** - The AP Art History course is equivalent to a year-long college art survey course exploring the nature of art, art making, and response to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, students develop in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. The experience will include research, discussion, reading, and writing. Students who take this course are expected to take the AP exam in May.

- **STUDIO INTENSIVE** - This Intensive is a year-long course geared towards to the student that is looking to pursue a post high school career in the visual arts. Centered on the individual student's strengths in a specific and chosen medium, each quarter will have individually tailored goals and objectives that have been pre-designed through collaboration between the student and teacher in May of the previous school year. These goals will focus on further development of technique and processes, aesthetic decision making, and risk taking during the artistic processes that are more advanced than what is covered in entry level courses that focus on the same medium. The fourth quarter will center on research, field study, and career preparation. The course will culminate in an exhibition of the student's work, accompanied by a senior thesis identifying their role in the art world.

- **ADVANCED YOGA** - Advanced Yoga builds upon the skills and knowledge acquired in the first yoga course. After reviewing basic sequences, students will have the opportunity to create sequences of their own to add variety. There will be an emphasis on identifying weakness in muscular strength and endurance and then developing strategies to improve. In addition to group practice, students will be personalizing their practice by locating and utilizing resources for skills they personally want to improve. Students will have the opportunity to practice more advanced skills like floating, binding, arm balances, inversions, and Chaturanga variations. Various breath techniques, different asana-based styles of yoga, mindfulness practices, and self-reflection will be incorporated.

- **HONORS CONCERT CHOIR** - This is a performance-oriented course that aims to develop a varied repertoire of classical and popular choral works for performance both in and outside of the district, with emphasis on advanced individual and ensemble singing techniques. Repertoire will include pieces suitable for chamber choir, and opportunities to develop chamber music skills in small groups. Some repertoire will be in addition to music being studied and rehearsed daily in class with all Concert Choir students. The course will also develop student understanding of basic music theory and music history as it relates to the repertoire. In addition, Honors Concert Choir students are required to submit one written listening journals per quarter (four per year). These journals will feature significant choral works that students will listen to and respond to through writing. This will help students develop a more in depth understanding of the history, cultural significance, variety of styles and genres, etc. of

choral repertoire. This course meets on a daily basis with opportunities for individuals to audition for various honors ensembles throughout the area. Students will be assessed on daily performance in the classroom, individual development of vocal technique, preparation of additional and more advanced music, written and aural analysis of music, as well as completion of the four listening journals (using a rubric for criteria).

Several courses are recommended for removal, including Hands on Art History I, Hands on Art History II, and Musical Choreography (which was an activity).

Dr. Removcik and Dr. Imbarlina then summarized the work of the Graduation Committee, which had formed during 2015 and had included teachers, counselors, board representatives, the assistant superintendent, high school administrators, the curriculum director, and student survey input. The Graduation Committee from 2015 had three goals: to stifle the QPA game, to provide opportunities for students to take electives without penalty, and to implement a recognition system that reflects our practice. The committee created a new QPA calculation which has been in use since 2016, and created a three-tiered system of graduation recognition (Summa Cum Laude, Magna Cum Laude, and Cum Laude). This year, after reconvening and reviewing the results of the 2015 committee’s work, the 2018-2019 Graduation Committee recognized that the QPA calculation did not stifle the QPA game, that the system only partially provided students the opportunity to take electives without penalty, but that the recognition system was implemented and did reflect our practice. Unintended consequences from those initiatives included issues with the QPA validation for college applications, as college admission counselors questioned the calculation and thought it was inflated compared to students in other districts. Students also did not have access to their QPA until after their junior year, and students began taking more classes online to circumvent “non-weighted” courses and thereby reaching the cap earlier. The 2018-2019 Graduation Committee recommended a more traditional QPA calculation of the Total Quality Points Earned divided by the Total Credits Attempted so that QPAs can be calculated and explained more easily to college admissions counselors and scholarship committees. Additionally, the committee recommended an updated weighted quality points chart to include AP and College in High School courses to be weighted at a 5.0 for an “A.” Finally, the committee recommended that juniors and seniors would be able to take 1 credit per year in a non-required graduation class as pass/fail; these classes would not affect the students’ QPA. The Class of 2020 would use the proposed traditional calculation but the current calculations for graduation recognition; the Class of 2021 and beyond would use the proposed traditional calculation and the proposed graduation recognition.

Additional information from the proposed High School Program of Studies includes a chart on the grading system, specifications for pass/fail classes, QPA calculations, Class Rank, and Graduation Recognition:

**Grading System**

The grading system at Hampton High School is listed below. Final percentages earned are **not** rounded; final percentages are truncated, which is illustrated in the chart below.

Percentage	Credit Earned	Letter Grade	Weighted Quality Points		
			Regular Course	Honors Course	Advanced Placement Approved College in High School
90%-100%	Yes	A	4.0	4.5	5.0
80%-89.999%	Yes	B	3.0	3.5	4.0
70%-79.999%	Yes	C	2.0	2.5	3.0
60%-69.999%	Yes	D	1.0	1.0	1.0
59.999% and below	No	F	0	0	0
Withdrawal Medical	No	WM	N/A	N/A	N/A
Withdrawal	No	W	N/A	N/A	N/A
Withdrawal Failing	No	WF	0	0	0
Pass—60%-100%	Yes	P	N/A	N/A	N/A
Fail—59.999% and below	No	F	N/A	N/A	N/A

Minimum QPA Requirement	Recognition	Additional Criteria
4.40	Summa Cum Laude	<ul style="list-style-type: none"> <li>• A minimum of 28 credits earned through courses offered at Hampton High School</li> <li>• No withdrawals on the transcript</li> <li>• Transfer students must attend Hampton High School for a minimum of two (2) full years and earn a minimum of fifteen (15) credits in order to qualify for the recognition of Summa Cum Laude. All Hampton earned credits along with all credits earned from the student's former school district will be used to determine the student's cumulative quality point average. Letter grades must be available for at least 28 credits in order for students to be eligible for the recognition of Summa Cum Laude</li> </ul>
4.20	Magna Cum Laude	<ul style="list-style-type: none"> <li>• A minimum of 27.5 credits earned</li> </ul>
4.00	Cum Laude	<ul style="list-style-type: none"> <li>• A minimum of 27.5 credits earned</li> </ul>

Top-ranked 10%	Senior Scholars	<ul style="list-style-type: none"> <li>• QPA based upon a senior's cumulative QPA from three years and three grading periods of the senior year</li> <li>• Any senior who entered Hampton High School after the beginning of their junior year, whose cumulative Quality Point Average is equal to or better than the lowest quality point average in the top-ranked 10 percent of seniors, will be added to the list of Senior Scholars</li> </ul>
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### Proposed 2019-2020 District Calendar Options

Dr. Loughead presented the Board with two options for the 2019-2020 District Calendar. The first option lists August 22 as the first day of school, while the second option delays the first student day until August 29. He said the calendar structure for both options is similar to what is in place for the current school year. Dr. Loughead said the purpose of Option 2 with the later start time is to consider any capital projects taking place over the summer. He said most of the staff, especially at the High School, prefer the first option and Mr. Farino stated that he does not think the Central roof project will significantly impact the start of school. Dr. Loughead also noted that in both options, in keeping with the change instituted last year, students would no longer be allocated a week-long Spring Break. The change was made to ensure students were not missing a full week of school prior to the commencement of PA assessment testing, which is needed to help prepare students for the tests.

## New Business

### 2017-2018 Student Achievement Report

Dr. Removcik provided the Board with an overview of the District's performance from the 2017-2018 academic year. Data from the Pennsylvania Department of Education (PDE) was released later than usual this year, which resulted in the postponement of this presentation from November to tonight.

PSSA and Keystone data from the 2017-2018 School Year was included in the report. Key findings in the report include the following:

- Hampton High School earned the Number One Ranking in the region for 2018 Keystone Exams, and number six in the state as identified by the Pittsburgh Business Times.
- The Middle School has been recognized as a 2019 Schools to Watch. More information on this recognition is available [here](#).
- Hampton students consistently scored (on average) 25% above state averages on assessment tests in English Language Arts and Math. Grade 8 PSSA math data at Hampton is 40% higher than the state average for the same grade level.
- Significant curriculum design work has been conducted over the last couple of years to ensure the District is aligned with the PA Core standards.
- Most grade levels are meeting or exceeding growth standards in both ELA and Math.

A copy of the PowerPoint Presentation from this evening's report is available [here](#).

### YMCA Before and After School Care Update

Dr. Hannagan provided the Board with an update on the YMCA Before and After School Care program, which launched at the start of the 2018-2019 School Year. Currently, sixty-three children are enrolled in the program, which is an increase from the thirty-seven children who were enrolled on the first day of school. Families continue to be pleased with the program. The YMCA program received licensure from the Department of Human Services; this recognition now allows families to use public funds to cover the program fees. Dr. Hannagan said there are preliminary plans to expand the program and pilot a kindergarten wrap program at Poff Elementary that would be child care-focused only for kindergarten students and at no cost to the District. The wrap program needs twelve students to operate, and Dr. Hannagan said she feels confident they can reach the minimum enrollment necessary to hold the program. Mr. Vasko stated his concern with the wrap program only being available to Poff students in the pilot year. Dr. Loughead and Dr. Hannagan agreed to bring additional ideas on the pilot program back to the Board in February.

## FINANCE

### Action Items for Consideration

#### Budget Transfers

Mr. Vasko recommended transfers totaling \$13,121 for the following:

- Special Education Salaries and Benefits \$12,721
- Gifted Contracted Services \$400

### 2019-2020 Act 1 "Not to Exceed" Budget Resolution

The Board is evaluating the adoption of a 2019-2020 Act 1 "Not to Exceed" Resolution as part of the 2019-2020 budgeting process. The 2019-2020 Act 1 Index for HTSD is 2.3%. The index places a limit on any District millage rate increase at 0.43 mills to a total millage of 19.38 mills. The current millage rate is 18.95 mills. The only relevant Act 1 exception available for HTSD is for PSERS cost increases. However, due to the relatively small PSERS rate increase (2.6%) and the calculation requirement to use baseline salaries from 2011-12 – the "value" of the Hampton PSERS exception for the 2019-20 budget year is only \$6,100 or .004 mills. For this reason and



the reasons outlined in the “Proposed Preliminary Budget & Planning Document,” Mr. Kline is recommending that the Board approve the Not to Exceed Resolution at the January 14th voting meeting. Hampton has approved the Not to Exceed Resolution in twelve of the thirteen budget years that Act 1 has been applicable.

### **2019 Joint Purchasing Agreement & Resolution**

Mr. Kline presented the Board with a joint purchasing agreement and resolution with Allegheny Intermediate Unit for the following utilities and materials: gasoline, diesel fuel, electricity and natural gas.

### **Old Business**

#### **Local Tax Revenue Update**

Mr Kline reported the Local Tax Revenue Update as of December 31, 2018. He noted that the year-to-date 2018-19 local revenues are up 4.01% on a year-to-year basis. Real estate taxes, interim real estate taxes, real estate transfer taxes and delinquent real estate taxes continue to exceed last year’s collections and are in-line or exceeding budget expectations. Earned income taxes are exceeding last year’s collections by 1.42% which is below the budgeted increase of 3%.

### **New Business**

#### **June 30, 2018 Comprehensive Annual Financial Report (CAFR)**

Mr. Peter Vancheri of Hosack, Specht, Muetzel & Wood, provided an overview of the Comprehensive Annual Financial Report (CAFR). All School Districts are required to prepare an annual financial statement; however, Hampton has gone the additional step of preparing a “Comprehensive Annual Financial Report” for fifteen years. The comprehensive report provides additional data and an expanded statistical section with demographic and historical data. Mr. Vancheri said of the thirty school districts his firm audits, Hampton is the only one that completes a CAFR annually. A copy of the report is available [here](#).

#### **2019-2020 Proposed Preliminary Budget & Planning Document**

Mr. Kline presented the Board with the proposed preliminary budget and planning document for the 2019-2020 fiscal year. The document is prepared annually to project the financial condition of the District’s general fund, with financial projections to be used by the Board and Administration to set instructional goals, spending policies and tax rates.

Based on the information presented in the preliminary document, Mr. Kline noted that the following items which could affect the 2019-2020 budget that are NOT included in the planning document:

- The State will not release its 2019-2020 preliminary education budget until mid-February;
- The District has not finalized staffing needs for 2019-2020; and
- The District has not finalized its department and building budgets.

General fund revenue projections for 2019-2020, with no change in the tax rate, is \$52,382,989, which reflects an increase of \$1,053,030 or 2.05% from the 2018-2019 budget. Expenditure projections are \$53,585,897, which is an increase of \$1,356,938 or 2.60% from the 2018-2019 budget. The projected shortfall is \$1,202,908. Mr. Kline recommended the shortfall be funded as follows:

- Usage of PSERS designated fund balance (Year 9) - \$576,000
- Millage increase permitted under Act I Index - 0.43 mills
- Additional millage increase using Act 1 exception (PSERS) - 001 mills

Mrs. Litwiler said it will be very difficult for her to support a budget that includes a millage rate again this year, even though she understands the reasons why it may be necessary. Mr. Vasko said the recent millage increases were mostly attributable to the PSERS rate increases in recent years. Mr. Wesley said it is inevitable that taxes will increase under the constraints of the PSERS system. Dr. Loughead said if Hampton wishes to remain a top

ten school district, then there are certain incremental expenses that will need to happen in order to maintain that status. However, he said the leadership team has been made aware of certain constraints, including staffing, so budget requests will remain streamlined and conservative.

The complete proposed preliminary budget planning document can be found on the District website [here](#).

**PERSONNEL**

**Action Items for Consideration**

**TEACHERS:**

1. Approve Mrs. Holly Wetherholt as a Half-Time Long-Term Substitute Special Education Teacher at Poff Elementary School from December 19, 2018 through the remainder of the 2018-2019 School Year. Salary is \$31,500, pro-rated. (This is a new position due to an increase in special education enrollment.)
2. Approve Ms. Emily Marcellus, as a Long-Term Substitute Special Education Teacher at Wyland Elementary School from December 19, 2018 to approximately January 23, 2019. Salary is \$31,500, pro-rated. (Ms. Marcellus is a substitute for Mrs. Christy Edinger.)
3. Approve Ms. Breanne Vodde as a Long-Term Substitute Science Teacher at Hampton Middle School from approximately January 30, 2019 through April 30, 2019. Salary is \$31,500, pro-rated. (Ms. Vodde is a substitute for Mrs. Michele Hurst.)
4. Accept the resignation of Ms. Sarah Morris, Building Substitute at Hampton High School, effective January 17, 2019.

**PARAPROFESSIONAL/SECRETARY:**

5. Approve a change in status for Mrs. Karen Wheeler, moving from a Class V Secretary to the Assistant Principals at the High School to a Class VI Secretary to Technology, Curriculum and Public Relations, effective January 21, 2019. Salary is \$25.61 per-hour for the 30-day probationary period and \$25.86 per-hour thereafter. (Mrs. Wheeler is replacing Mrs. Carla Kramer.)

**CUSTODIAL:**

6. Approve a change in status for Mr. Christopher Hartle, moving from a 10 Month/8 Hour custodian at Central Elementary School to a 12 Month/8 Hour Custodian at Central Elementary School, effective December 17, 2018. There is no change in hourly rate. (Mr. Hartle is replacing Mr. Joseph Petrovich who was awarded the position when Mr. Reaghard retired, but then elected to remain in his original appointment.)

**OTHER:**

7. Approve the additional change for the Club Sponsors for Hampton High School for the 2018-2019 School Year: High School Video Club, Sarah Jabbar.

**SUPPLEMENTALS:**

8. Approve the following Building/Coaching Supplemental positions for the 2018-2019 School Year, at a rate of \$133 per point:

NAME	POSITION	BUILDING	POINTS	RANGE	TOTAL STIPEND
Dan Franklin	HS Musical Director	HS	44	32/44	\$5,852
Richard Swartz	HS Musical Technical Director	HS	28	24/28	\$3,724
Jessica Kendall	HS Musical Choral Director	HS	20	18/22	\$2,660
Ryan Meyer	HS Musical Music Director	HS	18	15/19	\$2,394
Richard Swartz	HS Musical Art Director/Stage Crew	HS	12	8/12	\$1,596
Jennifer Lavella	HS Musical Assistant Director/Choreographer	HS	28	24/28	\$3,724
Dan Franklin	HS Musical Producer	HS	12	8/12	\$1,596

## **POLICY/LEGISLATIVE AFFAIRS**

### **Action Items for Consideration**

#### **First Reading of Policy # 918: Title I Parent and Family Engagement**

Mr. Shages provided a brief overview of the proposed Title I Parent and Family Engagement replacement policy and indicated that the updated policy proposal contains revisions which are required under the federal guidelines. Dr. Cunningham added that the new proposed policy includes a wider definition of “family” and also provides more prescriptive and robust language on how schools and families will continue to work together to support children in the Title I program. She said the administration is comfortable with the changes in the policy and is already doing many of the requirements which are outlined in the proposed policy.

### **New Business**

#### **Affiliated Organizations Update**

Dr. Cunningham indicated that as of today, only one affiliated organization still needs to provide a copy of its annual financial statement; however, that organization has been in communication with the District Office and indicated that the required documents should be provided within the next two weeks. Dr. Cunningham was very appreciative of all of the affiliated organizations who have provided the requested information.

## **TRANSPORTATION**

### **Action Items for Consideration**

#### **Service Agreement with Transfinder**

The Board is being asked to consider a contracted services agreement with Transfinder at a total cost to the District not to exceed \$4,500. Transfinder would evaluate the District’s transportation needs as part of the later start time being explored in the District. This report would include a feasibility study of combining the middle and high school bus runs.

## **TECHNOLOGY**

### **New Business**

#### **Instructional Technology Survey**

Dr. Loughhead stated that the District is planning to administer an instructional technology survey which will be used to continue to evaluate the effectiveness of the District’s technology policies and the implementation of the 1:1 program. He also noted that the Schools to Watch evaluation committee commended the District on its balanced approach with technology.

## **PUBLIC COMMENT**

The Board provides the opportunity for members of the public to address the Board about issues appearing on the agenda, as well as issues affecting the District. In accordance with Policy No. 903, individuals who wish to address the Board are asked to state their name, address and group affiliation, if applicable.

- There was no additional public comment.

*The meeting adjourned at 10:12 p.m. Mr. Wesley announced there would be an executive session to discuss legal and personnel matters. The next regularly-scheduled meeting will be at 7:30 p.m. on Monday, January 14, 2019 in the Dr. Harold Sarver Memorial Library, HMS.*