



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Approval of Board Minutes for the Month of April 2020

SUBMITTED BY: Alejandra Salinas

OF: Superintendent's Secretary

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: August 18, 2020

RECOMMENDATION:

It is recommended that the United ISD Board of Trustees approve the Board Meeting Minutes for:

Regular Board Meeting – April 22, 2020

RATIONALE:

State law requires the Board to prepare and keep minutes of its open meeting Govt. Code § 551.021. The minutes are public records available for public inspection and copying upon request to the Superintendent or his designee. Govt. Code § 551.022.

BUDGETARY INFORMATION:

No Budget Impact

POLICY REFERENCE & COMPLIANCE:

This is in compliance and in accordance with Board Policy BE and BE (LOCAL).

Regular Board Meeting
The State of Texas
United Independent School District
The County of Webb

April 22, 2020

In Attendance

Roberto J. Santos, Superintendent of Schools

Board of Trustees

Ramiro Veliz, III – President – PRESENT
Javier Montemayor, Jr. – Vice President - PRESENT
Ricardo "Rick" Rodriguez – Secretary – PRESENT
Ricardo Molina, Sr. – Parliamentarian - ABSENT
Judd Gilpin – Member – PRESENT
Aliza Flores Oliveros – Member – PRESENT
Juan Roberto Ramirez – Member – ABSENT

A Regular Board Meeting of the Board of Trustees of United I.S.D. was held on Wednesday, April 22, 2020 in the United ISD – Boardroom, 201 Lindenwood Dr., Laredo, Texas 78045.

BOARD MEMBERS MAY PARTICIPATE VIA TELEPHONE CONFERENCE DUE TO THE COVID-19 PANDEMIC

Board Members and the public can call in to 1(888) 204-5987, Access Code: 1299180.

Public comments may be submitted to: grendon@uisd.net prior to meeting.

- I. An announcement was made by the Board Vice-President, calling the meeting of the United Independent School District to order at 12:00 p.m. The record showed that a quorum of Board members was present, that the meeting had been duly called, and that notice of the meeting had been posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551.
- II. Public Comments:

No Public Comments
- III. Informational Agenda Items
 - A. Extended Closure of District
Roberto J. Santos – Basically the governor closed down all the schools for the remainder of the year.

Ramiro Veliz, III – We are going to adhere to that order

Roberto J. Santos – Absolutely, yes sir

Ramiro Veliz, III – And that specifies that there is no actual instruction in any classroom and we would continue with the online.

Roberto J. Santos – yes online or pick up some of the paperwork but nothing at the campus.

Ramiro Veliz, III – has there been any indication from the commissioner of education as far as would we have to make up any actual face-to-face instructional time?

Roberto J. Santos – No, based on the information we get from them we do not need to make up any face-to-face time. We should be ok.

Ramiro Veliz, III – So closing out the year at the regularly scheduled date?

Roberto J. Santos - Yes

B. Conclusion of the Dual Language Program at the Secondary Level

David Gonzalez – this item comes from our Director of Bilingual, Ms. Ruiz, on her behalf. We are going to do the conclusion of the dual program at the secondary level. One of the challenges that has happened this coming school year by the state is that our secondary teachers who teach the dual are now required to be certified in bilingual. Teachers that we have right now that are in the middle school, they have certification in ESL but what the state is saying now is they have to be certified in bilingual. That makes it very challenging for us so we're proposing from our end is doing away with the Dual Program at the secondary level that's taught only in the social studies classes from 6th grade, 7th and 8th. The most important thing that we focus on is the content itself for example Social Studies, 6th grade is World History, Social Studies is still being taught, 7th grade is Texas History and 8th grade would be US History which would get tested in all that content is still being taught. We are doing away with the Dual Program itself. What is important to know with this program is that the focus remains the same, preparing the dual students again for college career or military readiness. Opportunities for our students that finish from the start all the way to 5th grade (with the dual at the elementary level), as long as they conclude it and they meet the criteria they're eligible to obtain a Spanish I credit in high school and they'll also receive a pin upon graduation. That will not change. I do know that the program at the middle school will not affect our students that complete the program itself. We have the letters ready to go in English and in Spanish to our 6th and 7th graders in the middle schools who are already in the program and for the 8th graders about to finish the semester.

Javier Montemayor – How many students do you think it is going to affect across the district?

David Gonzalez – As far as affecting students, Mr. Montemayor, a ballpark figure, we're looking at maybe 250 students maybe 300. But as far as affecting them academically, they are still taking the course itself it just will not be offered in Spanish and English on A and B day in the middle school.

Javier Montemayor - Are you more concerned about the teachers, the certification for the teachers, you don't think the students need that dual language in the middle and high school or is it more of a state certification issue?

David Gonzalez – It's a little bit of both but obviously certification is monumental for our teachers to, you know, I can tell you from speaking to teachers, they're not going to go out there and get certified in bilingual. The way it has been in the past, bilingual certification is really only for the elementary schools. Why the state went this route, I cannot answer that sir. That was one of the major issues and why we are doing away with the program for middle schools. We emailed all our middle school principals and they are all in agreement.

Javier Montemayor – Just out of curiosity, where do you have the higher concentration of dual language students? Is it in the Trautmann, United Middle or

David Gonzalez – Well not all middle schools have the program. I can tell you Washington Middle has it, Gonzalez has it. The ones that feed in from the elementaries still have the program so it is not every middle school.

Ramiro Veliz, III – the state mandating that the teachers get the bilingual certification it would open up again for the state to come back and actually mandate bilingual instruction now that they're mandating for teachers to get bilingual certification.

David Gonzalez – What they are requiring is that the teachers that teach dual is to be certified in bilingual.

Ramiro Veliz, III - By us doing away with the bilingual program, we are going to be fine with the state as far as ...

David Gonzalez – Yes we will be fine. Again, what we focus on is the content itself. In middle school, Social Studies is still being taught, we're still following the scope and sequence with TEKS we just won't have an A day in Spanish and B day in English and so forth but the content is still being taught but it doesn't affect us academically.

C. Grading Guidelines for Remote Learning during the COVID-19 Closure

Emma Leza – We have been researching all the information making sure we are closing the school year the way that the commissioner is guiding us, and based on all the information that we looked at we have made the decision to implement a pass or fail grading system for the last two six weeks for elementary and for middle school and for the last nine weeks of the high school. We are considering everything in every aspect of the student so when we look at the pass/fail; it is only for the remote learning. Ever since March 23, we are looking at the remote learning. So we have some highlights; teachers are giving either daily or intermediate feedback so the connection with the students that are able to log in is there with the teachers. In addition, we will be giving feedback for whoever does submit paper packets. Based on that feedback, based on the information that the teachers have from the students, because they have them from the beginning of the year till March 13th, they're going to look at where the student is at and then they're going to issue a final pass or fail status for the 5th six weeks, for the 6th six weeks and also at the high school for the last nine weeks. Once they look at that, they are also going to issue an overall pass/fail status but we are going to be looking at the grades that we already accumulated to determine promotion. For elementary and middle school we are going to use the grades from August 14 up to February 20. Why? Because we closed out all of those 6 week periods. We are going to average those grades. At the middle school we're going to add the semester one exam, we're going to do an equal distribution of weight, average the grades and then with the policy that was passed last time we're going to look at an overall grade. Out of the 43,000 students that we have, we are only looking at 11 students right now that do not meet a cut off to be considered per placement. We have another 500 that are going to be looking at and every campus is going to have their own committee to see if we can place the students in the next year. So retention we are looking at very little numbers. And even those who would have to be retained, we're going to be working directly with those students so that we can help them out through the summer and see if we can place them at the beginning of next year. When we look at this policy that was approved, it was very good to help our students be promoted for the next school year. Given that, the remote learning instruction, the teachers are also looking at that because that some of those 522 students to meet placement criteria. Where it gets a little more challenging is the high school level because they have to earn credits. The parents are going to receive a report card that says PC and that's because that's what we have in our system and the PC means passed course. Today, later in the afternoon, we're going to post informational items for elementary parents, middle school parents and high school parents so that they know exactly what to expect and then we're going to take the calls at our call center to explain anything that parents may need. We got the communication plan also readily available for students. At the middle school, I do have

to add that we have students taking Algebra I for credit. The state requires the credits to be earned, so what we're doing with the grades that we have, they are going to earn half a credit if they have a 70 or better, that's a high school course and then with the pass during the last 2 six weeks we're going to be able to issue the other half credit so that students that are engaged in the learning will be able to get that half credit and get the full credit for Algebra I for the middle school. We have also put up some question and answer for parents letting them know why we're going through the pass/fail, letting them know what is going to happen with those grades that were already posted because since the 5th six weeks started February 25, there were grades already there. We are using all that information to make the determination of pass or fail. All of our teachers will be looking at that. High School is a little bit more challenging, so we have two courses. We have an 18-week course that began in January and will end in May. The good thing because we're block scheduling, half of the course was taught by March 13th so with that we're looking at a quarter three. If they have a 70 or better that gives the student a half credit, the other half credit they will earn with the pass status for the nine weeks. GPA's come into consideration, weighted averages come into consideration. What we are looking at is let's say we have a 95 for my quarter three grade, we're going to double that for quarter four hence the final average will be a 95. The reason we're going through that calculation is because that was the time they had the traditional instruction with the teacher providing the feedback. It will affect their GPA but it will be based on the grade they earned for quarter three. We are just going to double it for quarter four.

Judd Gilpin – when you say double you mean using it again?

Emma Leza – yes using it again.

Judd Gilpin – so if it was a 93, it will be a 93 again?

Emma Leza – yes, however, they do need to earn a pass status so that we can issue that other half credit. So it's a little more complicated at the high school level because we can definitely issue the half credit for up to quarter three, they have to earn through the pass that quarter four grade. To be able to impact their averages we're just doubling the grade. We also have weighted courses. Since we are getting a numerical average for them, we will be able to add the weight to those courses that have weight, tier 1, tier 2, or the new tiered system for the freshmen and the sophomores. That is going to take care of itself there. For ranking purposes, this is only seniors right now; we have already started the GPA calculations. Again, we only use up to quarter three March 13th for ranking so that was actually in our favor where we are block scheduling the district. And the counselors have already begun working on calculating those ranking averages. Everything will remain the same as we have done in previous years because again we closed that on March 13.

Judd Gilpin – I know that normally policies we adopt are pretty tried and true with respect to precedent state guidelines so since this is kind of uncharted territory. That last part you talked about, how we're calculating the GPA and also the ranking, do we have something specific from the state on that? Are we kind of on our own or how does that work?

Emma Leza – The state guidelines actually said grading is a district decision so what we did is we ran some samples, we looked at what was the best way to implement our policies and our procedures and this really is the best way thinking of that's when the students had their traditional instruction.

David Gonzalez – And March 13 was actually a cut-off date for the GPAs so it worked out well for us.

Javier Montemayor – I think, theoretically, it sounds really good given the situation but I know that we came out on the news not too long ago with regard to 200 high school students that hadn't logged in at all. How is this plan going to address those high school students not logging in? Is there any exception or any flexibility

for those students who may not have the equipment or may not have Wi-Fi, or may not have the ability for something or another to comply with this?

David Gonzalez – Mr. Montemayor, those students you are talking about are those taking a 9th grade course of Government or Economics. We have already identified all of them as of yesterday and those numbers are already cutting down in half. If a student communicates with us that they need some kind of device, we are going to work with them so we are going to do everything in our power to help our kids get their credit.

Javier Montemayor – What is the cut-off? May 28th is your

Emma Leza – May 28 we will look at all the seniors that have already completed. That is a graduation requirement and since it is a nine-week course, in most cases it's going to go through a pass/fail so it won't actually generate a numerical grade for them. Since it's a graduation requirement we are looking at our data constantly, our counselors are making phone contact with as many students they can so that we can provide them opportunities. As everything else, end of course was taken out for all the students this year; we'll be able to capture more students. If we don't capture them by the end of the year, May 28, we will be able to capture them in summer; we'll be able to capture them in August. We're not going to stop; we are going to be relentless making sure that they have opportunities. And if they don't have online then we go to the packets. But we won't stop until we make sure they have an opportunity to meet their requirements.

David Gonzalez – Mr. Montemayor, if I may, because they have been identified, we already have our high school attendance officers going to the houses, knocking on their door and leaving the letter there to get those people to call us.

Javier Montemayor – I guess that applies also to the elementary and middle school students who are not logging in. Are the teachers taking some type of an attendance record when they log in?

David Gonzalez – We are not required right now as per the state, but those teachers will make contact with the family members to let them know their child needs to log on and if they're not then they can go pick up the packets. They are working with their individual campuses.

Ramiro Veliz, III – So on the seniors you mentioned that 200 number, you mentioned it's already down to half so there's about 100 seniors who are at risk of not completing or passing.

David Gonzalez – Again they have been identified, we will continue to make the calls and we're going to their houses trying to get them to contact the school and work with them. We need to get them through odyssey ware so they can get that credit.

Emma Leza – The nine-week course is going to be a little different because this one was scheduled to start March 23 and end May 28. If it is a nine-week course, they are only going to receive a pass or a fail. We have already worked with our system so that this does not impact any GPAs or weighted averages. We're going to take it off of the denominator. It's not going to impact the student. Their ranking will be based on how they're doing with their courses normally. These nine week courses will not have to weight because since we don't have a numerical grade we won't be able to attach the weight. This was the best way that we could see keeping it equitable for all of our students.

Ramiro Veliz, III – These would be students other than seniors, right?

Emma Leza – Yes, anyone taking a nine week course which could be a PE, a Health, it could be Speech, Psychology, any nine week course that we have in our high school catalog would go through this for this last quarter.

Ramiro Veliz, III – Let me ask you on the pass status, not pass status. What is the criteria that we're looking at as far as the student has to be logging in for a certain percentage of the time or... how is the determination as far as this pass or not pass?

Emma Leza – The finality of the grade based on state law lies with the teachers, so the teachers are looking at remote learning. Remote learning can be logging on online or working with the packet. The most important aspect is the teachers know their students really well and so they know their abilities and because this is unprecedented, we have to take that into consideration to make the best decisions for the students.

Ramiro Veliz, III – So it comes down to each individual teacher as far as, depending on the student if they're participating, turning in work, logging on.

Emma Leza – And the history and at this point we have to consider the student as a whole because there's many situations in our households right now that we have to make sure that we consider the student based on every historical aspect that we have on the students.

David Gonzalez – For the most part, our teachers know the history of their kids.

Javier Montemayor – What about those teachers who are not logging in. They're working through emails, they're working through other methods. What about those teachers who are not using this type of google programs?

David Gonzalez – Our campus administration sir, they are addressing those situations.

Javier Montemayor – So you already talked about it?

David Gonzalez – Yes

Judd Gilpin – It's kind of interesting because this is all a lot involving technology in modern days but that which you just explained that teachers are going to have to rely on is more like what they used to rely upon before in terms of knowing their students and understanding what they're dealing with.

Emma Leza – Right, and we also have a guidance and counseling call center and our counselors are manning those phones and so when they hear of a particular case they immediately contact the campus principal, the teachers because, again, we have to make sure that we're apathetic to the different situations that are happening right now with our students.

Javier Montemayor – And the training is being provided for the teachers and administration to be in compliance with all these requirements?

Emma Leza – It's a PowerPoint very similar to this, a little bit more detailed, because we are also training the teachers. We've prepared videos for them on how they are going to go into the system and actually mass update grades, not grades, but the pass course or fail course and then we've got a team on standby phones. They are going to answer teachers directly so that we can make sure that everybody is able to do it. We've got it down to four steps, very simple so I think we're going to be ok.

Javier Montemayor – I'm just thinking further down the line. A parent questions what happened to my son, why didn't he pass? I want to see all his work; I want to see all his grades and everything. We're sitting here in a meeting addressing a grievance or something, that's why I just want to make sure that teachers know what they need to do.

Emma Leza – We're also asking every teacher to have a folder for this period of time and that's where they're storing all the information; the work, google class allows them to keep a history on how the students are doing. Whatever it is that they're using, they're keeping all the documentation in one folder so we've asked the principals to make sure that they tell the teachers again if they need to go back they'll have all the documentation in one place.

Ramiro Veliz, III – More so on the students that will get the not pass status.

Emma Leza – Right

Javier Montemayor – Or a GPA issue

Emma Leza – GPA the good thing is we have all of quarter three recorded on our system already.

Roberto J. Santos – The top 10 have been identified already.

Judd Gilpin – The one thing that I think. I can't think of a way to address it but it occurs to me that .the ability of somebody to affect their GPA obviously is and so the ones who were inclined to do that, to try to elevate their GPA, they're kind of stuck in a whole new pattern and they lose that opportunity I guess.

Emma Leza – Well what we did also prior to closing quarter three, because we just closed it I think it was April 15, we met with high school principals and we said, contact your teachers, give them opportunities to give their students the ability to increase their quarter three grade, so we did that. Teachers went out and worked with students and we do know that there was a record of grade changes for quarter three based on what students were able to do to impact it in a positive manner.

Javier Montemayor – That would be more of a sophomore or even a junior. I know that the universities and colleges are taking a snapshot of your junior year end-of-year grade GPA, so the competition would be more needed at the sophomore level, the early junior level.

Emma Leza – Well this opportunity for quarter three actually closed April 15th for the seniors but we will not close it until May 1st for the other classmen so they still have an opportunity to impact their quarter three for the five classes that they would have had this semester, they're all 18 week courses. We've been trying to think of every scenario so that we can provide opportunities because again, nobody expected this to happen so we're using everything that we have, all the data that we have and working with our principals to provide additional opportunities for our students.

Judd Gilpin – On the folders you mentioned a while ago, is that a per student basis?

Emma Leza – I would think that the teachers would want to do it per student but I'm not sure. We're just saying keep all of your data in one place because we don't want them to have to

David Gonzalez - inaudible.....but they are keeping an individual student.....

Javier Montemayor – Let's say for example, a teacher no longer works for the district or God forbid something would happen to that teacher, what happens to her folders that are saved technologically, in the technology system. Are they required to register a password so they can access, in case in the future you need to come back and access that.

Emma Leza – I do believe that right now we would have the capability to go in and bring all of that information. That is probably something that we need to discuss to make sure that the principal has a master copy of everything. But Technology should be able to come in and also warehouse all of that information.

David Gonzalez – We have a situation where a teacher catalogs on a certain day and so forth. We have our department heads our lead teachers at the different schools that also step up.

Emma Leza – We also have some Q&A for high school and we separated just a Q&A for seniors and a Q&A for underclassmen, because the seniors were talking about graduation, what do they need to do; there's an opportunity for them to meet graduation requirements because we brought the credits down to 22,. Thank you for the approval on that. We strongly believe that, as long as they meet the state graduation requirements we should be in a very good place for our graduates.

Ramiro Veliz, III – Thank you very much ma'am.

IV. Individual Items for Consideration:

A. Approval of RFP 2020-014 Computers, Mobile Learning Devices, Printers, Accessories & Finance Solution

Cordy Jackson – The recommendation on this bid is as follows: Dell Marketing would get the Windows computers and the laptops, CDW Government, LLC would get the chrome books, cases and the chrome boxes, Advantage Imaging Supplies would get the printers and HPE Financial Services would do the finance solution to finance this purchase.

Ramiro Veliz, III – Is there a certain number that we're getting or anticipating as far as the quantity of the different equipment?

Cordy Jackson – Yes, if you look at the tabulations, we have the total with the different quantities per device. So we have desktops and laptops we have 115 desktops and 19 laptops for about \$106,000, then we have up to 6,000 chrome books, 3,600 are for 9th grade and the others for some initiatives that are coming up based on what's going on and that's \$2,140,923. Then we have the printers, which are for Herrera, the new school that are \$25,850.03. Then we have a lease rate factor of .26267

Ramiro Veliz, III – On the laptops and chrome books, the 6,000, would that pretty much complete all the students or to what percentage are we going to have....

Roberto J. Santos – I know it will not complete all the students and I can't tell you the percentage but really we are waiting for the stimulus money and our plan is, once again, this thing approved. If we need more then spend the money on this and also the Wi-Fi.

Ramiro Veliz, III – I think I'm correct in saying that most of the 9th graders already have some type of device and this would go for high school students or....?

Roberto J. Santos – Right now they are going for the future 9th grade students.

Cordy Jackson – Yes, the 3,600 are for next year's 9th graders and current 9th graders take that chrome book to use it in 10th grade. The other balance, there's going to be some movement to be able to bring it down to ...inaudible. So this does not cover everything for COVID, this was the plan before COVID but we do have the option to purchase more off this bid, up to 50% more. This is the lease we would be doing for 2020.

Javier Montemayor – I don't know if you know or not, but what happens after the student graduates? They take that throughout their career? Is that the plan?

Roberto J. Santos – Yes

Javier Montemayor - What happens after they graduate? Do they buy it or turn it in?

Cordy Jackson – Yes, there's a program and I don't know the specifics on it, that's Judith Garcia and her committee. I think at the end of the year, they are able to purchase it for \$20.00 in August.

Ramiro Veliz, - Thank you for the information ma'am. Do we have a motion regarding the approval of RFP 2020-014?

Motion: So Move

Moved by: Judd Gilpin

Seconded by: Javier Montemayor

Discussion: None

In Favor: Unanimous

MOTION PASSES

- B. Approval of Request for Competitive Sealed Proposals (CSP) as the Solicitation Method of Procurement for the Demolition of Former Salinas Elementary School

Cordy Jackson – As per Texas Education Code 44.035, before the district is going to consider a construction contract, the board needs to approve it. Currently the board has JOC as the default method so anytime we're going to use a method other than the Job Order Contract, the JOC method, we need your approval and the recommendation from administrative staff is for the demolition of Salinas Elementary if we can use competitive sealed proposal and the procurement method for this project.

Ramiro Veliz, III – Right now Mr. Santos, that building has already been, as far as checked, everything is, there's going to be no purpose for

Roberto J. Santos – No, as a matter of fact, once we are able to get our proposal in, we started to gut the building already, there's some air conditioning that is going to be used here at United Middle.

Ramiro Veliz, III – But other than that, the A/C units, pretty much everything else....

Roberto J. Santos – Everything else we're ready to gut it, yes.

Judd Gilpin – It might be a good idea to double check on the paperwork for the hazardous stuff in those old buildings.

Roberto J. Santos – Yes, I know Mr. Rangel is looking at whether it has asbestos or not but he’s looking at that. Yes sir.

Ramiro Veliz, III – So right now the approval would be so we can receive sealed proposal and go through that method?

Cordy Jackson – Yes

Ramiro Veliz, III – Do we have a motion regarding approval of request?

Motion: So Move

Moved by: Judd Gilpin

Seconded by: Javier Montemayor

Discussion: None

In Favor: Unanimous

MOTION PASSES

C. Approval of Board Minutes

Ramiro Veliz, III – Approval would be for the previous couple of meetings?

Roberto J. Santos - Yes

Motion: So Move

Moved by: Javier Montemayor

Seconded by: Judd Gilpin

Discussion: None

In Favor: Unanimous

MOTION PASSES

D. Discussion / Action to Approve Resolution Delegating Expanded Authority to Superintendent during Pandemic

Juan Cruz – We sent you the resolution separately. But in essence this resolution will allow the superintendent and administrative staff to make decisions during this pandemic only with respect to employment, individual’s work days, instructional hours, leave time for employees as may be necessary, waivers that need to be submitted to the agency, and also some procurement of goods and services over \$50,000.00 will be added as well. This resolution would effective as of March 23 and would carry forward until it dissolves either by the closure of the pandemic situation or by board action.

Ramiro Veliz, III – And the closure of the situation Mr. Cruz, is that as soon as we’re not in emergency state whether here locally or with the state?

Juan Cruz – It would be on both fronts, either locally and the state. Obviously the state of Texas, this resolution would go at least through the end of the school year and we would keep in touch with local authorities to find out whether or not they’re going to do anything other than go by the state orders.

Judd Gilpin – Do they have the authority over us? If the state decides to open the schools, could we end up in a situation where city government decides otherwise or is that not possible?

Juan Cruz – No, the schools are controlled by largely the state so they control our funding as well so we definitely would have to obey whatever the state says in terms of school closures. Thank goodness for this year at least where we know that we are not going to have any issues, just going forward next year. Definitely, we have to see what the state decides to do about the opening of the school campuses. I would imagine that they should open up in the fall if this pandemic situation is over.

Judd Gilpin – I'm thinking that maybe we should tie the expanded authority to the reopening of schools so that so that when we go back to the normal mode of operation we don't use this and so long as we're not in the normal mode of operation, we do use this. That is my thought.

Juan Cruz – Right now the resolution has at the very end "this resolution shall remain in effect until rescinded or amended by board action at a duly called board meeting". But if you want to add that it be tied to school closure, we can do that as well.

Javier Montemayor – I agree with it in general but my question is, when it comes to furloughs, reductions in force, or those situations of at-will employees, I don't see anything other than to protect the morale and reducing turnover but is it alsoinaudible... here regarding terminations, furloughs and reductions in force or anything like that?

Roberto J. Santos – At the end of the day, we're always going to look out for the employees. If you go back and look at the year that we lost 30 million, we didn't fire anybody, didn't RIF anybody. We were able to continue open and place people in the right places. Now if you got employees not following the directive and not doing the job then that's another reason.

Ramiro Veliz, III – Quick question for myself. How would this affect as far as our budget time line that we have for the upcoming school year? Will that still be presented to us?

Roberto J. Santos – Yes, absolutely. We started working on the budget already and started working on staffing. On Monday, we will try to finalize something. We're holding as much as we can from expenditures to be able to roll some money over. I do not anticipate a pay raise for anybody this coming year so I think we will be ok.

Judd Gilpin – To be clear, the budget item still stands on its own for the board right?

Roberto J. Santos – Yes sir.

Judd Gilpin – That's not included in the language that Juan drafted, I don't believe, is that correct Juan?

Juan Cruz – Correct, the budget is not included in this. The budget still has to be approved by the board and I would imagine you will be having workshops to discuss where you're going next year. I want to say that most school districts right now are not having enough information coming from the state to be able to put concrete numbers together but obviously, estimated amounts are going to be part.....I would imagine that this budget process would go through the beginning of the year as they always do through August when you all have your statutory deadline to approve the budget.

Aliza Oliveros – I have a comment just for the public. I know what the answer is but I just want the public to know. In regards to the procurement, although any large purchases will not come to the board for approval, obviously staff will be following all state laws of procurement.

Juan Cruz – Correct. Right now, the law mandates that any goods or services above \$50,000 have to be brought to the school board. Obviously, this resolution would delegate that authority to the superintendent but with respect to fair opportunity, they still go through the bid process as necessary. The resolution also calls for the superintendent to inform the board about any purchases that may have been done in an emergency basis at the next regularly scheduled board meeting.

Ramiro Veliz, III – Do we have a motion as presented?

Aliza Oliveros – I have a motion to include the recommendation by Mr. Gilpin.

Judd Gilpin – That is an amendment to the motion.

Ramiro Veliz, III – That will be an amendment to the actual motion, which will be an amendment to the resolution. Is that correct Mr. Cruz?

Juan Cruz – Yes, the resolution as amended

Motion: So Move

Moved by: Aliza F. Oliveros

Seconded by: Judd Gilpin

Discussion: Ramiro Veliz, III – Just to be clear, what Mr. Gilpin wants to get included would be a decision as far as the re-opening of the schools at the regularly scheduled time. Is that correct Mr. Gilpin?

Judd Gilpin – Right. That the authority would go until the schools reopened. It might be convenient for that authority to go to the first regularly scheduled board meeting after the schools reopen if Aliza might consider that motion.

Aliza Oliveros – Yes, so move.

Judd Gilpin – I second that

Ramiro Veliz, III – Mr. Cruz, just to be clear would that put an actual ending to the actual resolution. Is that the way you would see it?

Juan Cruz – I'm going to add what Mr. Gilpin suggested, the authority until the first regularly scheduled board meeting after the schools reopen and at that time, we'll add an agenda item to effectively end this authority.

Judd Gilpin – We still have the same language you have in there to end it earlier if we decided to right?

Juan Cruz – Yes, that still will remain which is basically this resolution shall remain in effect until rescinded or amended by board action at a duly called meeting. So if the board feels

that they need to end it earlier than the first day of school or whatever the case may be, that could occur.

Ramiro Veliz, III – We already have a motion by Ms. Oliveros, a second by Mr. Gilpin. Any further discussion?

In Favor: Unanimous

MOTION PASSES

V. Adjournment

There being no further business before the Board of Trustees, the Regular Meeting of April 22, 2020 was adjourned at 12:45 p.m.

Motion: So Move

Moved by: Judd Gilpin

Seconded by: ...inaudible...

Discussion: None

In Favor: Unanimous

MOTION PASSES

Ramiro Veliz III, President

Ricardo Rodriguez, Secretary

Minutes submitted by: *Alejandra Salinas*, Superintendent's Secretary