

Valley Academy Public Board Meeting Agenda
September 13, 2018 @ 6pm
539 N 870 W, Hurricane, UT 84737

1. Welcome and open regular session of the Board
2. Board Training: Valley Academy Charter Review, Finance Training (Nate)
3. Pledge of Allegiance and Mission Statement:

The mission of Valley Academy is to provide a superior, character building academic program enhanced by integrated training in fine and performing arts, and a technologically advanced curriculum; *in a SocialEmotional Learning environment that promotes responsible freedom.*

4. Public Comment

The Board requests that you provide written notice to be heard for public comment so we can plan for the time required for this agenda item. Requests may be sent to alisha@valleyacademycharter.com. Please plan ahead for your comments to be 3 minutes or less. Due to open meeting regulations, please be aware that the board will not be able to *formally* discuss or take action on items brought up in this meeting's public comment period.

5. Closed session, if needed.
6. Any action necessary from closed session.
7. Approval of minutes from the 8/9/18 meeting.
8. Follow up action items from previous meeting:
 - a. T-shirt contest
 - b. Update on buses
 - c. Staff dress code
 - d. Combination of SLT and Safety Committee minutes?
 - e. Add Board to group emails for parents and staff
9. Discussion and possible approval of Emergency Plan.
10. Discussion and possible approval of website development.
11. Discussion and possible approval of Literacy Plan (Nancy Roundy)
12. Reports from Committees:
 - a. Academics/Curriculum
 - b. Technology
 - c. Arts

- d. SEI
- e. PAC
- f. Safety
- g. State Trust Lands
- h. Policy
- i. Building Development
- j. Wellness
- k. Teacher Liaison
- l. Finance

13. Business Manager's Report

14. Director's Monthly Report

15. Recap and assignment of any action items needed from this meeting.

16. Next meeting proposed October 11, 2018.

17. Adjourn.

Valley Academy Public Board Meeting Minutes
September 13, 2018 @ 6pm
539 N 870 W, Hurricane, UT 84737

1. Welcome to work session at 6:00pm

In attendance: Miranda Kloos, Michael Palfreyman, Eva Pelton, Elaina Westegaard, Weston White. By phone: Kevin Castro, Alisha Terry-Martin. Tracy Stevens, Nate Adams, Kelly Faucett, Kandis White, Laurie Harper, Nancy Roundy,

2. Board Training:

- a. Finance training by Nate Adams. Best funding for charters is to have kids in the seats. There are 3 basic revenue streams: Local revenue (lunch money, donations), State funding (ADM from the previous year + Oct 1 count, liquor tax, qualified teachers, etc...ADM is basically a prediction and the true up is finalized on Oct 1 which creates the money the school gets from January on), Federal (Title I and lunch funding, etc). Jill sends in monthly reports on lunch expenses, which are reimbursed, usually a month behind. How to read the monthly budget report. The state suggests a net profit of 5% at the end of the year for fiscal responsibility. Valley is projecting to be around 4.3% right now, but the budget was made conservatively, so we may make it to the 5% goal this year. We have approx 68 days cash on hand, in case of emergency. Looking forward- goals needed to fulfill to make sure we can continue to expand. In Oct or November, Nate will have an amended budget ready for a vote once we get our final Oct 1 count. We are currently going through the yearly audit. Eva asked about the specific line item for curriculum. Nate says the curriculum line item it typically spent at the beginning of the year, but there will be additional funds available since we have added 50+ students over our current budget.
- b. Charter training: Capital Facilities Plan. It seems to still line up with our future plans.

3. Elaina led the pledge. Michael read the mission statement.

4. Public Comment: Laurie Harper wants to see if it would be ok to start a fundraiser that is similar to Dixie Direct, but it is online instead of paper. Website: localmascotapps.com. Miranda asked if Laurie would do some research and bring the results back to the Finance Committee. Dixie Direct is kicked off at the end of October and has provided around \$5,000-6,000 each year to the school, which we use for arts programs funding. Laurie is wanting to raise funds for field trips.

5. Miranda made a motion to go into closed session for the purpose of discussing the character, competence, or physical/emotional health of an individual. Weston second. Role call vote taken: all members in favor. None opposed.

6. Elaina made a motion to approve Miranda to work with Erin Preston on the parameters set in the closed session. Eva second. All members in favor. None opposed.

7. Michael made a motion to approve the minutes from the 8/9/18 meeting. Elaina second. Eva abstained from the vote because she had not read the minutes. All other members in favor. None opposed.

8. Follow up items:

- a. Eva has a few ideas and has done research for the t-shirt contest. Eva volunteered to head up the logo taskforce.
- b. New buses have been purchased, have been inspected, and are up and running. Old buses will be surplussed. Still waiting to find out if we are required to post them on the state surplus site or if we can just sell them on KSL, etc.
- c. Staff dress code has been discussed with staff, but has not been address in the policy committee yet. Needs to be worked on in conjunction with the Employee Policy Manual. Should be ready for review by next meeting. *Add Dollar Dress Days to the agenda for discussion at the next meeting.
- d. Tracy found out that we combine the minutes from the SLT and Safety Committees for compliance.
- e. Kelly has attempted to add board members to the emails, but we can't add people to the list on SIS unless they have a child in the school. Kelly added the board to the text system (but not everyone has been getting those messages either). Eva will share emails with the rest of the board when she gets them. The concern is that the board wants to know about important upcoming events, etc. The board may have to opt in by texting ALERT to 22300.

9. Discussion of Emergency Plan. Items in yellow were the ones that were corrected. Student information that is easily accessible in case of emergency (power outage where we can't use the computer). Kelly says that teachers should have roster with emergency info. Bomb threat checklist will be removed. Alisha made a motion to table this approval to the next meeting. Elaina second. All members in favor. None opposed.

10. Discussion of website development: Tracy says our current contract with SEDC covers help with website, which he just found out yesterday. No vote is needed.

11. Nancy Roundy discussed the Literacy Plan that is required by the State for funding. (attached) 5 goals created to guide the literacy program through the year. This plan is required to be voted on by the board and returned by Oct 1. Nancy is confident the plan will be approved since she has already submitted it to be reviewed and has made the changes requested. One of the goals is to improve 2nd grade Dibels by 9%. She says that is a significant improvement, but she is confident we can do it with the Spalding program and teacher buy-in. 2 of the 5 goals written need to be completed. One requirement is to inform the parents of their child's reading level and needs. The data is digital now instead of teachers needing to check the tests by hand. Motion to approve the Early Literacy Plan made by Weston. Eva second. Kevin and Alisha will not vote because they have not reviewed it. All members in favor. None opposed.

Valley Academy Charter Early Literacy Plan 2018-2019

All core instruction of reading skills will be delivered and mastered within the hierarchy of difficulty, time needed and how it impacts the major goals or learning to read and write.

Describe Core Instruction in grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	5-10 minutes	Daily	K-1,2,3 imbedded in spelling and in small groups as needed)	<ul style="list-style-type: none"> • K-3 Spalding • IDEAS AND ACTIVITIES FOR DEVELOPING PHONOLOGICAL AWARENESS SKILLS A Teacher Resource Supplement
Phonics	10-30 minutes	Daily	K-3 Interventions as dictated by assessment evaluations	<ul style="list-style-type: none"> • Grades: K-3 Core Phonics • Grades K-3 Spalding analytical spelling using phonograms
Fluency	20-30 minutes	Daily	K-3	<ul style="list-style-type: none"> • Grades: K-3 Spalding Spelling Vocabulary notebook repeated reading • Grades: K-1 Oral Reading Fluency for Kindergarten & First Grade • Grades: 2-3 Oral Reading Fluency Assessment & Daily Practice to assess and improve accuracy, speed and prosody-automatic and expressive reading • Repeated Readings of early literature along with aligned Spalding Series 1 & 2 leveled readers.
Vocabulary	10-25 Minutes	Daily		Grades: K-3 Spalding <ul style="list-style-type: none"> • High Frequency Vocabulary daily practice where the teacher models, coaches and scaffolds using core vocabulary words and word parts as well as usage and meanings to construct oral and writing sentences • Students will then articulate, evaluate and explore as they implement acquired vocabulary

				<p>skills</p> <ul style="list-style-type: none"> • Vocabulary practice extends throughout the study of fine literature and extensive independent reading
Comprehension	20-60 minutes	Daily	K-3	<ul style="list-style-type: none"> • Grades: K-3 Spalding-Teachers incorporate research based comprehension strategies that build solid text comprehension skills of self-monitoring, making connections, predicting, categorizing information and summarizing to derive implied main ideas. • Provide specific and immediate feedback • Assess students on multiple levels using strategies and questioning techniques recommended by the NRP and found in high stakes testing • Use cooperative learning activities to check understanding
Oral Language	10 minutes	Daily	K-3	<p>Grades: K-3 Spalding- Oral Language skills will be imbedded throughout the literacy block using the 5 components of oral language development.</p> <ul style="list-style-type: none"> • Develop speaking and listening skills through reading of fine literature and discussing text • Teaching a variety of spoken texts by expressing needs, getting along with others, learning about behavior • Creating a language learning environment by enriching the physical environment of the classroom. • Teaching and extending basic vocabulary knowledge through oral sentences • Promoting auditory memory through poems, songs, fairytales
Writing	10-20	Daily	K-3	<ul style="list-style-type: none"> • Grades: K-3 3 Spalding

	minutes			<ul style="list-style-type: none"> ● Writing lessons are divided into three main strands: Usage of High Frequency Vocabulary during both oral and written sentence construction and composition. ● All K-1 students write and read their own sentences after they have written and read the 100 most frequently used words in their primary notebooks. ● Daily practice of both oral and then written sentences ensures a smooth transition into writing all types of sentences. ● Instruction in composition is taught following the direct instruction on the four types of simple sentences and related sentences on a single topic. <p>Note: Writing skills and strategies are explicitly taught and then embedded throughout the literacy block.</p>
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2. Describe the assessments used for core instruction and intervention to make instructional decisions and ensure interventions are aligned to students’ diagnostic needs.

Initial Screening Tools - These are used to determine students who may be at risk for reading struggles.

- KEEP Assessment (K only) Individual academic and social-entry and exit profile
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- DIBELS Next (K-3rd assessed three times yearly) identify students who may be at risk for reading difficulties with decoding fluency, comprehension, letter naming (universal screening); to help teachers identify areas to target instructional support; to -DIBELS Progress Monitoring
- DIBELS Next: 1X / month Progress Monitor Strategic Level-for students scoring below benchmark- at-risk students while they receive additional, targeted instruction
- DIBELS Next: 2-4X / month progress monitor Intense level at risk for students scoring well below benchmark
- DIBELS (K-3)
- OAMS-Online Assessment Management System Phonemic Awareness-Spelling-Phonics: used to continually evaluate assessment data to monitor adjust spelling, writing, and reading instruction to meet individual students’ needs

The OAMS (Online Assessment Management System (K-3))-

These are part of the core reading program and are used in addition to the above tools for placement, diagnosis, and intervention.

- Placement Tests - to determine reading levels at intervals during the year.
- Foundational Skills Tests-PA & Decoding
- Phonogram Screening
- Reading, Vocabulary
- Grammar & Writing Rubrics-student & teacher driven
- Oral Language Rubrics
- Reading Strategy Assessments
- Speaking & Listening Observation Log
- Phonogram Benchmark
- Lexia Core 5 Reading

Diagnostic Tools (K-3) - these are used to determine where student skills gaps are and identify targeted instruction needs. Using Both the OAMS and Core Phonics Assessments

- Online Assessment Management System Phonemic Awareness-Spelling-Phonics: used to continually evaluate assessment data to monitor adjust spelling, writing, and reading instruction to meet individual students' needs-Counting, Segmenting, Blending Sounds using the OAMS Online Assessment Management System
- Core Phonics Survey- 1-2 X/Month depending on intensity of need the CORE Phonics Survey assesses the phonics and phonics related skills that have a high rate of application in beginning reading
- Lexia Core 5 Reading- diagnostic reportsIndividualized Computer generated Skill Gap Data including intervention data
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- Oral Language Rubrics
- Reading Strategy Assessments
- Speaking & Listening Observation Log

DIBELS Next Progress Monitoring Assessments (ongoing for all identified students K-3 students) once a month for strategic and twice a month for at risk students.

3. Describe the tiered, evidence-based intervention system available to students struggling to read proficiently.

TIER 1

All K-3 students receive high quality, differentiated, culturally responsive core literacy aligned with the USBOE Core the general education program. The Writing Road to Reading, Spalding, is designed to

meet the needs of and ensure positive outcomes for a minimum of 80% of all students. Correlation that is specifically aligned to the USBOE Core Standards can be found at <http://www.spalding.org/about-us/standards-correlation>. The skilled and highly qualified classroom teacher makes use of scientifically-based instruction and strategies and differentiated instruction using flexible and fluid grouping to meet the needs of all students and ensure positive outcomes for all.

- Tier I instruction is delivered by whole group explicit instruction and then small group instruction with levels of differentiation: on-level instruction, re-teaching for struggling students, and extensions for advanced students.
- Tier I small group targeted instruction is a component of core instruction.

TIER 2

- Students receive 30 Min/day of intervention or enrichment based on performance data for 150-160 days. In order to address Tier 2 & 3 student deficits language and reading skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC. They include alphabetic principal, phonemic awareness, phonics, spelling and syllabication practice, morphology, literary appreciation, text fluency, text structure, listening and reading comprehension. Administrator, classroom teachers, reading specialist, reading coaches and special education teachers collaborate monthly to evaluate all students' testing data with emphasis on student progress in IEP's as well as PLC meetings. Instructional groups are continually re-aligned according to progress and needs
- Kindergarten Teachers provide additional phonemic awareness instruction using the supplementary program: ACTIVITIES FOR DEVELOPING PHONOLOGICAL AWARENESS SKILLS-Virginia Early Intervention
- All teachers provide targeted supplementary instruction as determined by a careful task evaluation of all assessments.
- Teachers work with school intervention teams (certified specialists, special educators, and paraprofessionals) who will deliver systematic intensive, targeted instruction to students. Programs used include, Leveled Literacy Instruction, and Florida State for Reading Research resources.
- At-risk kindergarten students attend Optional Extended Day Kindergarten
- Lexia Core 5 Reading-Individualized Computer generated Skill Gap Data including intervention data

TIER 3

- Students receive 30-60 Min/day of intervention or enrichment based on performance data for 150-160 days. Teach Tier 2 & 3 student deficits language and reading skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC. They include alphabetic principal, phonemic awareness, phonics, spelling and syllabication practice, morphology, literary appreciation, text fluency, text structure, listening and reading comprehension. Administrator, classroom teachers, reading specialist, reading coaches and special education teachers collaborate monthly to evaluate all students' testing data with emphasis on student progress in IEP's as well as PLC meetings. Instructional groups are continually re-aligned according to progress and needs
- Kindergarten Teachers provide additional phonemic awareness instruction using the supplementary program: ACTIVITIES FOR DEVELOPING PHONOLOGICAL AWARENESS SKILLS-Virginia Early Intervention
- ers with at risk students coordinate with interventionist and special educators to deliver targeted, systematic and more intensive interventions using a variety of resources including:
- Reading Horizons

- Lexia Core 5 Reading- Individualized Computer generated Skill Gap Data including intervention

4. Describe the professional learning opportunities that will be provided using these funds for K-3 teachers, literacy coaches, and interventionists. These funds cannot be used for faculty or staff in grades 4-6.

Early Literacy Funds are used to provide stipends or pay for substitutes for K-3 teachers, interventionist, and learning coaches so they can attend Charter School Site trainings.

District Trainings will include:

- Multisensory Instruction in Language Arts: Level 1 & 2-3 Credit-45 hour Graduate Course
- Weekly targeted literacy training for specific teacher/team needs
- Scheduled classroom individual skills analysis coaching that includes specific reinforcements/refinements of instructor behavior.
- State & School DIBELS Data Analysis Training
- USBE Professional Learning Opportunities when available
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Local Goals

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes, including early intervention K-3 software if being used.

Goal 1 (required)

By June 7, 2019, Valley Academy Charter School will increase the percentage of Kindergarten students proficient on the DIBELS EOY composite from BOY to EOY by 5% 3%, from 55% to 58% by providing ongoing professional development and instructional coaching to all kindergarten teachers in using explicit phonemic awareness and phonics strategies and routines from the Skills Analysis Checklist aligned with Spalding. Using the Skills Analysis Checklist reinforcements and refinements will be evaluated as teachers and instructors work to perfect researched based practices in the classroom. In addition, all kindergarten teachers will be trained and coached as they implement ACTIVITIES FOR DEVELOPING PHONOLOGICAL AWARENESS SKILLS A Teacher Resource Supplement. Phonemic Awareness: Tier 1 instruction. The intent of this is to reduce the percentage of students who do not master Phoneme Segmentation Fluency and Nonsense Word Fluency and on the DIBELS benchmark by the end of the year.

Goal 2 *(required)*

By June 7, 2019, Valley Academy Charter School will increase the percentage of first grade students proficient on the DIBELS EOY composite from BOY to EOY by 63%, from 53% to 56% by providing ongoing professional development in Spalding MILA (Multisensory Instruction in Language Arts) 1 & 2. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence based instruction that aligns to students' diagnosed skill gaps as identified by the OAMS-Online Assessment Management System and the Core Phonics Survey. Students who have scored below and well below proficient in these skill areas will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and be progress monitored to ensure they are receiving instruction that supports their literacy needs in order to decrease the overall number of students not making sufficient progress to maintain proficiency by the end of the year,

Goal 3 *(optional)*

By June 7, 2019, Valley Academy Charter School will increase the percentage of second grade students proficient on the DIBELS EOY composite from BOY to EOY by 93%, from 70% to 73% by providing ongoing professional development in Spalding MILA (Multisensory Instruction in Language Arts) 1 & 2. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence based instruction that aligns to students' diagnosed skill gaps as identified by the OAMS-Online Assessment Management System and the Core Phonics Survey. Students who have scored below and well below proficient in these skill areas will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and be progress monitored to ensure they are receiving instruction that supports their literacy needs in order to decrease the overall number of students not making sufficient progress to maintain proficiency by the end of the year,

Goal 4 *(optional)*

By June 7, 2019, Valley Academy Charter School will maintain increase the percentage of third first grade students proficient on the DIBELS EOY composite from BOY to EOY by 3%, from 58% to 61% by providing ongoing professional development in Spalding MILA (Multisensory Instruction in Language Arts) 1 & 2. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence based instruction that aligns to students' diagnosed skill gaps as identified by the OAMS-Online Assessment Management System and the Core Phonics Survey. Students who have scored below and well below proficient in these skill areas will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and be progress monitored to ensure they are receiving instruction that supports their literacy needs in order to decrease the overall number of students not making sufficient progress to maintain proficiency by the end of the year,

General Assurances: *Check all the boxes below.*

- ✓ The plan submitted has been reviewed and approved by your local school board in a public meeting.
- ✓ We understand our state growth goal is to achieve at least 60% of students in grades 1-3 making typical or better progress on DIBELS Next.
- ✓ We understand that we will submit our end of year data and report progress for our local goals by June 30 annually.
- ✓ We understand that if our plan is not approved by December 15th, we forego our Early Literacy Program funds.
- ✓ Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*see 53F-2-503 for details*).
- ✓ We understand that if program money is used in a manner that is inconsistent with 53F-2-503, our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

12. Reports from Committees:

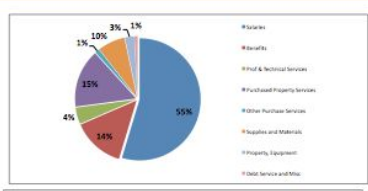
- a. Academics. Will meet at the end of September. (Tracy)
- b. Technology. Will meet Oct 3 @ 3pm. Will discuss technology needs and assign sections for a technology plan. They will do most of their work through Google Docs and will probably meet again after the first of the year. (Elaina)

- c. Arts. Music festival coming up end of September. Dance kids will participate. Christmas card fundraiser will be coming up. Teachers feel it is too much to ask for an activity every couple months and they feel parents will not come to the school for these activities that often. They would like to combine activities. Advanced art students- working on an after-school program. Discussion of how to fund these programs. (Eva)
 - d. SEI. Discussion of accomplishing the goal of training staff and board in the first half of the year, then training parents in the second half of the year. Finding free resources to start training staff and board immediately. Sending out a video to everyone. Tracy set an SEI training for this Tuesday @ 3:15 (quick 15 min training to get started). (Alisha)
 - e. PAC. Back to School Night went well. Elaina will send out notes to the teachers to they are aware of what PAC is planning. Walk to School is coming up in October. Red Ribbon week will include a spirit week. Meet every 3rd Wednesday at 3:00. The school will also do a spirit week for Homecoming week. (Elaina)
 - f. Safety. Finishing the Emergency Plan. (Alisha)
 - g. STL. Needs to meet soon. (Tracy)
 - h. Policy. Meets second Thursday of each month. Working on updates. (Michael)
 - i. Building. Have not met yet. (Weston)
 - j. Wellness. Have not met yet. Need to update meal charges. (Miranda)
 - k. Teacher Liaison. Have not met yet. (Tracy)
 - l. Finance. Went line by line in the budget and made some allocations to make sure we are in compliance. (Elaina)
13. Business Manager's Report: Nearing complete with the financial audit. Nate requesting Finance Committee to meet on the 4th Thursday of October- he will be bringing Jeff from Red Apple to discuss the future building projects. Get copies of the proposed building project from Lane- digital copy if possible.

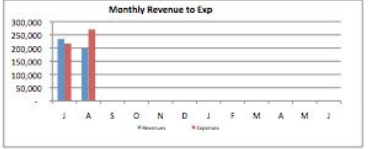
BUDGET REPORT **EXPENSES** **RATIOS**

17% through the Year

	YTD Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	350	340	350	
Revenue				
1000 Local	\$ 4,230	\$ 59,600	\$ 59,600	7%
3000 State	\$ 427,850	\$ 2,410,964	\$ 2,796,316	15%
4000 Federal	\$ -	\$ 287,449	\$ 288,024	9%
Total Revenue	\$ 432,080	\$ 2,758,013	\$ 3,053,940	14%
Expenses				
100 Salaries	\$ 205,278	\$ 1,388,807	\$ 1,597,600	13%
200 Benefits	\$ 50,588	\$ 388,618	\$ 404,487	13%
300 Prof & Technical Services	\$ 18,939	\$ 127,456	\$ 127,456	15%
400 Purchased Property Services	\$ 37,117	\$ 454,497	\$ 430,104	3%
500 Other Purchase Services	\$ 15,182	\$ 32,520	\$ 32,735	46%
600 Supplies and Materials	\$ 62,235	\$ 204,955	\$ 212,455	29%
700 Property, Equipment	\$ 48,811	\$ 52,804	\$ 72,107	68%
800 Debt Service and Misc	\$ 6,710	\$ 25,500	\$ 25,500	26%
Total Expenses	\$ 444,840	\$ 2,675,157	\$ 2,922,443	15%
Net Income from Operations	\$ (12,760)	\$ 82,876	\$ 131,497	
Operating Margin	-3.0%	3.0%	4.3%	

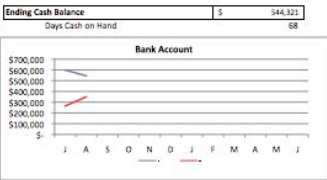


	Forecasted	Actual	Goal
Operating Margin	4.3%	4.3%	5%
Debt Service Coverage	1.20	1.20	1.25
Days Cash on Hand	68	68	60-90
Building Payment %	18.0%	18.0%	20%

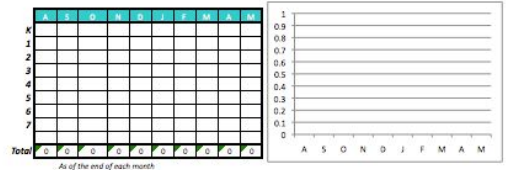


Cash Reserve	Operating Margin	Student Count
\$0-\$300,000	5%	0-600
\$300,000-\$500,000	4%	0-600
\$500,000 and above	3%	0-600

CASH **RESERVES** **ENROLLMENT**



	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 106,632	\$ 106,632
Reserves Added this Year	\$ (12,760)	\$ 131,497
Expenses from Reserves	\$ -	\$ -
New Reserve Balance	\$ 93,872	\$ 238,119



- Director's Report: Student count is 397. Is the movie playing at the movie theater? Not yet. Alisha will follow up with the cost for the movie theater. New signs are posted at the pawn shop and dixie springs. Attendance is good. SPED is being audited right now. Starting the character development program with Marvin and Jesse. Did the mandatory bus training with everyone in the school. Compliance with licensing, drug testing, etc for the bus program.
- Recap: Committees to post, dress code (staff, dollar dress, 6-8th), digital copy of build out from Lane, movie theater. 6-8th grade will be working on their presentation for dress code items for the next meeting.
- Next meeting will be October 18, 2018.
- Eva made a motion to adjourn. Weston second. All members in favor. None opposed.