

Lorna James-Cervantes, President
Director
Sylvia Lazos, Treasurer
Dr. Alain Bengochea, Secretary
Nicole Thompson, Officer
Jaime Gonzales, Officer
Dachresha Harris, Officer
Dr. Alee Moore, Officer
Heather Nay, Officer

Miriam Benitez, Executive



Strong Start Academy Board Meeting Minutes
July 14, 2022
5:00 PM

Lorna: Academy Elementary School. We'll begin with roll call at this time. It is 4:00...sorry, 5:08 in the evening. I'm Lorna James-Cervantes, for the record.

Alain Bengochea, not present. Sylvia Lazos, not present. Jaime Gonzalez.

Jaime: Present.

Lorna: Alee Moore.

Dr. Moore: Present.

Lorna: Dachresha Harris.

Dachresha: Present.

Lorna: Nicole Thompson, not present. Heather Nay.

Heather: Present.

Lorna: Thank you, everybody. We have a quorum for the meeting, so we'll go ahead and start. I just want to remind everybody that we will be recording tonight's meeting in compliance with open meeting laws. So at this time, we'll open the floor for public comment during this portion of the agenda. Public comment will be limited to matters on the agenda for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to two minutes absent Board approval.

And I do not see anybody in the room who has come for public comment, and we do not see anybody online that looks like they're waiting for public

comment at this time. So we will move to item number four for possible action to approve the final minutes by reference of the June 7th, 2022 board meeting. Has everyone had an opportunity to review the minutes from the June meeting? I'm seeing quite a few people nod their heads yes.

Were there any additions or corrections to those minutes? One of the things I noted is on the transcription, anytime that Miriam is speaking, although her name is spelled correctly where it says who's speaking, in the minutes it says, Marian, M-A-R-I-A-N. So we would need that to be corrected, for sure, in the minutes throughout. I know it's a small thing, but we just want to make sure for public record purposes that it's correct. Did anyone know it any other corrections to those minutes?

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Woman: I actually [inaudible 00:02:38].

Woman: [inaudible 00:02:50]

Lorna: I had... This is Lorna Cervantes, for the record. I had noted there was one other place, when we were discussing the Bambi [SP] that I'm not sure if it recorded correctly. And I'm looking for that right now.

Woman: [inaudible 00:03:19]

[00:03:20]

[Silence]

[00:03:38]

Woman: [inaudible 00:03:39]

Lorna: If anybody sees the section about Bambi before I do, please let me know what page it's on. I can take you right to it. I should have marked the page number before we came.

Woman: [inaudible 00:04:05]

[00:04:06]

[Silence]

[00:04:21]

Lorna: Lorna Cervantes, for the record. I was looking for the page number, but it says, "Let me rant," and I'm pretty sure that it did not say, "Let me rant." I'm pretty sure it was something more along the lines of let me speak to it or let me talk to that." So I think if we could just make that correction when we find this section with Bambi in it. That would be helpful. Did anybody else note any other corrections or additions that we need to make?

Jaime: Or rants.

Lorna: Or rants. If there are no others, we can have a motion for any of the

members to accept the minutes as amended.

Jaime: This is Jaime Gonzalez, for the record. I move that we accept the minutes [inaudible 00:05:19].

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Lorna: Thank you. Is there a second to that motion?

Dr. Moore: Second.

Lorna: Thank you. Dr. Moore seconded that motion. All those in favor, aye. All those opposed. Okay. So that motion gets passed. So we will accept the minutes as they were amended and I know the secretary will read through them to make sure that all those corrections are made. All right, at this time then, we can go to item number five. This is a report by the officers and the executive director on efforts for completion of the Nevada State Public Charter School Authority pretty opening readiness checklist and discussion of pending items.

I would go ahead and start with one item, if it's okay with you, Miriam, to let everybody know this is an update on our tax-exempt status, which I know is one of the steps that we had to take on that checklist. We have received approval from the IRS for our tax-exempt status. So that approval has come. We don't have our official certificate yet, but we do have our approval letter. That's a positive.

I will pass this to Miriam at this time so that she can keep it with all of our proper documentation. And I believe that will allow us also, from what I understand, to appeal to the state to have any taxes we've paid today returned to the school. So that's a positive as well. So that's one update that I had. And now, I'll turn the floor over to Miriam for other updates.

Miriam: So if you look at the backup document and checklist, so all of the agenda items that require board approval that are on this checklist, the remaining ones are still pending. They are on the agenda for tonight. And anything else that doesn't require board approval is basically scheduled to be completed by the end of the month. A lot of it has to do with facilities, things like that. But the important ones are board-approved ones because today is our last board meeting before school starts and everything that requires that is on our agenda for tonight.

Lorna: Are there any questions for Miriam at this time? Okay. I don't hear any questions at this time. Miriam, this is Lorna Cervantes, for the record, I think one of the items on here was that we have that fingerprinting completed by everyone. I apologize. Is that a later...that's a later agenda item. So I'm gonna skip that right now. Okay, thank you very much. All right.

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Since there are no other questions by board members about the completion of the checklist, we will move on to item number six. And I just want to say thank you, Miriam, for staying on top of this checklist and taking the steps necessary to make sure we're ready for the opening of the school year. And also, Colleen, thank you for your guidance on so many of the matters that had to be completed up to this date.

So at this time, we'll move to item number six. This is a report by the executive

director regarding the amendment to the charter school contract presented to the State Public Charter School Authority on June 27, 2022, in reference to the location of Strong Start Academy Elementary School. And in your backup, you do have a copy of that amendment.

Miriam: Miriam Benitez [SP], for the record. And this amendment, just as a recap, was because our original application had us at three different sites, and this amendment was just to approve us being at the one site. So it did get approved with no questions, no issues at that. What date was it? June 27th meeting.

Lorna: Thank you, Miriam. Are there any questions by any of the board members at this time regarding the amendment? Thank you so much and thank you to all those members who were able to wait online during that meeting to be in support of Miriam at that time.

All right. Moving right along. Item number seven, this is our discussion for possible action to adopt proposed fiscal policies.

Woman: [inaudible 00:10:16]. Thank you. Thank you.

Lorna: So, Colleen, would you mind just walking us through this?

Colleen: So, you know, these are sort of the provisions that are just gonna guide how we send money in, what amounts, etc. It sets forth that, you know, anything we buy has gotta be consistent with our budget. I'm sorry.

Lorna: No problem. [inaudible 00:11:11]

Colleen: It's just been a while since we've looked at it. But basically, this sets the threshold as to who the signers are. And it says that anything below \$50,000, I have the authority to approve it. If it goes above \$50,000, then it requires my approval, as well as Lorna's. And if it goes above \$100,000, then it

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requires board approval. So in short, I think that's probably the most important information. Everything else is just pretty standard.

Woman: And it also provides that as we're working with vendors, things of that nature, we're always gonna get written agreements so that we're keeping a close eye on what we're doing, who's doing it, and what are [inaudible 00:12:02].

Tammy: And if I could just add, this is Tammy Malich, City of Las Vegas, for the record, this is similar to the city's fiscal policies in that I, as a director, have a certain level of authority, and then our city manager, and then our whole city council, which allows Miriam to do the work to run the school without you guys having an emergency meeting every week, which I'm sure you will appreciate.

Lorna: Thank you. And this is Lorna Cervantes. And I can say this is also really similar to the types of policies that are set up within the school district as a whole, where there are thresholds to be met when providing authorization for different purchases. And overall, every purchase has to be made in the best interest of students and in the best interest of the school. Are there questions or concerns by any board members regarding this policy? And if so, please speak up. And if not, and there is a member who's prepared, we could vote to adopt this policy.

Dachresha: Dachresha Harris, for the record. Motion to proceed with this

document.

Lorna: Okay.

Jaime: Jaime Gonzalez, for the record. I second.

Lorna: Thank you. It's been moved and seconded to adopt the City of Las Vegas Strong Start Academy Financial Policies and Procedures. All those in favor.

Jaime: Aye.

Woman: Aye.

Woman: Aye.

Lorna: All those opposed. Okay. That item passes unanimously. Thank you, everybody. And thank you for bringing this back to us this week. All right.

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Along the same lines, item number eight is an adoption and is discussion and [inaudible 00:13:52]. Okay. I apologize. I've been asked to go ahead and pull item number eight to be brought back to a future meeting. All right.

So at this time, we will move to item number nine. This is a report by the executive director regarding the account status within the Nevada Department of Public Safety to move forward with criminal background checks. Discussion of possible action regarding next steps to obtain fingerprints by board members and employees.

Miriam: Miriam Benitez, for the record. And our application was finally processed. As you all know, they were waiting for us to have a physical location. So we submitted that. After that, I had to do a couple of trainings, completed that, and create this written background check policy. Then, they're supposed to mail a welcome packet that has everything we need to move forward. So I touched base with the department on Monday. And they informed that on Friday, they have mailed the welcome packet. And as we've been showing up every day to the school looking for the welcome packet, we finally realized, since we were getting any mail, we followed up at the post office when we learned that the owners have a forward address on there to a P.O. box. So we've been in touch with the property management to see if they can check to see if they received this packet that we are so urgently waiting on.

They informed us that they only check their P.O. box once a week, and that day was Tuesday. But they did go ahead and out of courtesy, they went on Wednesday and checked and said nothing was there. So then, I think at this point, Colleen is working with their attorney to see if we can get our hands on our packet.

In the meantime, I have called and emailed the department, again, to see if they can expedite another packet since ours is lost or if they can at least email any portion of that welcome packet that would allow us to start getting people fingerprinted that we need fingerprinted for that first day of school. So I'm waiting to hear back on that.

Lorna: Thank you for that. Other questions by any members?

Colleen: I'd also just like to add, all of you have to be fingerprinted. And so, once we get what we need, you know, this packet, I think what we will try and do is set up for our next board meeting to have a mobile fingerprinting service

come. And have everybody actually come in person and get them done all at once. I think that would just be easy for everybody.

Lorna: That would be easy.

Colleen: And so, as you guys are formulating your motion, you might include something about that and policies associated with that.

Tammy: Tammy Malich, for the record. Can they wait until August to be printed?

Colleen: The board members, I don't think there's any great sense of urgency. Anybody on the staff, no, we have to do that right now. Yeah.

Tammy: But if staff is already fingerprinted?

Colleen: They don't need it. Yeah, as long as you're licensed already, you're good. But I think, like, our office manager, we're gonna need to get her.

Tammy: [crosstalk 00:17:35]

Colleen: Anybody that has contact with the kids has gotta be cleared. And so, you know, hopefully, we can get that done in time. If not, we'll have to figure out [inaudible 00:17:45] are gonna be.

Dr. Moore: Is there a lot? Alee Moore, for the record. Is there a long list or a short list of people who need to be fingerprinted at the school?

Miriam: It is a very short list. However, as an example in the office, it's only two people, FASA and the office manager. And neither one of them are coming from a school, so it would be handling the office until their fingerprints clear. So yeah, that is kind of urgent.

Tammy: Tammy Malich, for the record. So we need the packet for them to be able to get fingerprinted?

Miriam: Yes, because that welcome packet contains information that we need to share with the fingerprinting place.

[crosstalk 00:18:32]

Miriam: Yes, like, it's we're registered that we have the right to be asking for this.

Colleen: And they won't just email it because that would make too much sense. What year are we in?

Lorna: Okay. This is Lorna Cervantes, for the record. And also, what you would need from us tonight is to review the written procedures that are here.

[crosstalk 00:18:54]

Lorna: And also, to adopt those of the board as well.

Miriam: Yes, that is the next item, I believe.

Lorna: Oh, I apologize. That is item number 10.

Woman: We got lots to do.

Lorna: Lorna Cervantes, for the record again. I think one of the things that I thought about it after Alee asked her question was, is there a way that we can expedite their fingerprinting once their fingerprints are taken?

Miriam: That I don't know. We have to ask that mobile company when they come. But certainly, that is the avenue we would wanna go at this point. So

we'll have to wait and find out.

Tammy: Tammy Malich, for the record. I do believe that used to be an option. I believe that's an option. There are companies, Fingerprints R Us is one in particular that comes to mind that I know that CCSD, we looked into, pretty extensively, contract with. And they have a much faster turnaround than even CCSD [inaudible 00:19:58] had when the law changed and required every support employee to be fingerprinted every five years. So but, yes, that is an option.

Miriam: Okay.

Lorna: Thank you. Lorna Cervantes, for the record. Thank you, Tammy. And I would definitely recommend that if that is an option for those two people, that we absolutely expedite their fingerprint record so that we have those results before school starts. Okay. So at this time, really, number nine was just a report. So item number 10 would be the action for us to adopt the written procedures as well as to discuss payment of the fingerprinting.

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I know at a previous meeting, we had mentioned that the school would pay the cost of the fingerprinting for any of our board members as well as for any employees who need to go through the fingerprinting process, as long as that is approved by us as a group tonight. So if we are prepared to make a motion regarding this, we would want to include that in the motion as long as the group agrees to that.

Tammy: Tammy Malich, for the record. Before the motion, you need a company that does live scan prints to expedite. And I believe it's still in statute, but I could be wrong, that once they print, they're eligible to start work while you're waiting for the results. Remember we used to always rely on CCSD, so that was an allowance unless it changed. Because to print them at state level is gonna be about eight to 12 weeks. But in the past, they were allowed to work pending.

Lorna: As long as it's live scan because live scan goes immediately.

Tammy: Well, live scan is faster.

Lorna: All right. Lorna Cervantes, thank you for that information, Tammy. Any other comments or discussion from any board members regarding the fingerprinting? Or questions?

Miriam: Miriam Benitez, for the record. So I just have a question then on Tammy's last comment. Colleen, you'll check on that to see?

Colleen: I will. And I'm not super comfortable with that. And you guys can decide how you wanna proceed, but certainly, were someone to come back and there were problems, and something happened and we didn't wait for the fingerprint background check results, you know, that could potentially create a tremendous liability for the school. So I'll look and see what the options are. I think once we have more information on how quickly we can get things expedited, then if we need to, we can have further conversation about that, and then maybe you guys will have some thoughts about that. So for my lawyer hat, that's my two cents.

Tammy: Tammy Malich, for the record. Understandable, but you guys are

definitely gonna need a backup plan. The prints are not gonna come back, especially this time of year, even expedited. The ladies in the office will not be printed. And you have to have a FASA under statute as well. So...

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Lorna: Yes. This is Lorna Cervantes, for the record. One of the things that I think we could do is as long as there is another person with that person. For example, whenever there was a volunteer in a classroom, that volunteer would not be left alone with students. There would always be a licensed person who had undergone fingerprinting and background in that same location. And so, I think that if we had to go to that expedited model, what we could do is make sure that there's always another person with those who we don't have a background on to the extent possible and feasible.

And that would help to cover Miriam, you, and it would help to cover us as a board and the school as a whole if there were a problem at any point in time.

Tammy: And Tammy Malich, for the record again. I'm not suggesting that it's not a concern either. To Colleen's point, I agree and understand, and it does happen in CCSD where they put a teacher in a classroom and then their prints come back with an issue. And so, that is a concern. Since it's not a classroom teacher, it gives you a little more of a realistic option to always have two adults there versus a classroom teacher, where that's highly unlikely that they're not gonna be alone with kids.

So I don't mean to...I'm not intending to argue with your counsel or suggest that is not a concern. Because absolutely, I get it as a mom and a grandma. But I also understand that Miriam is not gonna be able to run the school and see the sick kids and answer the phone and...so...

Colleen: Colleen McCarty, Board Counsel. The other option is I have the ability to run a version of a background check. It's not as detailed as what you would get from law enforcement, but it would give us at least a broader snapshot. If there were issues, we might be able to solve them.

Lorna: And that would give... Lorna Cervantes, for the record. So that would at least give us a little bit of a safety net while we're waiting for that full background check to come in. And I really like that as an option.

Dr. Moore: Alee Moore, for the record. That was gonna be my question. If we could run the background now? I don't know what your capacity is, but under the city, somehow, then maybe...then we can transfer later if we do it here?

[crosstalk 00:26:25]

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Tammy: I think it will still take a while. But for AmeriCorps, we do use live scan fingerprinting through...it's called Fieldprint. So they do a live scan check that comes back, like, within days.

Woman: Oh, who is that, Tammy?

Woman: Fieldprint.

Woman: Fieldprint.

[crosstalk 00:26:46]

Woman: Right.

Dr. Moore: But the issue was that there's no entity, right? Is that what...

Woman: That's the entity.

Dr. Moore: So if the...but [inaudible 00:26:58] can be [inaudible 00:26:59], is what you're saying.

Tammy: No, I'm not saying they can't. I had to go...when I hired on with the city, I didn't come here to do that. I had to go elsewhere. So I don't believe the city does it here.

Woman: Yeah, I believe they outsource it.

[crosstalk 00:27:14]

Woman: Yeah, we'll find out.

Dr. Moore: Well, can the city be the entity and then still it's outsourced, and then it can happen tomorrow? That's what I'm trying to see.

Tammy: Oh, I will... Mine didn't happen tomorrow, and I was [crosstalk 00:27:27].

[crosstalk 00:27:27]

Dr. Moore: [crosstalk 00:27:27] come back as soon as they can.

[crosstalk 00:27:32]

Lorna: Lorna Cervantes. I understood exactly what you're saying. Could we have them fingerprint with the city being the one they're fingerprinting for, or is

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AmeriCorps being the one they're fingerprinting for, and then, that way, we're not waiting two or three weeks for the packet to come to get those people fingerprinted?

Tammy: We will follow up and find out.

Colleen: Colleen McCarty, Board Counsel. Just so everyone's clear, getting the fingerprints is the easy part. It's getting the [crosstalk 00:28:00] history to have the opportunity to take the fingerprints and then run the background check.

That's where the delay comes.

[crosstalk 00:28:08]

Tammy: But the point is, there's some kind of code or number that is needed for this packet. So my only other hesitation would be under the city, they wouldn't necessarily be identified as school staff. And I don't know if there's some designation in this packet that identifies as school staff versus a city clerk or what have you. But I'll follow up and find out.

Lorna: Lorna Cervantes. So there may be a higher degree or a finer level of background being run when it's somebody who's working for a school versus somebody who's working in another level.

Tammy: That would be my guess based on statute and statutory requirements.

Lorna: Thank you. All right. Any other questions or discussions? That was all good recommendations and ideas. I think the idea of having, until we get the background information back, if we're still waiting on it when school opens or children start coming to the building, always making sure there's a second person in the room, I think would be something that I would feel much more comfortable with. So I will just put that out there. Anybody else have other thoughts, ideas, questions, or are prepared to set a motion on the table?

Dr. Moore: Really quick question, maybe a little bit quirky. I think I asked last

time about the license because I was saying I'm a licensed social worker with the state. And I was gonna say if that was acceptable, I'm happy to come sit in the room while you run around the building. But I don't know what those regulations are, but just putting it out there.

Miriam: Thank you.

[crosstalk 00:30:07]

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Miriam: I accept that offer.

[crosstalk 00:30:11]

Tammy: Same, I would guess, Miriam. Tammy Malich, for the record. My city team is also licensed, and we are licensed for vulnerable populations because of the work we do. So we can help support as well. Brandi's always wanted to be a FASA.

[crosstalk 00:30:34]

Lorna: Thank you for those offers. Lorna Cervantes, for the record. And depending on my availability, you know that I'll help in any way you need. So thank you, everybody, for those recommendations and those offers of support and help. I know a lot of people have full-time day jobs and they cannot get away during the day to do that kind of support. But those who could, we appreciate that.

So at this time, I think then I know item number nine was basically a report on the fingerprinting and where we are. And item number 10 would be to approve the written procedures unless anyone noted a concern or a necessary change with the written procedures.

Miriam: Miriam Benitez, for the record. I just wanna let you guys know that these procedures, as part of the training that I was required to take, they did require us to submit internal procedures and they provide you guidance and a template. So that's how these were procedures were created.

Lorna: Thank you.

Jaime: This is Jaime Gonzales, for the record. I move that we adopt the written procedure for the criminal background check. Or the policy, I should say, for the criminal background check.

Lorna: Is there a second?

Dr. Moore: Yes, I second. Alee Moore, I second.

Lorna: Thank you. So it's been moved and seconded that we adopt internal written procedures for the criminal background checks. All those in favor.

Group: Aye.

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Lorna: All those opposed. Okay. That motion passes. We also had discussed the fact that the school could possibly pay for that background check for board members. Would anyone like to make a formal, oh my gosh, motion that the school be allowed to pay for those background checks for staff members as well as board members?

Jaime: Jaime Gonzalez, for the record. I move that the...the school?

Lorna: Yes.

Jaime: The school pay for the fingerprinting for board members. [inaudible 00:33:20]

Lorna: Thank you. Is there a second?

Dachresha: I second. This is Dachresha Harris, for the record. I second.

Lorna: Thank you. All those in favor?

Group: Aye.

Lorna: All those opposed? All right. Thank you very much. All right. Move at this time to item number 11. This is a report by the executive director regarding the step of recruitment for open positions with Strong Start Academy Elementary School. So, Miriam?

Miriam: Miriam Benitez, for the record. Since we last met last month, I've had two teachers that have kind of resigned before they've even started. But I think it might all end up working out. I did have a conversation with Lorna as well as with Tammy, and because we are concerned about the enrollment, which is the next agenda item, we're thinking that it actually might be best that some of those positions are vacant. Because if we don't have enough students in first and second grade, then we're gonna have teachers without a position. And this way, if I stop trying to fill the current positions that are open, I have positions that I could slide these two teachers in.

And, you know, all of the teachers that I've recruited with the exception of, like, two, are new to teaching and they've come and left positions with the district. So it would be terrible to have to lay anyone off. So at this time, we thought it was best to leave those vacancies so that we can slide these folks in. And if our enrollment starts to increase and we see that by the time school starts, it looks like we are gonna be close to our projection, then I can start actively looking to

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fill those positions again. But for right now, we're gonna leave at least two of those open.

Lorna: Okay. Are there any questions for Miriam about that? This is Lorna Cervantes. I did speak to Miriam about this. I think she is on the right track with this decision. The positions that are open right now are a P.E. position and special education.

Miriam: So yeah, so the two positions that just opened up that had been filled previously was a kindergarten position and a P.E. And then we have our special ed position, which has not been filled from the beginning. That one's very difficult to fill regardless of the bilingual component, just in and of itself, being special ed. And then, our safe school professional. But I have a person identified for that position.

And then, the two positions that I'm thinking of leaving vacant is the kindergarten and the special education, because I do have one first-grade teacher that's very willing to move into to the kindergarten spot. And then, one second-grade teacher that she said she is willing to get a provisional license and see what it will take to get that special education endorsement on her license, and she could move into that position.

So we just have to follow up and see what steps she needs to take to add that provision. Lorna and I talked about that as well. And we know from when we

were in the district, that typically, if a teacher decided that they were interested in going into the special education realm, the state usually will give them a three-year provisional license. And then, they have three years to take those classes and add that to their license.

But in the meantime, they just need to show interest, right, and go to the Nevada Department of Ed and add that to their license. So we just need to make sure that there's nothing else that's needed and she's ready to do that.

Dachresha: Dachresha Harris, for the record. So if the teacher is offering us to do that to help us out, like, there is classes associated with that that the school should be entertaining [inaudible 00:37:47]?

Miriam: Thank you for asking that, Dachresha, because that is important. There is a cost. Anytime you add an endorsement to your license, there is a cost.

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Lorna: This is Lorna Cervantes. I was going to say, previously, I think it was between \$50 and \$100 to add an endorsement to your license. And if that's something that the board thinks that the school should cover, we could recommend to Miriam that she if there's money in the budget to cover that endorsement fee since this teacher is doing that to assist the school in this situation. So if that's what all of you think we should do, we could definitely make that recommendation to Miriam.

Miriam: Thank you very much. Appreciate it.

Lorna: Thank you. Lorna Cervantes, for the record. The other thing that Miriam and I did talk about as kind of a stop gap because she said at this point, she only knew of about two students who may be coming in with IEPs at this point in time. And if we had to, as an alternative too, we could look into contracting out for some special education services by paying a [inaudible 00:39:02] or something like that for a licensed resource teacher from another nearby school that would come over during their [inaudible 00:39:09] provide those services, depending on what's in the IEP.

But we would have to look at the IEPs individually, see what the amount of services are, and then make a decision in that case. But that might be, say, option D. Option A is a better option right now.

All right. Thank you for that report, Miriam. And at this time then, if you could please provide us a report and allow for the board any discussion on student enrollment. You've alluded to it, but we could move to that at this time.

Miriam: So we are just under 90 students at this point. So definitely, when we got our physical location and we relaunched our marketing campaign, we have definitely seen an increase every day. People are enrolling. But what the problem is, the great majority of the families that are enrolling are for kindergarten.

So we're already at 52 confirmed students. And when we say confirmed, that means that they filled out an application, our office manager has made contact with the family, and they have started to submit the required paperwork.

Heather knows because she's one of our confirmed parents.

So we have probably, like, 30 more that applied but we've never heard from them. So they filled out the initial application and some of them are even recent

applicants. But through text, phone call, email, we get no response. So we don't know if people are out of town. But, you know, we can't wait around so just, we've moved on. And we know that we're really confident that kindergarten is going to be full. Remember the number 60 and right now, we have 52 confirmed.

In first and second grade, we have 18 in first and 17 in second. So those seem to be the harder ones to fill and we keep getting more and more kindergarten and we're going to be at capacity, real soon. And our concern too is, as we move forward, we might get some interested kindergarteners that have siblings in first or second grade. And so, even if we have room in first and second, and we're at capacity in kindergarten, then it's gonna be still hard to get those first and second graders.

So we've got some mailers that we're looking at sending out within, like, two miles of the school and neighboring schools. We wanna try to organize some tabling events at the grocery stores with the AmeriCorps volunteers. And of course, there's been a Spanish commercial running for weeks. And I know that because I get a phone call almost every day from somebody telling me they saw me on the commercial. That's fun.

So we know that we are getting some interest from those commercials and the other efforts. I know the city went out canvassing. I believe you guys were knocking on doors. Is that what you guys did? Do you know? I know...

Woman: Yeah, I advocated.

[crosstalk 00:42:42]

Woman: We also advertised it at our Strong Start Pre-K graduation ceremonies. A lot of people were interested in it there. Dr. Malich [SP] made an announcement about it. And we had flyers there that a lot of parents picked up.

Miriam: So we definitely have seen...I think the last time we met last month, we might have been at, like, 50 or 60 confirmed, and we're close to 90 confirmed. So we definitely have seen things pick up. In conversation with the charter authority, they've said that they've seen schools in this predicament before and typically, the realistic number to hit, once school starts, is about 130. So that's why we are coming up with a plan B in case we don't get that full enrollment of 180 where we can place our teachers.

Lorna: This is Lorna Cervantes, for the record. Miriam, knowing that you have teachers who were hired already for first grade or second grade, is there any consideration that say we go above our number in kindergarten, but we're not hitting the first and second-grade numbers that we add an additional kinder class? Having one of those teachers who was originally slated for first or second, go down and an additional kinder class? Or would you recommend that we not even consider that because then we won't have the ability to transfer them up to first grade in the following year?

Miriam: And that was the issue. I did think about that. But then there's not gonna be enough room next year for all of those kindergarteners.

Lorna: Are there other questions or comments or concerns from other board members?

Dachresha: Dachresha Harris, for the record. [inaudible 00:44:34] I was gonna ask the exact same question, Lorna. Where are we advertising? We're running a Spanish commercial. What other platforms are we on?

Miriam: So our marketing company is doing digital on all the social media, Facebook, Instagram, TikTok, and they've targeted our target ZIP codes. So while they're on YouTube, while they're on... YouTube's another one. While they're on all of their social medias, the commercials come up.

Heather: Heather Nay, for the record. I live in the area code 89101. I've only seen, like, one or two commercials on YouTube a while ago, like, back in late May. I haven't heard anything else. Like, I haven't seen advertising. I have Instagram, I have TikTok. I haven't seen anything. And I use my zip code. I just saw it, like, back in May, I believe. Because Julian, my son, he was still in school. I saw, like, two ads on YouTube and that was about it. So maybe in the area code, I haven't really seen any kind of advertising.

Miriam: I don't think 89101 was one of the target zip codes. Was it?
[crosstalk 00:45:47]

Heather: I don't know if I'm just, like, missing them. Or, you know, but honestly, I did see them. And they did play, like, two days in a row but that was it.

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Miriam: So I think... Miriam Benitez, for the record. In May, they were going hard on social media. And then when we realized that people were visiting the website, but they weren't applying, we put a pause on it until we had a location. So that's why you didn't see anything. And then now, the budget was kind of restructured, so we had more commercials. And we structured it so that the commercials, at first, are more targeting Spanish. Because remember, for our program, we need the Spanish speakers, and we need to make sure that we have at least 50% of the Spanish speakers.

And then the plan was...but from what I understand, they were still doing social media. I just don't know the exact platforms that they've been targeting this time around.

Heather: Okay. I just wanted to make...because I do live in the community. And, you know, I am within those zip codes. So I just saw them, like, back in May, and that was the last time I've seen anything. So but if you do need help, like, advertising, or, like, you know, going out knocking on doors, I'm willing to help. So, you know, there's a lot of kids in our neighborhood in particular. So if you want me to go door to door and leave flyers in mailboxes, because we personally have...we don't have, like, the group mailboxes. It's house to house. I'd be more than willing to go around and drop them off for you. [crosstalk 00:47:38]

Miriam: Yes, and we have flyers.

Heather: Yeah.

Miriam: So yeah. So we're hoping to get to the grocery stores as well, especially on the weekend, because we know that's when families usually go

and see if we can recruit from there.

Heather: Okay.

Miriam: So we definitely haven't given up. And we know that...you know, I was principal at Park for the last seven years and I can tell you that as much as we would try to get parents to start pre-registering in May, the great majority wouldn't come until the week before.

Heather: The last minute.

Miriam: So, you know, we might be worried...

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Woman: Or the first day of school.

Miriam: Yes, or the first day. So we might be worried for nothing, but we are trying to arrange plan B, just in case.

Lorna: This is Lorna Cervantes, for the record. I think getting out to the grocery stores as well as maybe even any of the malls because I noticed that all the stores are starting their back-to-school campaigns right now. Also, I think this is around the time of the year that the district does their back-to-school fairs, things like that. So I think I think this is a perfect time to get that out there into the community and letting people know, you know, that we're here.

And I hate to even make the last suggestion I have, because I know how hot it's been. I know I could never go on a weekend to the Broadacres Swap Meet without running into several of my families from when I was at Park too. So that might be another option is on the weekend to hit there, have a table there, give out information.

Woman: I think that's a great idea.

Lorna: Because I know that a lot of our families from across all of these zip codes go there on the weekends. So just another suggestion. Go ahead. Alee.

Dr. Moore: Dr. Moore, for the record. I was just asking Amy about was there radio advertising?

Miriam: No, we haven't done radio.

Dr. Moore: That may be a good source as well.

Lorna: Lorna Cervantes. So they did not do any commercials on the English stations, correct? Only on the Spanish stations?

Miriam: Well, yes, in English, but on, like, YouTube.

Lorna: [crosstalk 00:49:55] only.

Miriam: On TV, they just started with the Spanish channel, and I think they have planned to do some in English, but I'm not sure what channel, what the details are of that.

Lorna: Thank you.

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Dachresha: Dachresha Harris, for the record. By any chance, do you have the demographics of your confirmed?

Miriam: So not all of them because the issue is with the application, the questions that ask that are voluntary, and they're not mandatory until they're filling out their registration. And we're still finalizing our infinite campus. It's not ready yet for online registration but that should be going live on the 18th.

And once we have parents register there, then we'll have that information.

Lorna: So Lorna Cervantes, for the record. I think, based on Dechresha's question, I think when we report back at the next meeting, we'd really like to hear what the demographics of the student population.

Miriam: Well, by then hopefully, they'll be live and in-person. So we better have them, right?

Lorna: Yes. Thank you, Miriam. All right. Any other questions regarding student enrollment? We really look forward to see some increases in those numbers and I know you're getting out and doing everything you can think of, Miriam, for that, but we are definitely looking for that.

Woman: And recruitment will still continue after the school begins.

Lorna: Okay. This is Lorna Cervantes, for the record. Yeah. So I think what my understanding is that recruitment will happen all year long. And then there'll be periods during the year when it would be an increase in the student recruitment, where it's really getting out there and hitting for the next year. Is that correct, Miriam?

Miriam: Mm-hmm.

Lorna: Thank you. All right. So at this time, we're ready for item number 13. This is a report by the executive director and discussion regarding employee benefits and insurance. And I believe that, Dachresha, you also assisted Miriam in doing this work. So we'll turn it over to the two of you.

Miriam: Okay, Amy, can you pull up that one slide, please? So in your handouts, you should have this medical benefits printout so you can follow the information. We tried to capture this information on one slide so it could be as easy as possible to follow. So at last month's board meeting, we were presented with the final budget, and the expense assumption for the health and welfare

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was estimated at \$8,000 per employee, for a total cost of \$144,000 for 18 employees.

So Dachresha and I met with an insurance broker and he did explain to us that typically employers contribute either 90% or 100% of the employee's portion for their benefits. And for the family members, typically, the employers contribute between 35% or 50%. So that said, we were presented with a pretty extensive packet of options. So Dachresha and I met a few times to look over that and come up with what we thought were the best options for the employee. We landed on an HMO plan and a PPO plan.

So on the left side of the screen, you'll see the medical benefits for the employee. And so what we wanted to do is give you an idea. If the school paid for 100% of the HMO, then the employee contribution would be \$0, and the employer would be \$132,712. Under that is the 90%, so the school paid for 90% and the employee was responsible for the 10%. That would break down to about \$30 per check for employee and the cost for the employer, \$119,441. So then we move on to the PPO plan, and you could see there, the cost at 100%, would be \$147,239. And at 90%, it would be \$34 per check for the employee, and a total yearly cost of \$134,515 for the employer. So then under that, we had the vision, dental, life insurance, and accidental death and we just totaled that

together. Because the way that's packaged, it's not separated by employee and family. It's just all bundled together. So all of that together came out to \$17,232. Then on the right side, we have the family. And so, when we look at the percent of contribution we have, if you guys decided to go with the 50/50 for the HMO, obviously, the employer and the employee, they would each contribute 50% of that. And what that looks like is the school paying \$700, \$316. And on the other side, the breakdown of that annual cost would be \$336 per check. And that's for a family of four, that scenario that we're showing. Because when we looked at the information that the broker gave us, based on the survey they sent out to families, we had at least one teacher that had three children and a spouse. So that's what that would cost the one teacher.

Then looking at a scenario where the employer pays 35% of that HMO and the employee 65%, the cost for the employer would be \$49,000, roughly. And per check for the employer would be \$436 per check. For the PPO 50/50, it's a yearly cost of \$57,442. And per check for the employee would be \$373. And

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then finally, the last option, the PPO, 35% by the employer, 65% for the employee. That translates to \$40,000-ish, a year for the employer, and \$485 per check for the employee.

So in summation, what we came up with is that at the lowest end, the benefits package would start at \$189,000. And at the highest end, it would add up to \$234,787. So obviously, either one of those numbers are well above the \$144,000 that was the assumption when our budget was created. And we did have that conversation with Kristin, if we can afford this, and like with everything else, the conversation is, yes, we can afford it now with the funding that we have and we can make those assumptions later. We know that for the next two years we can, but not knowing what our funding would be like in the future, it'd be hard to know what we could sustain.

And then let me just add one last thing. I did interview a few of the teachers to see that [inaudible 00:58:43] CCSD to double check what were you paying. And they did say the one teacher that had the family, actually four additional family members, three children, and a spouse, she paid \$500 a month. She had PPO and she paid \$7 a paycheck for PPO. And for her family, she paid \$500. And it didn't matter what the number was because apparently, once you hit three and above, that cost doesn't change.

Woman: So \$500 per check or \$500 per month?

Marian: Per month.

Woman: And this cost is per check.

Miriam: Yes.

Woman: Just making sure.

Dachresha: Dachresha Harris, for the record. Of course, so we met with the broker, and he shared with us that because it's such a small group, we're not eligible for any discounts or anything just yet. So as the years progress and we add onto our population at the school, maybe, you know, our costs may decrease a little bit. Actually, he said these are, like, the highest worst case, the most expensive.

Keep in mind, each line item is based on all of the employees right now. So employees are going to have their choice of HMO or PPO. So that's gonna help

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this to fluctuate a little bit as well. But just in our meetings, we think that there's no way that we're gonna probably be under the \$200,000 mark, to be honest, which still is a substantial increase to what Kristin had previously reported as the budget for benefits.

And we also made sure we kept in mind the desires of this program to be as competitive as possible with CCSD. Unfortunately, it is per check where they're paying per month. But it's kind of a hard spot for us being that it's such a small group of employees.

Miriam: And that said, Miriam Benitez, for the record, when we were reviewing all of the options, we went, obviously, with, of all the PPO options, the lowest one. And I believe the HMO, we didn't go with the lowest one but we went with the one that was not gonna kind of break the teachers. Because the lowest one paid, like, all the deductibles and the co-pays were so high, that it just didn't make sense that we're paying all this money and we're not seeing a whole lot of return on investment. So we really did take some time to look at all of the details of each of the options to come up with what we thought were the best choices.

Colleen: Colleen McCarty, Board Counsel. Also, if this line item can include what you all intend to offer by way of any time off, sick leave, we should have that discussion tonight as well.

Lorna: Lorna Cervantes. I do understand that this is an increased cost, but I do know we have to provide comprehensive and appropriate medical insurance to all of our employees. So I think after the research that our group has done that I think we have to offer the options to the employees. I feel that we could reasonably offer them the employee benefit of the 90%.

And then, I understand that it is very common in most of the charter schools to offer the family insurance at either 35% or 50%. And the majority of them, if I understood correctly, are around the 35% amount that the employer pays for the family and then the employee generally pays the rest. Did I get that correct? Or do the majority of schools do 50%?

Miriam: No. So Miriam Benitez, for the record. When we met with Chris, he gave us what was typical, not necessarily for charter schools. Just for employers in general.

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Lorna: So do... So, Lorna Cervantes. So do the majority of employers pay at the 50% or at the 35% amount?

Miriam: Well, he said one or the other. Yeah.

Lorna: All right. So it would really be up to us to determine.

Dachresha: Dachresha Harris, for the record. To answer your question, yes.

And I understand that, you know, we want to be fiscally responsible, we wanna be mindful of our spending, but I wanna just remind the board to make sure that we're being competitive with CCSD. And I believe Miriam shared with me that

CCSD pays 100% of their employee costs. And recently, increased it and they pay, like, less than \$10 now. Is that right?

Miriam: Yeah, that's what [crosstalk 01:04:29].

Dachresha: So I just wanna share that with the board so we have all the information as we discuss and consider which option we'd like to offer to our employees. With the 35%, 50% for the employee...excuse me, for the family options, I just wanna be mindful of the same being that we already know it's gonna be an increased cost for CCSD. Because even at the 50%, because it's per check instead of per month. So I just wanna keep those things at the forefront of our minds as we have this discussion and talk about it because we don't want to turn teachers away if we're going to be charging them a lot more than what they will receive at our competitors.

Lorna: Lorna Cervantes. Thank you for that recommendation, Dachresha. I was actually I think in mind, I would love to hear from, you know, Miriam, what your recommendation would be on the percentages that we pay. I can tell you having a sister who's a teacher in the district right now that either one of these insurances, no matter how much they would pay, it's probably gonna be a step up from what they had for their insurance.

Because they actually have had doctors who have quit allowing patients to come if they had the teacher's health insurance for their insurance because they weren't being paid, or there were still outstanding bills from two or three years ago.

So even though the teachers weren't being paid, that didn't mean it was the quality of the insurance that they were hoping for, in some cases, and the coverage may or may not have been what they wanted. And I'll qualify that by

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saying, that's my perception based on what I've heard from my sister, as well as what I've heard at board meetings from people who have...you know, like, CCSD board meetings from teachers who've testified as to what was happening. But I would like to hear from you two what you would recommend that the board do in order to be competitive with CCSD, and other charter schools in the area, and what you feel would be the most fair option for us to offer to our teachers.

Miriam: Well, Miriam Benitez, for the record. I don't think I should weigh in, because I would be receiving these benefits so I think I will remove myself.

Dachresha: Dachresha Harris, for the record. And I may have a soft spot for benefits coming as a HR professional and local government HR professional to where my recommendation would probably be the 100% for employees and 50% for their family.

Lorna: Okay. Thank you. Lorna Cervantes, for the record. I see Dr. Moore shaking her head in agreement. I see Heather as well. But please speak up if you'd like to add to that discussion.

Dr. Moore: Yes, Dr. Moore, for the record. I agree, especially based on what you were saying about [inaudible 01:07:51] as far as it being receiving group discounts later as the staff population grows. So it makes sense to give them the discounts now from what we can do, right, and then offer it 100%. And then as

the staff grows and are eligible for discounts, then you could offset it later on.

Lorna: Okay.

Heather: I agree.

Lorna: That was Heather.

Heather: Yeah, Heather Nay, for the record. I mean, you want your employees to be taken care of. And my sister, she is a teacher also for CCSD and I can tell you, their health care, even though it is covered, is not what you would expect it to be. So I think it's important that our teachers are taken care of. As a mom, I want our teachers to be taken care of. I don't want them to leave just over an insurance issue, you know, when we can provide a quality insurance for them.

Lorna: Jaime?

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Jaime: Jaime Gonzalez, for the record. Listening to this and looking at the chart, so speaking as an HR professional from industry, this seems probable outrageous in terms of what would be expected of an employee to pay. So I'm looking at it, going, I wouldn't pay any of this. I'm looking for another job. So I would concur with the recommendation that [inaudible 01:09:13] we can afford and it makes sense to do the 100% and 50%, that's at least competitive then. Sort of our pool of talent, they certainly know what they're getting then [inaudible 01:09:29] the competition would be. So I could certainly see. But it just seems like it's...from an industry...from a larger scale competitive standpoint, it seems [inaudible 01:09:41]. Like, it wouldn't be attractive to talent.

Lorna: Lorna Cervantes, for the record. You know, I feel very similarly that it's a lot to ask of them to pay this amount of money. I know as an administrator in the district, I was paying I think \$64 a paycheck for both my husband and myself to be on our insurance, because I think I was paying for him. But so this is quite a lot more than that. This is, of course, if it were a family of four, so if it's only one other dependent, it's going to be less than this.

Based on what Jaime just said, do we know or have any kind of an idea as to what the prices would be if we said the school should...is it, like, so astronomical that we couldn't even hit close to it if we said 75%?

Dachresha: Dachresha Harris, for the record. We pay more for the family. I don't think he gave us anything [crosstalk 01:10:49].

Miriam: No, he didn't give us. Actually, we did that math, Dachresha. They gave us what it would cost and then we kind of sorted through that and said this would be the employee and this would be the family. But I'm sure if we requested that of him, they could certainly get that to us.

Lorna: This is Lorna. I don't want to make it any more complicated than it is. So I think I would be okay with going with the group on the 50% and then 100% at this time. And then maybe what we could do is in future years, as we're looking at how we're budgeting, we can look at saying, "Is there any way that rather than necessarily an increase in pay, we could adjust somehow what we're doing in benefits in future years as we get a better price for our insurance?" So I would agree with Alee, Dr. Moore on that part of it, that we pass on those savings to employees in the future. And I don't want to throw a

wrench into looking at that anymore. It's just a thought based on what I heard and the discussion.

So what we could do, guys, is we could have a motion, we could agree to the amount here that we would do for the health insurance. And secondly, we need to think about how many...you know, the type of leave we would be giving employees and the number of leave days we would be giving employees.

So would you prefer to take that as a separate motion so that we don't confuse ourselves with what we're doing? And would that be acceptable to all of you? And if so, if somebody would like to make a motion on the health insurance, then we could do that at this time, I think. Unless there's more discussion.

Okay, so this is Lorna. I will move, based on the discussion today, that we approve the health insurance at 100% for employees, and 50% for family members as discussed tonight. And knowing that we will need to adjust our budget in order to absorb those additional costs.

Jaime: Jaime Gonzales, for the record. I second.

Lorna: Okay. All those in favor, aye.

Group: Aye.

Lorna: Okay. Thank you. So that takes care of our health insurance fees. Now the next part that we need to know for our teacher and employee benefits, is looking at the number of days we might want to offer, or think is a reasonable number of days to offer. We can call them sick days, or we could call them personal time off days, or PPO. I think, what is it called?

Woman: PTO.

Lorna: PTO, personal time off. I can tell you what our teachers are used to in the district. They get 15 sick days a year. Then if they don't use any more than five of those days during the year, then the following year, they get the 15 sick days again and then they get additional, up to five personal days on top of that. But I know based on discussions with Miriam earlier that she and a group at the Public Ed Foundation did a study on time off within industry. And they found that often what happens is when you give people this amount of time off, they think that they have to use it all rather than banking that.

So maybe a better recommendation might be instead of saying sick time and then personal, would be to say we give all the employees up to 10 personal days per year. Or, sorry, personal time off days. They could use it for sick or they could use it for personal or for whatever use that they saw. That's just a number I'm throwing out. And then do it that way rather than dividing it between sick and personal time.

And then the other question I would have is, do you recommend that we allow them to roll over those days at the end of the year? Or should we say it's a use or lose situation? I think if we allow people to roll over time, they're less likely to overuse their time, but that's just my personal thought. So I will open the floor to discussion on this matter.

Heather: Heather Nay. As a former union member, we were allowed 14

personal days, sick days, whatever you wanted to use them for. If we passed that 14, it wasn't that we were immediately terminated, but there is repercussions. I think it's important, because you do see once, if you're loose on it, they just start missing work. And I think it's important that it's a strict rule and there's repercussions if you go past that. I don't know.

I wasn't a teacher or anything. I was just a culinary union member, but it did work. We were very careful to take care of our points. It was a point system. So 14 points. Unless you have, like, doctor's notes, then it gets excused and stuff like that. You know, but as far as, like, just taking a day off, you only have 14 days or a year to take off.

And if you miss more than that, then it was repercussions. If you have to miss half a day, it's half a point. Some kind of system like that, you know, so you don't use all of it. So if you have to take, like, a half day out, you can. I don't know. Just a suggestion.

Lorna: Other...

Dachresha: Dachresha Harris, for the record. I agree with the PTO, personal time off strategy. Because when you have different banks, people tend to instead of asking for the time off, I'm gonna call out. And that leaves us in a bind a lot more often. So I think if they just have one bank, they use it for doctor's appointments, vacation, what have you, the likelihood of them telling you in advance is a lot greater than not.

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I agree with a rollover to try to, like, attain these employees. You know, that's just an added benefit. If I could roll over my time every year, then it builds up

from year to year. And then, I think about what happens to that three or four-year employee who needs to go out for a medical reason and I only have 15

days. But at least if I've been here for a few years, I might have the 30 days I need to recover.

Lorna: Lorna Cervantes. I completely agree with you, Heather, too, about the idea of there being repercussions. If an employee does run out of sick time, we'd call the code 10. Basically, they had no time to use and I would always want an employee, each and every time you go code 10, you will be disciplined, and then we would follow progressive discipline. Because people have to understand that you stay within your time.

This is, of course, notwithstanding anyone who falls under family medical leave, which is a different situation. Family medical leave was the only time a person could fall into that status where they didn't have leave but could still take time without discipline. They wouldn't be paid.

Heather: No, but agreed. [inaudible 01:18:30] I agree with. It worked in the culinary union, and I'm sure it could work for teachers also. Because as an employee, you do take care of those points and you use them wisely.

Dachresha: Dachresha Harris, for the record. Miriam, have you established an attendance policy as of yet?

Miriam: No, because that, Miriam Benitez, for the record, we had to have this

conversation here. But one of the things I do recommend is, you know, as teachers, they don't get personal time off, they just get sick. And so, if you use more than a certain number of sick days, then you don't qualify to earn the personal days. So, unfortunately, what you see a lot that happens with teachers, if they need to do anything outside of sick, then they're misusing time because they have to call out sick for everything.

So I think teachers would really appreciate even if it was reduced, the number that they're used to, 15. If we reduce that number and just call it, you know, personal time off that they are free to use days legitimately anytime they need, I think they would really appreciate that.

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Dr. Moore: Alee Moore, for the record. I totally understand the system. I've worked in a system like that where we just had days, use them how you want, whatever you need to do. But the system we worked in was an hourly system. So for the district, is it going to be a matter of days, or is it gonna be a matter of hours?

Lorna: This is Lorna Cervantes. So typically for a teacher, because they're a salaried employee, it was days, and then for hourly employees, it was by hours. So any support staff personnel, because they got paid on an hourly basis, you would have some eight hours, some five hours, some six, seven-hour employees, their leave was built in hours, and they took it in hours as well.

Dr. Moore: So in that case, a teacher is unable to take days.

Lorna: No, they could.

Dr. Moore: So a day still equates a certain number of hours?

Lorna: Yes.

Dr. Moore: Okay.

Miriam: Miriam Benitez, for the record. For a teacher, they could take a half day or a full day. However, kind of the things we would do on campus to encourage teachers, obviously, with the shortage always of subs, not to be gone a whole day or a half day for an appointment. They try to schedule first thing in the morning or in the afternoon. And then we provide coverage for them if they didn't make it by the time school started. And so those are the things that we do so that they don't use up a whole day.

Dr. Moore: So how does that work with the tracking system?

Miriam: So usually, we don't track that because they may be a few minutes late. Because, like, for instance, at school, they need to report at 7:00. But children don't actually arrive till 8:30. So sometimes they would just need, like, the first 30 minutes covered, and one of the instructional coaches would cover until they were to show up. So those are the kinds of things we would do to try to encourage teachers not to take a full day because we know we struggle to find coverage.

Lorna: Lorna Cervantes. If they had a last [inaudible 01:22:11], for example, you could allow them to leave that 45 minutes and it didn't get charged to their

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time, but you could allow them because that's time that they would normally

not have students in their classroom. And if they would put their appointment at the end of the day, you could do that as well. And you can be as flexible with support staff with their appointments as well if you need to be. As long as you're being fair and consistent.

So is there a number of days that we think would be appropriate for personal time off for employees? I know I did discuss this with Miriam and she said she was right around 10 days as a thought that she had. Does that sound reasonable to everybody? That would be on a yearly basis.

Dachresha: This is Dachresha Harris, for the record. I know during the school year, there's a lot of staff days, holidays. Correct?

Lorna: Mm-hmm.

Dachresha: So in addition to that, they would have the 10 days. So I think if that's the recommendation from Miriam, I trust her judgment. I would support that.

Lorna: Okay. Others?

Woman: I would like to see us remain competitive and offer more than the district, if possible.

Tammy: Tammy Malich, for the record. Just know that every time they're out, somebody has to cover that classroom.

Woman: And we're paying a substitute teacher to do that.

Tammy: So you're double paying every time that happens. So I get your...I can tell you every CFO for the Clark County School District in my 30 years came in and said, "You've gotta be kidding me. They work nine months, they get all the holidays off, and you're giving them 15 days. This is absurd." So I know that money people feel like that it's excessive. But I love the idea of incentivizing it, because for people like me who never called in sick, I got no incentive from that, which it needs to be incentivized. But I would just have you think about somebody's gotta be with those babies every time the adult is out.

Lorna: Yeah. Lorna Cervantes, for the record. I could also tell you that even though there was a time I had to be out for a medical reason for, like, eight weeks, after 30 years, I still was able to retire with 270 days banked. Because

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you just look at it...in fact, it may have been more than that. But you did you look at it, and you have those employees who look at it like that and then you have, not to put a label on them but some other employees who look at it as, "You're giving me 10 days, I'm going to take all 10. And then when I'm really sick, what am I going to do?" And so they see it almost like a challenge to use all those days.

So I think you have to...that's where I think even though the district gets 15, 10 is less, but almost in a way, it's kind of, like...I don't know.

Heather: Heather Nay, for the record. I think that everything else we're...well, not... We seem to be taking care of the employees in every other aspect. If this one thing that would, like, make them not sign on, then maybe, you know, they're not worthy to sign on. You know, that's one thing that maybe we shouldn't be competitive in because everything else is so good. I don't know. But it seems like it's so good as, you know, a parent looking in. Maybe the 10

days is not so bad. It seems like a right amount. Sorry.

Dachresha: No, that's okay. Dachresha Harris, for the record. To help with what you're saying, you're absolutely correct. I agree with you. If 10 days is not enough, they don't wanna work anyway. So because we're looking for people who wanna come to work that their main priority is going to be to help the kids, to teach children, and be there for their children. So they get plenty of days off with the staff days, the holidays. We're giving them 10 additional days. If that's...

Heather: That's, like, one day a month for a school year. Like, one and a quarter, maybe. But...

Miriam: And just add, Miriam Benitez to the record, the majority of the employees that we've hired, I know from my past work. And I think that they would be very appreciative of this, again, because they're not folks that typically call in. But like I said, teachers usually don't have that option. Like, if you're gonna travel and you know that a plane ticket is cheaper to return on Monday than on Sunday, they never have that option. So I think the give and take, they have fewer days, but they have the freedom to use those days personally, not just sick days, I think they'll be very happy with that adjustment.

Woman: Jaime, would you have any discussion or any thoughts on this?

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Jaime: My thoughts are I think coming back to, like, how does this compare? If I'm a potential teacher and I'm weighing my options, is it incentive, disincentive, or is it neutral? Like, I'm not sure, from the conversation, where we're landing compared to, say, something like the benefits discussion that we had. I think if it's comparable and if it's perceived as an added benefit or a neutral benefit, I'm fine with it. The 10 day, I think the most attractive part of it is I can use it in whatever way I want.

The one thing I am curious about, this is, again, coming from a non-education industry type of background. You mentioned thought, like, when you left, you had 270-something banked, that you were paid. Correct?

Lorna: I was paid at \$45 a day as an administrator. What happens with... Sorry. This is Lorna Cervantes, for the record. Teachers, however many they have left, they take the number of teachers that are retiring that year and then they figure out what each one gets paid per day. And I think it comes down to very little. And I don't know what it comes out to because I didn't fall into that category, but a friend of mine said it was pretty low.

Tammy: Tammy Malich, for the record. When I left CCSD, I had 280 sick days. Because I resigned and came over to the city, even though I had 30 years in because the city's [inaudible 01:28:52], instead of retiring, they paid me \$10 a day for my days. And not only did they pay me a whopping \$10 a day, they put it in some finance company. Without my permission or knowledge, they tucked it away safely for me.

Lorna: It goes into a health savings account.

Jaime: My question then would be, by blending personal time off and sick days, does that impact something like that in terms of what you would be paid out?

Lorna: What it would do... That's a great question, Jaime. This is Lorna

Cervantes, for the record. I know that when we were paid for that time, as Tammy said, it was placed into a health savings account. And basically, you could use that only as a health benefit. So I actually have that money every month goes to paying my health insurance because I'm too young to take Medicare right now. So I use that until it runs out to pay for my medical insurance. And that's basically one of the only things unless you maybe had a major doctor expense or something like that, you could use it for that purpose as well.

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I think there is a way you can cash it out if you're moving out of state or something like that. I know one principal who did that. But that would be the impact, I think. But what we could do is offer that if they are paid an amount for those days as they leave, it could go...they would have the option to put it into a 457 plan or a 403B plan or something like that if we wanted to do that. Colleen: Colleen McCarty, Board Counsel, for the record. Just for information for your discussion. There's no requirement under the law that you have to pay people for their time as well. So it's entirely up to you whether you want to do that or not.

Lorna: Lorna Cervantes. Thank you for that, Colleen. I think maybe the main reason we got paid as we did is because it was part of the collective bargaining agreement with CPSD and the different unions or units. So that's why administration got paid at a higher rate than teachers did and so forth. So it sounds like we're landing on...

Dachresha: Dachresha Harris, for the record. One last question to incentivize.

Lorna: Yes.

Dachresha: So the incentive is just that they can roll it over? Are we comfortable with that? Is that incentive?

Tammy: Tammy Malich, for the record. The other incentive is, as Miriam said, it's the paid time off versus you're sick or you're not off.

Dachresha: Okay, okay.

[crosstalk 01:31:53]

Lorna: And that is an incentive because you don't have to worry every year, "Oh, I can't go to a family event because I only have sick days. I don't have any personal days." You don't come out that stressed anymore. And I know that makes a big difference or a graduation or something like that. Is 10 the right number? Or do we keep it at the 15 to stay equal to what the district is? Just throwing it out there, just a question.

Miriam: And Miriam Benitez, for the record. I was just thinking of something that we may want to consider because of COVID. And if anyone gets COVID, and they are required to stay home, I don't know what the latest rule is, five days, that we may want to put something in there that if they do catch COVID

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and they provide the evidence that they have a test, and the five days, that may be those days don't...

Heather: Heather Nay, for the record. I, as a parent, would want the teacher

[crosstalk 01:32:52] because I have another little baby at home that I wouldn't want to get COVID. So because once it gets going, just, everyone gets sick.

[crosstalk 01:33:02]

Miriam: So I was just thinking that if it is 10 days and someone were to catch COVID, they could potentially use half of those days in September when those of you...teachers, we're always sick in September. When the kids come back, that first month, everyone's sick. So really, potentially, if they catch that, then everyone could use half their time by the first two months of school. So maybe if we do still stay with 10 days, we have something in there for COVID.

Lorna: So the recommendation... Oh, sorry. Colleen, go ahead.

Colleen: Colleen McCarty, Board Counsel. I'm gonna have to look and see what the latest iteration is but there were some federal requirements surrounding that throughout the pandemic. I don't know what the latest iteration is. I'm gonna have to look it up. But we may be required, federally, to offer paid sick time.

Dachresha: Dachresha Harris, for the record. Thank the Lord that ended.

Woman: Is it over?

[crosstalk 01:34:08]

Dachresha: They ended that, thankfully. But, however, I agree but I don't think that's something that we make part of our PTO package COVID still, while it's not new, we're all in the middle of learning how to live with COVID. I agree that, you know, we don't charge their days if they have sufficient documentation showing that someone in the household or what have you is positive. That we just allow them that time to keep because we don't want them bringing that into the school.

But I don't think we add any time to their bank. It's just that we're still even doing that in the business world, giving people passes. We are making them use their time in my agency. But if they run out of time, they're not penalized.

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Colleen: Colleen McCarty, Board Counsel. We're gonna need to come up with a COVID policy.

Dachresha: Okay.

Heather: Heather Nay, for the record. I know it's probably not. But are vaccines required for the teachers at the school? Like, I know CCSD, isn't it required that they're vaccinated?

Lorna: That's gonna be part of the COVID policy.

[crosstalk 01:35:26]

Heather: Okay. Not that I...if they want to. My family's vaccinated. So, like, you know, it's a personal thing. But I was just wondering if at this school, because I know CCSD, the teachers were required.

Lorna: They, eventually, I think ended up being required.

Woman: They aren't required.

[crosstalk 01:35:44]

Woman: I thought they were.

Woman: They passed it, but they haven't enforced it.

[crosstalk 01:35:50]

Woman: They haven't made them actually show proof of it.

Heather: Okay.

Woman: The city doesn't mandate. We don't mandate our employees either.

Lorna: Lorna Cervantes. And one of the things I can tell you sitting in on many COVID calls over the last year or two, one of the things, though, that it did help with was if people had registered that they were vaccinated, that really helped on the health services end of it knowing how to work through the situation with any kind of close contact. Some of that was part of it.

Woman: Oh, I'm sorry, Heather. That's for staff. Students are not required.

Heather: Oh, okay. No, for staff [crosstalk 01:36:26].

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Woman: [crosstalk 01:36:26] mandatory vaccine.

Heather: For staff, I was wondering there was. That's what I thought. Yeah, students, I mean that's a personal thing. You know, but as far as the staff, I was just wondering where that was gonna fall.

Lorna: I think you bring up a good question. And I think then one of the next things we'll need to do is make sure that we have a written COVID policy. And I think that's part of the reopening checklists. Isn't it?

Colleen: It should be.

Lorna: I was thinking I saw something somewhere. Okay, so we'll work on that. So what we need right now, it sounds to me like we are landing on this idea. So I will try to throw it out in a motion. And if you guys disagree with it or if we need further discussion, we can have it. So this is Lorna Cervantes. I move that we offer all employees 10 personal time-off days per year that are able to be rolled over from year to year.

[crosstalk 01:37:30]

Dachresha: [crosstalk 01:37:30] define school year. I don't know.

Lorna: Yes, we can. Go ahead.

Colleen: Sorry. I didn't mean to cut you off. Sorry. Colleen McCarty, Board Counsel. We also need to determine when people separate, paying them or not paying them?

Lorna: Once they...so I will hold on my motion for a minute. What do we think? Do we pay people when they leave?

Dachresha: Dachresha Harris, for the record. We don't have money to pay people when they leave at this point. So I think maybe that's the freebie you get.

[crosstalk 01:38:10]

Lorna: Well, and I think because we are kicking in the extra money to make sure that they're paying less for the health insurance, in a way that's kind of an offset for it.

Dachresha: An offset.

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Lorna: So at this point in time, we are not paying people for sick days if they leave and have sick days in the bank.

Dachresha: Dachresha Harris, for the record. Unless, I know we're super new, but maybe that they meet some type of tenure with the agency. Like, not with

the agency, with the school. Like, if they're a long-term, 10-plus year employee, maybe it could go into a 457 or something like that, like you were saying.

Tammy: Tammy Malich, for the record. Just reminding you all but the charter contract is six years. But that doesn't mean you don't reapply six years.

[crosstalk 01:39:01]

Tammy: About six years. But my suggestion is that you think about, you know, by year three, you guys, as a board, are gonna start having the conversation about, what are we gonna do at year five, because you have to reapply at year five. That might be a good time to talk about longevity with employees.

Because right now, six years. Sorry.

Dachresha: Thank you for the reminder.

Lorna: Okay. So at this time... Lorna Cervantes. So at this time, our thought is that we would not pay employees for sick days upon separation, but we can revisit that point if we renew our application and renew our contract with the charter authority after six years and we look at a tenure. And I will say that based on your point, Dachresha, there was a longevity portion that was part of that benefit. You had to have had, I think it was a minimum of 27 or 30 years in the district in order to reach that as part of your payout. You had to be at that certain number of years and have a certain number of days. There were three different stipulations to it. So I think that's a great recommendation.

Does that sound reasonable to everybody? Okay. So at this time, this is Lorna Cervantes, for the record, I will move that we offer 10. personal time off days per school year for each employee. Those days will roll over to the following year, if not used. And at this point in time, we will not be paying employees for those sick days upon separation from the school.

Woman: Those PTO.

Lorna: For those PTO days upon separation from the school.

Dachresha: Dachresha Harris, for the record. I second that.

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Lorna: Okay. All those in favor.

Group: Aye.

Lorna: All those opposed. Okay, that passes. So that will help you, Miriam, to go ahead and write that attendance policy.

Jaime: Jaime Gonzalez, for the record. To Tammy's point, as we start to look to the five-year plan...the three-year point in anticipation of a five-year reapplication, we get to see what is an incentive, what isn't an incentive, how does this factor in, all that type of stuff.

Lorna: Lorna Cervantes. I think that's a great point, Jaime. And I think that'll be a really appropriate time for us to start taking another look at this. And even after a couple of years, if we see that we need to make a change to this policy, we can. All right. At this time, we'll move to item number 14. Discussion and possible action to determine benefits we used... Oh, sorry. We just did that.

Sorry. I apologize.

So number 15. At this point in time, I would like us...

[crosstalk 01:42:19]

Lorna: At this time, I'd like us to table item number 15 pending the need to

come back to that item in a special meeting of the board. And I am hoping that we could possibly schedule that meeting for next week if everybody would be available.

Colleen: Colleen McCarty, Board Counsel. We need three days to post.

Lorna: Okay. So is everybody available at the end of next week, say a week from today?

Dr. Moore: Is virtual still an option? Alee Moore, for the record.

Lorna: Yes. So that would be Thursday, July 21st. And we could do...is 5:00 p.m. a good time still? So we are keeping consistent with our time?

Woman: Yeah.

Lorna: It would be my hope that it would be a brief meeting, it would not be a long meeting because it would have one item. And that would be what's right now, item number 15. Two items, sorry.

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Woman: Would that be [inaudible 01:43:45]?

Colleen: No, the other... Colleen McCarty, Board Counsel. The other item would be [inaudible 01:43:55] situation related to proving critical [inaudible 01:44:01] shortage for a teacher.

Lorna: Okay. All right. So we'll make sure...well, I'll repeat this at the end to make sure that Jaime is aware of the special board meeting and we will send...

Amy, would you mind helping us to send out, right after the meeting tonight, that information to the whole board?

Amy: 5:00 p.m. on July 21st, next Thursday, correct?

Lorna: Yes, correct. And are we able to meet here again?

Woman: Mm-hmm.

Lorna: Okay, thank you.

Woman: With the virtual option as well.

Lorna: With a virtual option as well, yes. Thank you. So at this time, we can go to item number 16. This is a report by the board president and executive director regarding directors' and officers' insurance and employment practices liability insurance. Miriam, would you like to?

Miriam: Sure. Miriam Benitez, for the record. This is going back to last month. There was a question about the insurance. Sylvia's not here today, but she had concerns that the insurance that we secured did not cover officers or board members. And so, I forwarded this response to her, but we also wanna make sure to share it with the rest of you.

And the insurance broker said, "Coverage applies to both teachers and directors, officers and board members. This is an educator's legal liability, an ELL policy, which provides a hybrid D&O structure that is tailor-made for schools. This policy addresses D&O exposures of the board and errors and omissions, exposures of the employees. The policy also provides coverage for employment practices, and third-party liability and reimburses defense expenses on alleged claims related to IEP and similar acts."

Lorna: Lorna Cervantes. I wanted to make sure that everybody had that information, and that we are aware then that the policy that we did contract is

including all board members. So we are covered. And hopefully, that's clear. Jaime, just for your information, we tabled item number 15. We need to come back in a special board meeting next Thursday evening, and we will give a virtual option as well, to discuss that item as well as the critical labor shortage for another employee. But it should be a brief meeting.

Are there any questions or concerns about item number 16? All right, and at this time, we'll go onto item number 17. This is a discussion for possible action to approve the FOIA policy, special education services policies and procedures, and English learner services policies and procedures, foster care and McKinney-Vento policies and procedures, and the employee handbook. So you have all of that with you. I think that we brought these forward in our last meeting, I thought.

Miriam: No. Miriam Benitez, for the record. The last board meeting, we brought forward the student and parent handbook. And within that handbook, I wanted...I attempted to include the special ed services, the FOIA and the ELL policies. However, when I forwarded the special ed and the ELL policies to the charter authority, they answered back after we had our board meeting. And they said that these documents should be a standalone, they should not be included in the parent, student handbook.

So then I went back to the drawing board and here we have our standalone special ed manual, our ELL manual. And then the new ones are the foster care policy, the McKinney-Vento Homeless Assistance policy, and the employee handbook. We've been busy.

Lorna: Lorna Cervantes. And because these are for parents as well, they're all being translated, I'm sure.

Miriam: We'll get to that.

Lorna: Okay, got it.

[crosstalk 01:48:47]

Miriam: I think so obviously, we had to comply with the checklist that all of these things had to be approved. And so before we start translating things, I think Colleen and I have to sift through and make sure that, you know, my lawyer brain.

Colleen: Colleen McCarty, Board Counsel. We may be coming back as we go along with some tweaks here and there. But this is enough to get us over the hump right now.

Lorna: Okay. I know everybody does not have time to sit and read through all of these right now.

Miriam: It's a lot.

Lorna: However, I can say that I know I discussed several of these items with Miriam as she was writing this, and she and I have discussed templates that she had to work from. And I felt comfortable that she worked within those templates. And unless anybody has a concern, I would just like to entertain a motion that we would approve these knowing that there may be some changes or tweaks brought forward to us in the future for consideration as necessary.

Dachresha: Dachresha Harris, for the record. I motion to approve the FOIA policy, special education services policies and procedures, and the English learning services policies and procedures, foster care, and McKinney-Vento, and the employee handbook.

Jaime: Jaime Gonzalez, for the record. I second.

Lorna: All those in favor.

Group: Aye.

Lorna: All right, thank you, everybody. All right. Item 18, this is a discussion for possible action to approve an agreement between Strong Start Academy Elementary School and the Nevada Department of Agriculture for the purpose of participating in the child nutrition program and to authorize the president to execute said agreement. So this is the agreement with the Department of Agriculture so that we can offer free and reduced-priced lunches to students and/or that we could also regular price lunches to our students.

For those who may not know what the school can do after providing school lunches is they actually apply to the Department of Agriculture for reimbursement of the money that was spent for providing that food to the students. And so that's the purpose of this, unless I've missed something, Miriam. So...

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Heather: Heather Nay, for the record. I just have a question as a parent. Doesn't CCSD offer free lunches for all their students?

Lorna: Yeah, that's how they do it.

Heather: So but this will be the same thing for us, all students will be offered free lunches, or do they have to sign up for free lunch?

Miriam: Miriam Benitez, for the record. Good question. Even though everyone will get free lunches, they do require the form for the first year, everyone has to fill out that form. I don't know the why behind that. But they did explain that even though everyone's going to get the free lunch, we need everyone to fill out the form.

Heather: Okay. It was just a question.

Tammy: Tammy Malich, for the record. The Department of Agriculture uses a CIP process, don't ask me what it stands for because I forget. But basically, what they've done in large urban districts is taken the form and the AMI and then they have used this approach where they cross it across all student populations, regardless of school. And so if you have 20% that qualify TAP, SNAP, and TANF in this school, and 80% in this other school, they combine them so it creates 100% across both schools.

And the Department of Ag is comfortable with that and allows it. That's how CCSD is doing it. So it brings more youth into the free and reduced lunch program.

Lorna: So if I have your approval, I'll go ahead and sign in so that we can offer the free lunches to our students.

Dachresha: A motion to approve to make sure our students have free lunch.

Jaime: Jaime Gonzalez, for the record. Second.

Lorna: All those who are in favor?

Group: Aye.

Lorna: Do you want me to sign this particular one and give [crosstalk 01:53:25]?

Miriam: Yes, please.

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Lorna: Okay. [inaudible 01:53:38]. Here you go. You're welcome. All right. And next is the discussion of possible action to ratify the agreement between Strong Start Academy Elementary School and School Food Solutions to provide food service administration services for the 2022, '23 school year. So this is the company that will provide the food?

Miriam: No. Miriam Benitez, for the record. As you know, we had to start the process to start our vended meals into an RFP and do all of these things urgently and quickly. And as I was researching and investigating how to do all of this, actually Kristin, our back-office provider, she was able to inform me that most charter schools, this is the company they use to help facilitate that process. So she actually connected me with them.

They sent this proposal, and they can help us with this whole process not just getting the RFP, so we can identify our food vendor, but then managing this monthly because it is a federal program. You have to meet certain requirements, and it's very meticulous. And these folks apparently charge a very nominal cost to make sure that we're in compliance with all of the requirements.

Tammy: Tammy Malich, for the record. Just to give you a context. On my team, I have a full person and that is her full job [inaudible 01:55:25] the Department of Ag reimbursements, and the safety and the urban league reimbursements for subsidized childcare and subsidized meals. So one person does that for our team, and that's their full job. So it's definitely something that it's not something you can just do in 10 minutes. It's a lot.

Lorna: All right. Any questions or discussion? Okay. This is Lorna Cervantes. I then move that we ratify the agreement between Strong Start Academy Elementary School and School Food Solutions to provide food services administration services for the 2022, '23 school year.

Jaime: Jaime Gonzalez, for the record. Second.

Lorna: All those in favor?

Group: Aye.

Lorna: All those opposed? Motion passed. So item 20, discussion for possible action to provide a five-year budget aligned to the provisions of the probe charter application.

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Miriam: Miriam Benitez, for the record. This was on the checklist. And it's my understanding that the workbook that was submitted with the charter application, initially, had this been presented at the very first board meeting, that's what would have been approved, the charter application workbook. However, since then, we submitted our final budget for the next school year. So Mark, with the charter authority, he approved for us to be able to submit just a two-year one versus a five-year because that five-year one that was submitted

with the application has already changed our first two years. And so it really wouldn't have been meaningful any of the information that's in there. So Kristin was able to create this two-year one, and Mark agreed that would meet the checklist requirements because we only have enough information to meaningfully put together two years.

Lorna: Are there any substantial changes to this two-year application from the last budget that we approved?

Kristin: This is Kristin Dietz, for the record. There have been some changes with the staffing that we've incorporated into this for the fiscal year '22, '23. And then the fiscal year '23, '24, the second year, assumptions are all just based on conversations with Miriam and some assumptions that we know about, you know, timing and expenses and so forth, but it's still very rough. But they are asking for that second year.

And I did just wanna mention, as I was reviewing this again this evening, I found a typo in the cash flow. There was a cell that got overwritten. And what you're looking at is I believe showing some negative cash balances. And I just wanted to state that if this is going to be acted upon that we do it with the change so that it reflects positive cash.

Lorna: Thank you. Are there any other questions by board members? So then, Kristin, your recommendation is that we adopt the two-year projected budget with the amended changes that you mentioned?

Kristin: That's correct. And the one change if we would like to note it is just in terms of the grant coming from the city. If you look on the cash flow, it's blank. I did not indicate timing of that. And this should, we have it currently assumed to come in August of this year, and then that brings our cash balances positive in every month.

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Tammy: Tammy Malich, for the record. What is the amount shown?

Lorna: What's the amount shown on the bid from the city?

Kristin: The amount of the grant revenue in fiscal year '22, '23, is \$2,529,975. And that amount was previously included in August and that just needs to be added back in.

Tammy: Okay, so the \$2.5 million, yes, we can...if we need to move that money in August... That's the total amount, Kirstin?

Kristin: That is the total amount. It doesn't need to be that much. That was just the assumption that we had in the previous budget. But I think it's up to the board or whoever has authority to determine the timing of that.

Tammy: Yeah. Tammy Malich, for the record. We have a resolution regarding that, but we have the money available. It's not contingent upon waiting on our side. And actually, there was a bit of a cushion in that money as well, because we did up to one and then up to six. We're pulling out the balance for the property for the Tony Hsieh Education Center. And so with that, it is...let's see. So it's probably gonna be...what's that total here? Let's see. And one. So it was 6.2 minus 1.2. [inaudible 02:01:57] paid already.

So probably closer to \$4 million. So again, [inaudible 02:02:03] there. So that's good news.

Lorna: That is great news. Thank you. So really, unless there are questions by board members regarding this, what we really would need is just a motion on the table to adopt this budget as amended, so that we can present it to the charter authority.

Jaime: This is Jaime Gonzalez, for the record. I move that we adopt the two-year projection budget with the amended changes.

Lorna: Lorna Cervantes. I'll second that. All those in favor?

Group: Aye.

Lorna: All those opposed? All right, thank you. That motion carried. All right. Next, item 21. This is discussion for possible action to accept the opportunity 180 charter school program sub-grant award for up to \$750,000. Is this a different...

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Miriam: No. Miriam Benitez, for the record. That is the one that we were awarded in the beginning, but for whatever reason, we just received the agreement now.

Lorna: Okay.

Tammy: Tammy Malich, for the record. Because my team submitted the grant on behalf of the board of directors because you guys didn't exist yet, the grant was awarded, but it was contingent upon getting the charter. Fast forward, you now have the charter, you now have a board of directors, so the city would not be accepting this grant award. Really, it would be you guys. Just like a grant I get at the city, my city council has to approve. Even though it's cash flow in, this board would have to approve before Miriam can accept the money.

Lorna: Okay. So at this time, I would like to move that we [crosstalk 02:03:48] this opportunity 180 grant of \$750,000. Is there a second to the motion? [crosstalk 02:03:54]

Lorna: All those in favor?

Group: Aye.

Lorna: All those opposed? All right. Thank you, Miriam. Please do accept the grant. All right. Wow. Thank you, everyone, for hanging in there tonight with us. There's a lot of information on the agenda. At this time, we'll go to item number 22. This is citizen's participation [inaudible 02:04:18] comment during this portion of the agenda is limited to matters within the jurisdiction of the board. No subject may be acted upon by the board unless it's [inaudible 02:04:27] on the agenda and is scheduled for action. If you wish to be heard, come forward and give your name for the record. And at this time, I do not see anybody online. Is there any public comment in the room? Okay.

Tammy: Tammy Malich, for the record. This was not an agenda item but just informational anyways just to give you all an update. The item...the furniture that came with the building was not all useful to Miriam. And so, she tagged that furniture that was not useful, like, cribs and whatnot. And so, because the purchase agreement has not been finalized yet, city crews moved that furniture off-site, but we're storing it because if for any reason, the sale goes through, we

have to put the furniture back in the building.

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We will then dispose of the furniture after we take possession. The paint touch-up in the interior of the building will start next week. A/C units, there were

some issues. Colleen's working with the estate attorneys. The city team has also committed to if there is an emergency need for air to start school, they will step in. The elevator assessment is in process to get the elevator certificates, I guess. Fire and burglar alarms inspections will be the 21st. Landscape touch-up will be the 22nd.

Cleaning and sanitizing of all three buildings will be the 23rd and 24. And then there's one other item. There is no two-hour fire-rated room in the complex. Our fire chief has discerned that. I'm not sure how they got around that before but you have to store student records in a fire-rated place just because they're permanent records. So my city crew is recommending that we get around that by buying fire-rated cabinets for sensitive files. Obviously, that's up to the school, but that is something the charter authority is going to have to...may ask. And so I'm suggesting that Miriam get those ordered so that at least they're online. Temporary signage was sent to my team for final approval. It has been approved and it exists now. So we'll be hanging temporary signage on the building. And Roe and I met with the health department this week, and we got an initial approval on part of the facility. They were missing plumbing plans and Roe and I had to figure out what a grease inspector is. We learned all kinds of stuff, locate mop sinks and such.

So the only outstanding...Amy will send the rest of those documents that the health department requested. The only outstanding item with the facility will be the playgrounds. The city...the playground equipment requires a whole bunch of stuff. One is a drawing of the playground equipment, second is fall drops from each piece of equipment. Third is an AMST rating certificate of the surface material. That doesn't exist. Nobody can find it. Dave can't get it, the family. Whatever, it doesn't exist.

So my parks and rec maintenance crew has already recreated the playground, visually. They've drawn that print up. The last thing is that this certification, they can recreate it but it's going to take some time. So I did reach out to the health department. They confirmed this evening while we were sitting here that we can move forward and get our final health inspection and cordon off the playground, if need be, to get opened. And then, once my city team has that

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done, we can get the health department back out to inspect just the playground equipment.

I did alert Mark and Rebecca to that. So we're gonna move forward the way we planned but that process is a little bit slower just because of that. And then, Alee, reminded me that we were going to do a tour. And so I'll work with Miriam to come up with maybe the emergency meeting, we can hold it over at

the building instead of here. It's literally five minutes from here. Oh, but do we have technology to do...people would have to call in. Is that acceptable?

[crosstalk 02:09:02]

Miriam: We don't have that yet.

[crosstalk 02:09:07]

Woman: Colleen, would it be acceptable if we had an emergency meeting at the school?

Woman: But then, if somebody had to go online, could they call in on our cell phone and we put them on speaker? Because we don't have technology ready.

[crosstalk 02:09:22]

Colleen: No, I think that's fine.

[crosstalk 02:09:25]

Colleen: I'll double-check. If it's not gonna work, I'll let you know.

Woman: And we have a tape recorder if we need it. Oh, but that was for calling. Never mind. I'm trying to tape it.

Colleen: I mean, there's nothing about what we're gonna discuss that requires a visual.

[crosstalk 02:09:42]

Woman: Was the floor repaired? I remember there was something with the floor.

Tammy: No, the floor has not been repaired. The city wants to wait till they take possession of it to repair it. So once again, Miriam will not use, in an abundance of caution. The school was used that way before. But with little ones

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and them shuffling their feet, it's not the safest. And so, council has recommended that the cafeteria not be used. There's a backup plan for that. And then, when the city takes possession, they'll work with Miriam around the school calendar to do two things. A, to fix that floor, and also, there's some carpeted hallways in that same area that are pretty dingy. They'll clean them for the start of school. But they'll remove all of that and put luxury vinyl something.

Woman: LVT.

Woman: LVT.

Tammy: [crosstalk 02:10:32] instead. Because that's required to have the [inaudible 02:10:34] surfaces. But yeah. So then the next meeting can be at 9th and Pritchard [SP].

[crosstalk 02:10:40]

Heather: Heather Nay, for the record. Do we know if it's gonna be uniforms or not?

Miriam: It is gonna be uniforms.

Heather: Are you guys providing, like, shirts or we can buy shirts?

Miriam: We are providing shirts.

Heather: Okay.

Miriam: I think Marisol has been sending out emails. We just ordered them SNQ [SP].

Heather: I just wanted to make sure before I go school shopping because I know

this is our last board meeting before school starts.

Woman: Well, we're gonna meet next week at the school.

Heather: Oh, yeah, that's true. But just, my kindergartener is very excited to start school.

Miriam: Yeah, that is...so in thinking about the orientation that we were planning on having, and we don't have an open cafeteria because that's not

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gonna be used, I'm trying to think through where we could...how we could host that.

Tammy: You have those bigger rooms upstairs.

Lorna: Maybe that's where you reach out to [inaudible 02:11:52] and say, "Can we use one of your auditoriums?" And then take the kids over to do a tour.

Woman: Would you [inaudible 02:12:03] say the little house is smaller than the big classrooms upstairs or...

Miriam: Yes.

Tammy: Yes? Okay.

Miriam: Smaller and dingy.

[crosstalk 02:12:13]

Lorna: All right.

[crosstalk 02:12:18]

Tammy: The city council Wednesday, the item is on our agenda for the purchase. So I'll be bringing that item forward to try and get this purchase done. We have the dollars identified. We just need the approval from my council to purchase.

Lorna: That will be great. Maybe we won't [inaudible 02:12:36] any of those \$10,000 [inaudible 02:12:38].

Colleen: All right. [inaudible 02:12:39], guys, it's really cool. Wonderful.

Woman: Yeah, yeah, you should see it.

Lorna: All right, thank you, everybody, for coming tonight. And thank you for that public comment, Tammy. We are adjourned at this time.

Woman: Thank you.

Woman: Thank you, Kristin.

[crosstalk 02:12:54]

Woman: Miriam's thinking...

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Lorna: Academy Elementary School. We'll begin with roll call at this time. It is 4:00...sorry, 5:08 in the evening. I'm Lorna James-Cervantes, for the record.

Alain Bengochea, not present. Sylvia Lazos, not present. Jaime Gonzalez.

Jaime: Present.

Lorna: Alee Moore.

Dr. Moore: Present.

Lorna: Dachresha Harris.

Dachresha: Present.

Lorna: Nicole Thompson, not present. Heather Nay.

Heather: Present.

Lorna: Thank you, everybody. We have a quorum for the meeting, so we'll go ahead and start. I just want to remind everybody that we will be recording tonight's meeting in compliance with open meeting laws. So at this time, we'll open the floor for public comment during this portion of the agenda. Public comment will be limited to matters on the agenda for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to two minutes absent Board approval.

And I do not see anybody in the room who has come for public comment, and we do not see anybody online that looks like they're waiting for public comment at this time. So we will move to item number four for possible action to approve the final minutes by reference of the June 7th, 2022 board meeting. Has everyone had an opportunity to review the minutes from the June meeting? I'm seeing quite a few people nod their heads yes.

Were there any additions or corrections to those minutes? One of the things I noted is on the transcription, anytime that Miriam is speaking, although her name is spelled correctly where it says who's speaking, in the minutes it says, Marian, M-A-R-I-A-N. So we would need that to be corrected, for sure, in the minutes throughout. I know it's a small thing, but we just want to make sure for public record purposes that it's correct. Did anyone know if any other corrections to those minutes?

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Woman: I actually [inaudible 00:02:38].

Woman: [inaudible 00:02:50]

Lorna: I had... This is Lorna Cervantes, for the record. I had noted there was one other place, when we were discussing the Bambi [SP] that I'm not sure if it recorded correctly. And I'm looking for that right now.

Woman: [inaudible 00:03:19]

[00:03:20]

[Silence]

[00:03:38]

Woman: [inaudible 00:03:39]

Lorna: If anybody sees the section about Bambi before I do, please let me know what page it's on. I can take you right to it. I should have marked the page number before we came.

Woman: [inaudible 00:04:05]

[00:04:06]

[Silence]

[00:04:21]

Lorna: Lorna Cervantes, for the record. I was looking for the page number, but it says, "Let me rant," and I'm pretty sure that it did not say, "Let me rant." I'm pretty sure it was something more along the lines of let me speak to it or let me talk to that." So I think if we could just make that correction when we find this section with Bambi in it. That would be helpful. Did anybody else note any other corrections or additions that we need to make?

Jaime: Or rants.

Lorna: Or rants. If there are no others, we can have a motion for any of the members to accept the minutes as amended.

Jaime: This is Jaime Gonzalez, for the record. I move that we accept the minutes [inaudible 00:05:19].

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Lorna: Thank you. Is there a second to that motion?

Dr. Moore: Second.

Lorna: Thank you. Dr. Moore seconded that motion. All those in favor, aye. All those opposed. Okay. So that motion gets passed. So we will accept the minutes as they were amended and I know the secretary will read through them to make sure that all those corrections are made. All right, at this time then, we can go to item number five. This is a report by the officers and the executive director on efforts for completion of the Nevada State Public Charter School Authority pretty opening readiness checklist and discussion of pending items.

I would go ahead and start with one item, if it's okay with you, Miriam, to let everybody know this is an update on our tax-exempt status, which I know is one of the steps that we had to take on that checklist. We have received approval from the IRS for our tax-exempt status. So that approval has come. We don't have our official certificate yet, but we do have our approval letter. That's a positive.

I will pass this to Miriam at this time so that she can keep it with all of our proper documentation. And I believe that will allow us also, from what I understand, to appeal to the state to have any taxes we've paid today returned to the school. So that's a positive as well. So that's one update that I had. And now, I'll turn the floor over to Miriam for other updates.

Miriam: So if you look at the backup document and checklist, so all of the agenda items that require board approval that are on this checklist, the remaining ones are still pending. They are on the agenda for tonight. And anything else that doesn't require board approval is basically scheduled to be completed by the end of the month. A lot of it has to do with facilities, things like that. But the important ones are board-approved ones because today is our last board meeting before school starts and everything that requires that is on our agenda for tonight.

Lorna: Are there any questions for Miriam at this time? Okay. I don't hear any questions at this time. Miriam, this is Lorna Cervantes, for the record, I think one of the items on here was that we have that fingerprinting completed by everyone. I apologize. Is that a later...that's a later agenda item. So I'm gonna skip that right now. Okay, thank you very much. All right.

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Since there are no other questions by board members about the completion of the checklist, we will move on to item number six. And I just want to say thank you, Miriam, for staying on top of this checklist and taking the steps necessary to make sure we're ready for the opening of the school year. And also, Colleen, thank you for your guidance on so many of the matters that had to be completed up to this date.

So at this time, we'll move to item number six. This is a report by the executive director regarding the amendment to the charter school contract presented to the State Public Charter School Authority on June 27, 2022, in reference to the location of Strong Start Academy Elementary School. And in your backup, you do have a copy of that amendment.

Miriam: Miriam Benitez [SP], for the record. And this amendment, just as a recap, was because our original application had us at three different sites, and this amendment was just to approve us being at the one site. So it did get approved with no questions, no issues at that. What date was it? June 27th meeting.

Lorna: Thank you, Miriam. Are there any questions by any of the board members at this time regarding the amendment? Thank you so much and thank you to all those members who were able to wait online during that meeting to be in support of Miriam at that time.

All right. Moving right along. Item number seven, this is our discussion for possible action to adopt proposed fiscal policies.

Woman: [inaudible 00:10:16]. Thank you. Thank you.

Lorna: So, Colleen, would you mind just walking us through this?

Colleen: So, you know, these are sort of the provisions that are just gonna guide how we send money in, what amounts, etc. It sets forth that, you know, anything we buy has gotta be consistent with our budget. I'm sorry.

Lorna: No problem. [inaudible 00:11:11]

Colleen: It's just been a while since we've looked at it. But basically, this sets the threshold as to who the signers are. And it says that anything below \$50,000, I have the authority to approve it. If it goes above \$50,000, then it requires my approval, as well as Lorna's. And if it goes above \$100,000, then it

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requires board approval. So in short, I think that's probably the most important information. Everything else is just pretty standard.

Woman: And it also provides that as we're working with vendors, things of that nature, we're always gonna get written agreements so that we're keeping a close eye on what we're doing, who's doing it, and what are [inaudible 00:12:02].

Tammy: And if I could just add, this is Tammy Malich, City of Las Vegas, for the record, this is similar to the city's fiscal policies in that I, as a director, have a certain level of authority, and then our city manager, and then our whole city council, which allows Miriam to do the work to run the school without you guys having an emergency meeting every week, which I'm sure you will appreciate.

Lorna: Thank you. And this is Lorna Cervantes. And I can say this is also really similar to the types of policies that are set up within the school district as a whole, where there are thresholds to be met when providing authorization for different purchases. And overall, every purchase has to be made in the best interest of students and in the best interest of the school. Are there questions or concerns by any board members regarding this policy? And if so, please speak up. And if not, and there is a member who's prepared, we could vote to adopt this policy.

Dachresha: Dachresha Harris, for the record. Motion to proceed with this document.

Lorna: Okay.

Jaime: Jaime Gonzalez, for the record. I second.

Lorna: Thank you. It's been moved and seconded to adopt the City of Las Vegas Strong Start Academy Financial Policies and Procedures. All those in favor.

Jaime: Aye.

Woman: Aye.

Woman: Aye.

Lorna: All those opposed. Okay. That item passes unanimously. Thank you, everybody. And thank you for bringing this back to us this week. All right.

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Along the same lines, item number eight is an adoption and is discussion and [inaudible 00:13:52]. Okay. I apologize. I've been asked to go ahead and pull item number eight to be brought back to a future meeting. All right.

So at this time, we will move to item number nine. This is a report by the executive director regarding the account status within the Nevada Department of Public Safety to move forward with criminal background checks. Discussion of possible action regarding next steps to obtain fingerprints by board members and employees.

Miriam: Miriam Benitez, for the record. And our application was finally processed. As you all know, they were waiting for us to have a physical location. So we submitted that. After that, I had to do a couple of trainings, completed that, and create this written background check policy. Then, they're supposed to mail a welcome packet that has everything we need to move forward. So I touched base with the department on Monday. And they informed that on Friday, they have mailed the welcome packet. And as we've been showing up every day to the school looking for the welcome packet, we finally realized, since we were getting any mail, we followed up at the post office when we learned that the owners have a forward address on there to a P.O. box. So we've been in touch with the property management to see if they can check to see if they received this packet that we are so urgently waiting on.

They informed us that they only check their P.O. box once a week, and that day was Tuesday. But they did go ahead and out of courtesy, they went on Wednesday and checked and said nothing was there. So then, I think at this point, Colleen is working with their attorney to see if we can get our hands on our packet.

In the meantime, I have called and emailed the department, again, to see if they can expedite another packet since ours is lost or if they can at least email any portion of that welcome packet that would allow us to start getting people fingerprinted that we need fingerprinted for that first day of school. So I'm waiting to hear back on that.

Lorna: Thank you for that. Other questions by any members?

Colleen: I'd also just like to add, all of you have to be fingerprinted. And so, once we get what we need, you know, this packet, I think what we will try and

do is set up for our next board meeting to have a mobile fingerprinting service

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come. And have everybody actually come in person and get them done all at once. I think that would just be easy for everybody.

Lorna: That would be easy.

Colleen: And so, as you guys are formulating your motion, you might include something about that and policies associated with that.

Tammy: Tammy Malich, for the record. Can they wait until August to be printed?

Colleen: The board members, I don't think there's any great sense of urgency. Anybody on the staff, no, we have to do that right now. Yeah.

Tammy: But if staff is already fingerprinted?

Colleen: They don't need it. Yeah, as long as you're licensed already, you're good. But I think, like, our office manager, we're gonna need to get her.

Tammy: [crosstalk 00:17:35]

Colleen: Anybody that has contact with the kids has gotta be cleared. And so, you know, hopefully, we can get that done in time. If not, we'll have to figure out [inaudible 00:17:45] are gonna be.

Dr. Moore: Is there a lot? Alee Moore, for the record. Is there a long list or a short list of people who need to be fingerprinted at the school?

Miriam: It is a very short list. However, as an example in the office, it's only two people, FASA and the office manager. And neither one of them are coming from a school, so it would be handling the office until their fingerprints clear. So yeah, that is kind of urgent.

Tammy: Tammy Malich, for the record. So we need the packet for them to be able to get fingerprinted?

Miriam: Yes, because that welcome packet contains information that we need to share with the fingerprinting place.

[crosstalk 00:18:32]

Miriam: Yes, like, it's we're registered that we have the right to be asking for this.

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Colleen: And they won't just email it because that would make too much sense. What year are we in?

Lorna: Okay. This is Lorna Cervantes, for the record. And also, what you would need from us tonight is to review the written procedures that are here.

[crosstalk 00:18:54]

Lorna: And also, to adopt those of the board as well.

Miriam: Yes, that is the next item, I believe.

Lorna: Oh, I apologize. That is item number 10.

Woman: We got lots to do.

Lorna: Lorna Cervantes, for the record again. I think one of the things that I thought about it after Alee asked her question was, is there a way that we can expedite their fingerprinting once their fingerprints are taken?

Miriam: That I don't know. We have to ask that mobile company when they

come. But certainly, that is the avenue we would wanna go at this point. So we'll have to wait and find out.

Tammy: Tammy Malich, for the record. I do believe that used to be an option. I believe that's an option. There are companies, Fingerprints R Us is one in particular that comes to mind that I know that CCSD, we looked into, pretty extensively, contract with. And they have a much faster turnaround than even CCSD [inaudible 00:19:58] had when the law changed and required every support employee to be fingerprinted every five years. So but, yes, that is an option.

Miriam: Okay.

Lorna: Thank you. Lorna Cervantes, for the record. Thank you, Tammy. And I would definitely recommend that if that is an option for those two people, that we absolutely expedite their fingerprint record so that we have those results before school starts. Okay. So at this time, really, number nine was just a report. So item number 10 would be the action for us to adopt the written procedures as well as to discuss payment of the fingerprinting.

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I know at a previous meeting, we had mentioned that the school would pay the cost of the fingerprinting for any of our board members as well as for any employees who need to go through the fingerprinting process, as long as that is approved by us as a group tonight. So if we are prepared to make a motion regarding this, we would want to include that in the motion as long as the group agrees to that.

Tammy: Tammy Malich, for the record. Before the motion, you need a company that does live scan prints to expedite. And I believe it's still in statute, but I could be wrong, that once they print, they're eligible to start work while you're waiting for the results. Remember we used to always rely on CCSD, so that was an allowance unless it changed. Because to print them at state level is gonna be about eight to 12 weeks. But in the past, they were allowed to work pending.

Lorna: As long as it's live scan because live scan goes immediately.

Tammy: Well, live scan is faster.

Lorna: All right. Lorna Cervantes, thank you for that information, Tammy. Any other comments or discussion from any board members regarding the fingerprinting? Or questions?

Miriam: Miriam Benitez, for the record. So I just have a question then on Tammy's last comment. Colleen, you'll check on that to see?

Colleen: I will. And I'm not super comfortable with that. And you guys can decide how you wanna proceed, but certainly, were someone to come back and there were problems, and something happened and we didn't wait for the fingerprint background check results, you know, that could potentially create a tremendous liability for the school. So I'll look and see what the options are. I think once we have more information on how quickly we can get things expedited, then if we need to, we can have further conversation about that, and then maybe you guys will have some thoughts about that. So for my lawyer hat, that's my two cents.

Tammy: Tammy Malich, for the record. Understandable, but you guys are definitely gonna need a backup plan. The prints are not gonna come back, especially this time of year, even expedited. The ladies in the office will not be printed. And you have to have a FASA under statute as well. So...

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Lorna: Yes. This is Lorna Cervantes, for the record. One of the things that I think we could do is as long as there is another person with that person. For example, whenever there was a volunteer in a classroom, that volunteer would not be left alone with students. There would always be a licensed person who had undergone fingerprinting and background in that same location. And so, I think that if we had to go to that expedited model, what we could do is make sure that there's always another person with those who we don't have a background on to the extent possible and feasible.

And that would help to cover Miriam, you, and it would help to cover us as a board and the school as a whole if there were a problem at any point in time.

Tammy: And Tammy Malich, for the record again. I'm not suggesting that it's not a concern either. To Colleen's point, I agree and understand, and it does happen in CCSD where they put a teacher in a classroom and then their prints come back with an issue. And so, that is a concern. Since it's not a classroom teacher, it gives you a little more of a realistic option to always have two adults there versus a classroom teacher, where that's highly unlikely that they're not gonna be alone with kids.

So I don't mean to...I'm not intending to argue with your counsel or suggest that is not a concern. Because absolutely, I get it as a mom and a grandma. But I also understand that Miriam is not gonna be able to run the school and see the sick kids and answer the phone and...so...

Colleen: Colleen McCarty, Board Counsel. The other option is I have the ability to run a version of a background check. It's not as detailed as what you would get from law enforcement, but it would give us at least a broader snapshot. If there were issues, we might be able to solve them.

Lorna: And that would give... Lorna Cervantes, for the record. So that would at least give us a little bit of a safety net while we're waiting for that full background check to come in. And I really like that as an option.

Dr. Moore: Alee Moore, for the record. That was gonna be my question. If we could run the background now? I don't know what your capacity is, but under the city, somehow, then maybe...then we can transfer later if we do it here?

[crosstalk 00:26:25]

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Tammy: I think it will still take a while. But for AmeriCorps, we do use live scan fingerprinting through...it's called Fieldprint. So they do a live scan check that comes back, like, within days.

Woman: Oh, who is that, Tammy?

Woman: Fieldprint.

Woman: Fieldprint.

[crosstalk 00:26:46]

Woman: Right.

Dr. Moore: But the issue was that there's no entity, right? Is that what...

Woman: That's the entity.

Dr. Moore: So if the...but [inaudible 00:26:58] can be [inaudible 00:26:59], is what you're saying.

Tammy: No, I'm not saying they can't. I had to go...when I hired on with the city, I didn't come here to do that. I had to go elsewhere. So I don't believe the city does it here.

Woman: Yeah, I believe they outsource it.

[crosstalk 00:27:14]

Woman: Yeah, we'll find out.

Dr. Moore: Well, can the city be the entity and then still it's outsourced, and then it can happen tomorrow? That's what I'm trying to see.

Tammy: Oh, I will... Mine didn't happen tomorrow, and I was [crosstalk 00:27:27].

[crosstalk 00:27:27]

Dr. Moore: [crosstalk 00:27:27] come back as soon as they can.

[crosstalk 00:27:32]

Lorna: Lorna Cervantes. I understood exactly what you're saying. Could we have them fingerprint with the city being the one they're fingerprinting for, or is

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AmeriCorps being the one they're fingerprinting for, and then, that way, we're not waiting two or three weeks for the packet to come to get those people fingerprinted?

Tammy: We will follow up and find out.

Colleen: Colleen McCarty, Board Counsel. Just so everyone's clear, getting the fingerprints is the easy part. It's getting the [crosstalk 00:28:00] history to have the opportunity to take the fingerprints and then run the background check.

That's where the delay comes.

[crosstalk 00:28:08]

Tammy: But the point is, there's some kind of code or number that is needed for this packet. So my only other hesitation would be under the city, they wouldn't necessarily be identified as school staff. And I don't know if there's some designation in this packet that identifies as school staff versus a city clerk or what have you. But I'll follow up and find out.

Lorna: Lorna Cervantes. So there may be a higher degree or a finer level of background being run when it's somebody who's working for a school versus somebody who's working in another level.

Tammy: That would be my guess based on statute and statutory requirements.

Lorna: Thank you. All right. Any other questions or discussions? That was all good recommendations and ideas. I think the idea of having, until we get the background information back, if we're still waiting on it when school opens or children start coming to the building, always making sure there's a second person in the room, I think would be something that I would feel much more comfortable with. So I will just put that out there. Anybody else have other thoughts, ideas, questions, or are prepared to set a motion on the table?

Dr. Moore: Really quick question, maybe a little bit quirky. I think I asked last time about the license because I was saying I'm a licensed social worker with the state. And I was gonna say if that was acceptable, I'm happy to come sit in the room while you run around the building. But I don't know what those regulations are, but just putting it out there.

Miriam: Thank you.

[crosstalk 00:30:07]

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Miriam: I accept that offer.

[crosstalk 00:30:11]

Tammy: Same, I would guess, Miriam. Tammy Malich, for the record. My city team is also licensed, and we are licensed for vulnerable populations because of the work we do. So we can help support as well. Brandi's always wanted to be a FASA.

[crosstalk 00:30:34]

Lorna: Thank you for those offers. Lorna Cervantes, for the record. And depending on my availability, you know that I'll help in any way you need. So thank you, everybody, for those recommendations and those offers of support and help. I know a lot of people have full-time day jobs and they cannot get away during the day to do that kind of support. But those who could, we appreciate that.

So at this time, I think then I know item number nine was basically a report on the fingerprinting and where we are. And item number 10 would be to approve the written procedures unless anyone noted a concern or a necessary change with the written procedures.

Miriam: Miriam Benitez, for the record. I just wanna let you guys know that these procedures, as part of the training that I was required to take, they did require us to submit internal procedures and they provide you guidance and a template. So that's how these were procedures were created.

Lorna: Thank you.

Jaime: This is Jaime Gonzales, for the record. I move that we adopt the written procedure for the criminal background check. Or the policy, I should say, for the criminal background check.

Lorna: Is there a second?

Dr. Moore: Yes, I second. Alee Moore, I second.

Lorna: Thank you. So it's been moved and seconded that we adopt internal written procedures for the criminal background checks. All those in favor.

Group: Aye.

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Lorna: All those opposed. Okay. That motion passes. We also had discussed the fact that the school could possibly pay for that background check for board members. Would anyone like to make a formal, oh my gosh, motion that the school be allowed to pay for those background checks for staff members as well as board members?

Jaime: Jaime Gonzalez, for the record. I move that the...the school?

Lorna: Yes.

Jaime: The school pay for the fingerprinting for board members. [inaudible 00:33:20]

Lorna: Thank you. Is there a second?

Dachresha: I second. This is Dachresha Harris, for the record. I second.

Lorna: Thank you. All those in favor?

Group: Aye.

Lorna: All those opposed? All right. Thank you very much. All right. Move at this time to item number 11. This is a report by the executive director regarding the step of recruitment for open positions with Strong Start Academy Elementary School. So, Miriam?

Miriam: Miriam Benitez, for the record. Since we last met last month, I've had two teachers that have kind of resigned before they've even started. But I think it might all end up working out. I did have a conversation with Lorna as well as with Tammy, and because we are concerned about the enrollment, which is the next agenda item, we're thinking that it actually might be best that some of those positions are vacant. Because if we don't have enough students in first and second grade, then we're gonna have teachers without a position. And this way, if I stop trying to fill the current positions that are open, I have positions that I could slide these two teachers in.

And, you know, all of the teachers that I've recruited with the exception of, like, two, are new to teaching and they've come and left positions with the district. So it would be terrible to have to lay anyone off. So at this time, we thought it was best to leave those vacancies so that we can slide these folks in. And if our enrollment starts to increase and we see that by the time school starts, it looks like we are gonna be close to our projection, then I can start actively looking to

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fill those positions again. But for right now, we're gonna leave at least two of those open.

Lorna: Okay. Are there any questions for Miriam about that? This is Lorna Cervantes. I did speak to Miriam about this. I think she is on the right track with this decision. The positions that are open right now are a P.E. position and special education.

Miriam: So yeah, so the two positions that just opened up that had been filled previously was a kindergarten position and a P.E. And then we have our special ed position, which has not been filled from the beginning. That one's very difficult to fill regardless of the bilingual component, just in and of itself, being special ed. And then, our safe school professional. But I have a person identified for that position.

And then, the two positions that I'm thinking of leaving vacant is the kindergarten and the special education, because I do have one first-grade teacher that's very willing to move into to the kindergarten spot. And then, one second-grade teacher that she said she is willing to get a provisional license and see what it will take to get that special education endorsement on her license, and she could move into that position.

So we just have to follow up and see what steps she needs to take to add that

provision. Lorna and I talked about that as well. And we know from when we were in the district, that typically, if a teacher decided that they were interested in going into the special education realm, the state usually will give them a three-year provisional license. And then, they have three years to take those classes and add that to their license.

But in the meantime, they just need to show interest, right, and go to the Nevada Department of Ed and add that to their license. So we just need to make sure that there's nothing else that's needed and she's ready to do that.

Dachresha: Dachresha Harris, for the record. So if the teacher is offering us to do that to help us out, like, there is classes associated with that that the school should be entertaining [inaudible 00:37:47]?

Miriam: Thank you for asking that, Dachresha, because that is important. There is a cost. Anytime you add an endorsement to your license, there is a cost.

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Lorna: This is Lorna Cervantes. I was going to say, previously, I think it was between \$50 and \$100 to add an endorsement to your license. And if that's something that the board thinks that the school should cover, we could recommend to Miriam that she if there's money in the budget to cover that endorsement fee since this teacher is doing that to assist the school in this situation. So if that's what all of you think we should do, we could definitely make that recommendation to Miriam.

Miriam: Thank you very much. Appreciate it.

Lorna: Thank you. Lorna Cervantes, for the record. The other thing that Miriam and I did talk about as kind of a stop gap because she said at this point, she only knew of about two students who may be coming in with IEPs at this point in time. And if we had to, as an alternative too, we could look into contracting out for some special education services by paying a [inaudible 00:39:02] or something like that for a licensed resource teacher from another nearby school that would come over during their [inaudible 00:39:09] provide those services, depending on what's in the IEP.

But we would have to look at the IEPs individually, see what the amount of services are, and then make a decision in that case. But that might be, say, option D. Option A is a better option right now.

All right. Thank you for that report, Miriam. And at this time then, if you could please provide us a report and allow for the board any discussion on student enrollment. You've alluded to it, but we could move to that at this time.

Miriam: So we are just under 90 students at this point. So definitely, when we got our physical location and we relaunched our marketing campaign, we have definitely seen an increase every day. People are enrolling. But what the problem is, the great majority of the families that are enrolling are for kindergarten.

So we're already at 52 confirmed students. And when we say confirmed, that means that they filled out an application, our office manager has made contact with the family, and they have started to submit the required paperwork.

Heather knows because she's one of our confirmed parents.

So we have probably, like, 30 more that applied but we've never heard from

them. So they filled out the initial application and some of them are even recent

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applicants. But through text, phone call, email, we get no response. So we don't know if people are out of town. But, you know, we can't wait around so just, we've moved on. And we know that we're really confident that kindergarten is going to be full. Remember the number 60 and right now, we have 52 confirmed.

In first and second grade, we have 18 in first and 17 in second. So those seem to be the harder ones to fill and we keep getting more and more kindergarten and we're going to be at capacity, real soon. And our concern too is, as we move forward, we might get some interested kindergarteners that have siblings in first or second grade. And so, even if we have room in first and second, and we're at capacity in kindergarten, then it's gonna be still hard to get those first and second graders.

So we've got some mailers that we're looking at sending out within, like, two miles of the school and neighboring schools. We wanna try to organize some tabling events at the grocery stores with the AmeriCorps volunteers. And of course, there's been a Spanish commercial running for weeks. And I know that because I get a phone call almost every day from somebody telling me they saw me on the commercial. That's fun.

So we know that we are getting some interest from those commercials and the other efforts. I know the city went out canvassing. I believe you guys were knocking on doors. Is that what you guys did? Do you know? I know...

Woman: Yeah, I advocated.

[crosstalk 00:42:42]

Woman: We also advertised it at our Strong Start Pre-K graduation ceremonies. A lot of people were interested in it there. Dr. Malich [SP] made an announcement about it. And we had flyers there that a lot of parents picked up.

Miriam: So we definitely have seen...I think the last time we met last month, we might have been at, like, 50 or 60 confirmed, and we're close to 90 confirmed. So we definitely have seen things pick up. In conversation with the charter authority, they've said that they've seen schools in this predicament before and typically, the realistic number to hit, once school starts, is about 130. So that's why we are coming up with a plan B in case we don't get that full enrollment of 180 where we can place our teachers.

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Lorna: This is Lorna Cervantes, for the record. Miriam, knowing that you have teachers who were hired already for first grade or second grade, is there any consideration that say we go above our number in kindergarten, but we're not hitting the first and second-grade numbers that we add an additional kinder class? Having one of those teachers who was originally slated for first or second, go down and an additional kinder class? Or would you recommend that we not even consider that because then we won't have the ability to transfer them up to first grade in the following year?

Miriam: And that was the issue. I did think about that. But then there's not

gonna be enough room next year for all of those kindergarteners.

Lorna: Are there other questions or comments or concerns from other board members?

Dachresha: Dachresha Harris, for the record. [inaudible 00:44:34] I was gonna ask the exact same question, Lorna. Where are we advertising? We're running a Spanish commercial. What other platforms are we on?

Miriam: So our marketing company is doing digital on all the social media, Facebook, Instagram, TikTok, and they've targeted our target ZIP codes. So while they're on YouTube, while they're on... YouTube's another one. While they're on all of their social medias, the commercials come up.

Heather: Heather Nay, for the record. I live in the area code 89101. I've only seen, like, one or two commercials on YouTube a while ago, like, back in late May. I haven't heard anything else. Like, I haven't seen advertising. I have Instagram, I have TikTok. I haven't seen anything. And I use my zip code. I just saw it, like, back in May, I believe. Because Julian, my son, he was still in school. I saw, like, two ads on YouTube and that was about it. So maybe in the area code, I haven't really seen any kind of advertising.

Miriam: I don't think 89101 was one of the target zip codes. Was it?

[crosstalk 00:45:47]

Heather: I don't know if I'm just, like, missing them. Or, you know, but honestly, I did see them. And they did play, like, two days in a row but that was it.

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Miriam: So I think... Miriam Benitez, for the record. In May, they were going hard on social media. And then when we realized that people were visiting the website, but they weren't applying, we put a pause on it until we had a location. So that's why you didn't see anything. And then now, the budget was kind of restructured, so we had more commercials. And we structured it so that the commercials, at first, are more targeting Spanish. Because remember, for our program, we need the Spanish speakers, and we need to make sure that we have at least 50% of the Spanish speakers.

And then the plan was...but from what I understand, they were still doing social media. I just don't know the exact platforms that they've been targeting this time around.

Heather: Okay. I just wanted to make...because I do live in the community. And, you know, I am within those zip codes. So I just saw them, like, back in May, and that was the last time I've seen anything. So but if you do need help, like, advertising, or, like, you know, going out knocking on doors, I'm willing to help. So, you know, there's a lot of kids in our neighborhood in particular. So if you want me to go door to door and leave flyers in mailboxes, because we personally have...we don't have, like, the group mailboxes. It's house to house. I'd be more than willing to go around and drop them off for you. [crosstalk 00:47:38]

Miriam: Yes, and we have flyers.

Heather: Yeah.

Miriam: So yeah. So we're hoping to get to the grocery stores as well,

especially on the weekend, because we know that's when families usually go and see if we can recruit from there.

Heather: Okay.

Miriam: So we definitely haven't given up. And we know that...you know, I was principal at Park for the last seven years and I can tell you that as much as we would try to get parents to start pre-registering in May, the great majority wouldn't come until the week before.

Heather: The last minute.

Miriam: So, you know, we might be worried...

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Woman: Or the first day of school.

Miriam: Yes, or the first day. So we might be worried for nothing, but we are trying to arrange plan B, just in case.

Lorna: This is Lorna Cervantes, for the record. I think getting out to the grocery stores as well as maybe even any of the malls because I noticed that all the stores are starting their back-to-school campaigns right now. Also, I think this is around the time of the year that the district does their back-to-school fairs, things like that. So I think I think this is a perfect time to get that out there into the community and letting people know, you know, that we're here.

And I hate to even make the last suggestion I have, because I know how hot it's been. I know I could never go on a weekend to the Broadacres Swap Meet without running into several of my families from when I was at Park too. So that might be another option is on the weekend to hit there, have a table there, give out information.

Woman: I think that's a great idea.

Lorna: Because I know that a lot of our families from across all of these zip codes go there on the weekends. So just another suggestion. Go ahead. Alee.

Dr. Moore: Dr. Moore, for the record. I was just asking Amy about was there radio advertising?

Miriam: No, we haven't done radio.

Dr. Moore: That may be a good source as well.

Lorna: Lorna Cervantes. So they did not do any commercials on the English stations, correct? Only on the Spanish stations?

Miriam: Well, yes, in English, but on, like, YouTube.

Lorna: [crosstalk 00:49:55] only.

Miriam: On TV, they just started with the Spanish channel, and I think they have planned to do some in English, but I'm not sure what channel, what the details are of that.

Lorna: Thank you.

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Dachresha: Dachresha Harris, for the record. By any chance, do you have the demographics of your confirmed?

Miriam: So not all of them because the issue is with the application, the questions that ask that are voluntary, and they're not mandatory until they're filling out their registration. And we're still finalizing our infinite campus. It's

not ready yet for online registration but that should be going live on the 18th. And once we have parents register there, then we'll have that information.

Lorna: So Lorna Cervantes, for the record. I think, based on Dechresha's question, I think when we report back at the next meeting, we'd really like to hear what the demographics of the student population.

Miriam: Well, by then hopefully, they'll be live and in-person. So we better have them, right?

Lorna: Yes. Thank you, Miriam. All right. Any other questions regarding student enrollment? We really look forward to see some increases in those numbers and I know you're getting out and doing everything you can think of, Miriam, for that, but we are definitely looking for that.

Woman: And recruitment will still continue after the school begins.

Lorna: Okay. This is Lorna Cervantes, for the record. Yeah. So I think what my understanding is that recruitment will happen all year long. And then there'll be periods during the year when it would be an increase in the student recruitment, where it's really getting out there and hitting for the next year. Is that correct, Miriam?

Miriam: Mm-hmm.

Lorna: Thank you. All right. So at this time, we're ready for item number 13. This is a report by the executive director and discussion regarding employee benefits and insurance. And I believe that, Dachresha, you also assisted Miriam in doing this work. So we'll turn it over to the two of you.

Miriam: Okay, Amy, can you pull up that one slide, please? So in your handouts, you should have this medical benefits printout so you can follow the information. We tried to capture this information on one slide so it could be as easy as possible to follow. So at last month's board meeting, we were presented with the final budget, and the expense assumption for the health and welfare

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was estimated at \$8,000 per employee, for a total cost of \$144,000 for 18 employees.

So Dachresha and I met with an insurance broker and he did explain to us that typically employers contribute either 90% or 100% of the employee's portion for their benefits. And for the family members, typically, the employers contribute between 35% or 50%. So that said, we were presented with a pretty extensive packet of options. So Dachresha and I met a few times to look over that and come up with what we thought were the best options for the employee. We landed on an HMO plan and a PPO plan.

So on the left side of the screen, you'll see the medical benefits for the employee. And so what we wanted to do is give you an idea. If the school paid for 100% of the HMO, then the employee contribution would be \$0, and the employer would be \$132,712. Under that is the 90%, so the school paid for 90% and the employee was responsible for the 10%. That would break down to about \$30 per check for employee and the cost for the employer, \$119,441. So then we move on to the PPO plan, and you could see there, the cost at 100%, would be \$147,239. And at 90%, it would be \$34 per check for the employee, and a total yearly cost of \$134,515 for the employer. So then under that, we had

the vision, dental, life insurance, and accidental death and we just totaled that together. Because the way that's packaged, it's not separated by employee and family. It's just all bundled together. So all of that together came out to \$17,232. Then on the right side, we have the family. And so, when we look at the percent of contribution we have, if you guys decided to go with the 50/50 for the HMO, obviously, the employer and the employee, they would each contribute 50% of that. And what that looks like is the school paying \$700, \$316. And on the other side, the breakdown of that annual cost would be \$336 per check. And that's for a family of four, that scenario that we're showing. Because when we looked at the information that the broker gave us, based on the survey they sent out to families, we had at least one teacher that had three children and a spouse. So that's what that would cost the one teacher.

Then looking at a scenario where the employer pays 35% of that HMO and the employee 65%, the cost for the employer would be \$49,000, roughly. And per check for the employee would be \$436 per check. For the PPO 50/50, it's a yearly cost of \$57,442. And per check for the employee would be \$373. And

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then finally, the last option, the PPO, 35% by the employer, 65% for the employee. That translates to \$40,000-ish, a year for the employer, and \$485 per check for the employee.

So in summation, what we came up with is that at the lowest end, the benefits package would start at \$189,000. And at the highest end, it would add up to \$234,787. So obviously, either one of those numbers are well above the \$144,000 that was the assumption when our budget was created. And we did have that conversation with Kristin, if we can afford this, and like with everything else, the conversation is, yes, we can afford it now with the funding that we have and we can make those assumptions later. We know that for the next two years we can, but not knowing what our funding would be like in the future, it'd be hard to know what we could sustain.

And then let me just add one last thing. I did interview a few of the teachers to see that [inaudible 00:58:43] CCSD to double check what were you paying. And they did say the one teacher that had the family, actually four additional family members, three children, and a spouse, she paid \$500 a month. She had PPO and she paid \$7 a paycheck for PPO. And for her family, she paid \$500. And it didn't matter what the number was because apparently, once you hit three and above, that cost doesn't change.

Woman: So \$500 per check or \$500 per month?

Marian: Per month.

Woman: And this cost is per check.

Miriam: Yes.

Woman: Just making sure.

Dachresha: Dachresha Harris, for the record. Of course, so we met with the broker, and he shared with us that because it's such a small group, we're not eligible for any discounts or anything just yet. So as the years progress and we add onto our population at the school, maybe, you know, our costs may decrease a little bit. Actually, he said these are, like, the highest worst case, the

most expensive.

Keep in mind, each line item is based on all of the employees right now. So employees are going to have their choice of HMO or PPO. So that's gonna help

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this to fluctuate a little bit as well. But just in our meetings, we think that there's no way that we're gonna probably be under the \$200,000 mark, to be honest, which still is a substantial increase to what Kristin had previously reported as the budget for benefits.

And we also made sure we kept in mind the desires of this program to be as competitive as possible with CCSD. Unfortunately, it is per check where they're paying per month. But it's kind of a hard spot for us being that it's such a small group of employees.

Miriam: And that said, Miriam Benitez, for the record, when we were reviewing all of the options, we went, obviously, with, of all the PPO options, the lowest one. And I believe the HMO, we didn't go with the lowest one but we went with the one that was not gonna kind of break the teachers. Because the lowest one paid, like, all the deductibles and the co-pays were so high, that it just didn't make sense that we're paying all this money and we're not seeing a whole lot of return on investment. So we really did take some time to look at all of the details of each of the options to come up with what we thought were the best choices.

Colleen: Colleen McCarty, Board Counsel. Also, if this line item can include what you all intend to offer by way of any time off, sick leave, we should have that discussion tonight as well.

Lorna: Lorna Cervantes. I do understand that this is an increased cost, but I do know we have to provide comprehensive and appropriate medical insurance to all of our employees. So I think after the research that our group has done that I think we have to offer the options to the employees. I feel that we could reasonably offer them the employee benefit of the 90%.

And then, I understand that it is very common in most of the charter schools to offer the family insurance at either 35% or 50%. And the majority of them, if I understood correctly, are around the 35% amount that the employer pays for the family and then the employee generally pays the rest. Did I get that correct? Or do the majority of schools do 50%?

Miriam: No. So Miriam Benitez, for the record. When we met with Chris, he gave us what was typical, not necessarily for charter schools. Just for employers in general.

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Lorna: So do... So, Lorna Cervantes. So do the majority of employers pay at the 50% or at the 35% amount?

Miriam: Well, he said one or the other. Yeah.

Lorna: All right. So it would really be up to us to determine.

Dachresha: Dachresha Harris, for the record. To answer your question, yes.

And I understand that, you know, we want to be fiscally responsible, we wanna be mindful of our spending, but I wanna just remind the board to make sure that

we're being competitive with CCSD. And I believe Miriam shared with me that CCSD pays 100% of their employee costs. And recently, increased it and they pay, like, less than \$10 now. Is that right?

Miriam: Yeah, that's what [crosstalk 01:04:29].

Dachresha: So I just wanna share that with the board so we have all the information as we discuss and consider which option we'd like to offer to our employees. With the 35%, 50% for the employee...excuse me, for the family options, I just wanna be mindful of the same being that we already know it's gonna be an increased cost for CCSD. Because even at the 50%, because it's per check instead of per month. So I just wanna keep those things at the forefront of our minds as we have this discussion and talk about it because we don't want to turn teachers away if we're going to be charging them a lot more than what they will receive at our competitors.

Lorna: Lorna Cervantes. Thank you for that recommendation, Dachresha. I was actually I think in mind, I would love to hear from, you know, Miriam, what your recommendation would be on the percentages that we pay. I can tell you having a sister who's a teacher in the district right now that either one of these insurances, no matter how much they would pay, it's probably gonna be a step up from what they had for their insurance.

Because they actually have had doctors who have quit allowing patients to come if they had the teacher's health insurance for their insurance because they weren't being paid, or there were still outstanding bills from two or three years ago.

So even though the teachers weren't being paid, that didn't mean it was the quality of the insurance that they were hoping for, in some cases, and the coverage may or may not have been what they wanted. And I'll qualify that by

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saying, that's my perception based on what I've heard from my sister, as well as what I've heard at board meetings from people who have...you know, like, CCSD board meetings from teachers who've testified as to what was happening. But I would like to hear from you two what you would recommend that the board do in order to be competitive with CCSD, and other charter schools in the area, and what you feel would be the most fair option for us to offer to our teachers.

Miriam: Well, Miriam Benitez, for the record. I don't think I should weigh in, because I would be receiving these benefits so I think I will remove myself.

Dachresha: Dachresha Harris, for the record. And I may have a soft spot for benefits coming as a HR professional and local government HR professional to where my recommendation would probably be the 100% for employees and 50% for their family.

Lorna: Okay. Thank you. Lorna Cervantes, for the record. I see Dr. Moore shaking her head in agreement. I see Heather as well. But please speak up if you'd like to add to that discussion.

Dr. Moore: Yes, Dr. Moore, for the record. I agree, especially based on what you were saying about [inaudible 01:07:51] as far as it being receiving group discounts later as the staff population grows. So it makes sense to give them the

discounts now from what we can do, right, and then offer it 100%. And then as the staff grows and are eligible for discounts, then you could offset it later on.

Lorna: Okay.

Heather: I agree.

Lorna: That was Heather.

Heather: Yeah, Heather Nay, for the record. I mean, you want your employees to be taken care of. And my sister, she is a teacher also for CCSD and I can tell you, their health care, even though it is covered, is not what you would expect it to be. So I think it's important that our teachers are taken care of. As a mom, I want our teachers to be taken care of. I don't want them to leave just over an insurance issue, you know, when we can provide a quality insurance for them.

Lorna: Jaime?

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Jaime: Jaime Gonzalez, for the record. Listening to this and looking at the chart, so speaking as an HR professional from industry, this seems probable outrageous in terms of what would be expected of an employee to pay. So I'm looking at it, going, I wouldn't pay any of this. I'm looking for another job. So I would concur with the recommendation that [inaudible 01:09:13] we can afford and it makes sense to do the 100% and 50%, that's at least competitive then. Sort of our pool of talent, they certainly know what they're getting then [inaudible 01:09:29] the competition would be. So I could certainly see. But it just seems like it's...from an industry...from a larger scale competitive standpoint, it seems [inaudible 01:09:41]. Like, it wouldn't be attractive to talent.

Lorna: Lorna Cervantes, for the record. You know, I feel very similarly that it's a lot to ask of them to pay this amount of money. I know as an administrator in the district, I was paying I think \$64 a paycheck for both my husband and myself to be on our insurance, because I think I was paying for him. But so this is quite a lot more than that. This is, of course, if it were a family of four, so if it's only one other dependent, it's going to be less than this.

Based on what Jaime just said, do we know or have any kind of an idea as to what the prices would be if we said the school should...is it, like, so astronomical that we couldn't even hit close to it if we said 75%?

Dachresha: Dachresha Harris, for the record. We pay more for the family. I don't think he gave us anything [crosstalk 01:10:49].

Miriam: No, he didn't give us. Actually, we did that math, Dachresha. They gave us what it would cost and then we kind of sorted through that and said this would be the employee and this would be the family. But I'm sure if we requested that of him, they could certainly get that to us.

Lorna: This is Lorna. I don't want to make it any more complicated than it is. So I think I would be okay with going with the group on the 50% and then 100% at this time. And then maybe what we could do is in future years, as we're looking at how we're budgeting, we can look at saying, "Is there any way that rather than necessarily an increase in pay, we could adjust somehow what we're doing in benefits in future years as we get a better price for our insurance?" So I would agree with Alee, Dr. Moore on that part of it, that we

pass on those savings to employees in the future. And I don't want to throw a

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wrench into looking at that anymore. It's just a thought based on what I heard and the discussion.

So what we could do, guys, is we could have a motion, we could agree to the amount here that we would do for the health insurance. And secondly, we need to think about how many...you know, the type of leave we would be giving employees and the number of leave days we would be giving employees.

So would you prefer to take that as a separate motion so that we don't confuse ourselves with what we're doing? And would that be acceptable to all of you? And if so, if somebody would like to make a motion on the health insurance, then we could do that at this time, I think. Unless there's more discussion.

Okay, so this is Lorna. I will move, based on the discussion today, that we approve the health insurance at 100% for employees, and 50% for family members as discussed tonight. And knowing that we will need to adjust our budget in order to absorb those additional costs.

Jaime: Jaime Gonzales, for the record. I second.

Lorna: Okay. All those in favor, aye.

Group: Aye.

Lorna: Okay. Thank you. So that takes care of our health insurance fees. Now the next part that we need to know for our teacher and employee benefits, is looking at the number of days we might want to offer, or think is a reasonable number of days to offer. We can call them sick days, or we could call them personal time off days, or PPO. I think, what is it called?

Woman: PTO.

Lorna: PTO, personal time off. I can tell you what our teachers are used to in the district. They get 15 sick days a year. Then if they don't use any more than five of those days during the year, then the following year, they get the 15 sick days again and then they get additional, up to five personal days on top of that. But I know based on discussions with Miriam earlier that she and a group at the Public Ed Foundation did a study on time off within industry. And they found that often what happens is when you give people this amount of time off, they think that they have to use it all rather than banking that.

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So maybe a better recommendation might be instead of saying sick time and then personal, would be to say we give all the employees up to 10 personal days per year. Or, sorry, personal time off days. They could use it for sick or they could use it for personal or for whatever use that they saw. That's just a number I'm throwing out. And then do it that way rather than dividing it between sick and personal time.

And then the other question I would have is, do you recommend that we allow them to roll over those days at the end of the year? Or should we say it's a use or lose situation? I think if we allow people to roll over time, they're less likely to overuse their time, but that's just my personal thought. So I will open the floor to discussion on this matter.

Heather: Heather Nay. As a former union member, we were allowed 14 personal days, sick days, whatever you wanted to use them for. If we passed that 14, it wasn't that we were immediately terminated, but there is repercussions. I think it's important, because you do see once, if you're loose on it, they just start missing work. And I think it's important that it's a strict rule and there's repercussions if you go past that. I don't know.

I wasn't a teacher or anything. I was just a culinary union member, but it did work. We were very careful to take care of our points. It was a point system. So 14 points. Unless you have, like, doctor's notes, then it gets excused and stuff like that. You know, but as far as, like, just taking a day off, you only have 14 days or a year to take off.

And if you miss more than that, then it was repercussions. If you have to miss half a day, it's half a point. Some kind of system like that, you know, so you don't use all of it. So if you have to take, like, a half day out, you can. I don't know. Just a suggestion.

Lorna: Other...

Dachresha: Dachresha Harris, for the record. I agree with the PTO, personal time off strategy. Because when you have different banks, people tend to instead of asking for the time off, I'm gonna call out. And that leaves us in a bind a lot more often. So I think if they just have one bank, they use it for doctor's appointments, vacation, what have you, the likelihood of them telling you in advance is a lot greater than not.

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I agree with a rollover to try to, like, attain these employees. You know, that's just an added benefit. If I could roll over my time every year, then it builds up

from year to year. And then, I think about what happens to that three or four-year employee who needs to go out for a medical reason and I only have 15

days. But at least if I've been here for a few years, I might have the 30 days I need to recover.

Lorna: Lorna Cervantes. I completely agree with you, Heather, too, about the idea of there being repercussions. If an employee does run out of sick time, we'd call the code 10. Basically, they had no time to use and I would always want an employee, each and every time you go code 10, you will be disciplined, and then we would follow progressive discipline. Because people have to understand that you stay within your time.

This is, of course, notwithstanding anyone who falls under family medical leave, which is a different situation. Family medical leave was the only time a person could fall into that status where they didn't have leave but could still take time without discipline. They wouldn't be paid.

Heather: No, but agreed. [inaudible 01:18:30] I agree with. It worked in the culinary union, and I'm sure it could work for teachers also. Because as an employee, you do take care of those points and you use them wisely.

Dachresha: Dachresha Harris, for the record. Miriam, have you established an attendance policy as of yet?

Miriam: No, because that, Miriam Benitez, for the record, we had to have this conversation here. But one of the things I do recommend is, you know, as teachers, they don't get personal time off, they just get sick. And so, if you use more than a certain number of sick days, then you don't qualify to earn the personal days. So, unfortunately, what you see a lot that happens with teachers, if they need to do anything outside of sick, then they're misusing time because they have to call out sick for everything.

So I think teachers would really appreciate even if it was reduced, the number that they're used to, 15. If we reduce that number and just call it, you know, personal time off that they are free to use days legitimately anytime they need, I think they would really appreciate that.

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Dr. Moore: Alee Moore, for the record. I totally understand the system. I've worked in a system like that where we just had days, use them how you want, whatever you need to do. But the system we worked in was an hourly system. So for the district, is it going to be a matter of days, or is it gonna be a matter of hours?

Lorna: This is Lorna Cervantes. So typically for a teacher, because they're a salaried employee, it was days, and then for hourly employees, it was by hours. So any support staff personnel, because they got paid on an hourly basis, you would have some eight hours, some five hours, some six, seven-hour employees, their leave was built in hours, and they took it in hours as well.

Dr. Moore: So in that case, a teacher is unable to take days.

Lorna: No, they could.

Dr. Moore: So a day still equates a certain number of hours?

Lorna: Yes.

Dr. Moore: Okay.

Miriam: Miriam Benitez, for the record. For a teacher, they could take a half day or a full day. However, kind of the things we would do on campus to encourage teachers, obviously, with the shortage always of subs, not to be gone a whole day or a half day for an appointment. They try to schedule first thing in the morning or in the afternoon. And then we provide coverage for them if they didn't make it by the time school started. And so those are the things that we do so that they don't use up a whole day.

Dr. Moore: So how does that work with the tracking system?

Miriam: So usually, we don't track that because they may be a few minutes late. Because, like, for instance, at school, they need to report at 7:00. But children don't actually arrive till 8:30. So sometimes they would just need, like, the first 30 minutes covered, and one of the instructional coaches would cover until they were to show up. So those are the kinds of things we would do to try to encourage teachers not to take a full day because we know we struggle to find coverage.

Lorna: Lorna Cervantes. If they had a last [inaudible 01:22:11], for example, you could allow them to leave that 45 minutes and it didn't get charged to their

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time, but you could allow them because that's time that they would normally not have students in their classroom. And if they would put their appointment at the end of the day, you could do that as well. And you can be as flexible with support staff with their appointments as well if you need to be. As long as you're being fair and consistent.

So is there a number of days that we think would be appropriate for personal time off for employees? I know I did discuss this with Miriam and she said she was right around 10 days as a thought that she had. Does that sound reasonable to everybody? That would be on a yearly basis.

Dachresha: This is Dachresha Harris, for the record. I know during the school year, there's a lot of staff days, holidays. Correct?

Lorna: Mm-hmm.

Dachresha: So in addition to that, they would have the 10 days. So I think if that's the recommendation from Miriam, I trust her judgment. I would support that.

Lorna: Okay. Others?

Woman: I would like to see us remain competitive and offer more than the district, if possible.

Tammy: Tammy Malich, for the record. Just know that every time they're out, somebody has to cover that classroom.

Woman: And we're paying a substitute teacher to do that.

Tammy: So you're double paying every time that happens. So I get your...I can tell you every CFO for the Clark County School District in my 30 years came in and said, "You've gotta be kidding me. They work nine months, they get all the holidays off, and you're giving them 15 days. This is absurd." So I know that money people feel like that it's excessive. But I love the idea of incentivizing it, because for people like me who never called in sick, I got no incentive from that, which it needs to be incentivized. But I would just have you think about somebody's gotta be with those babies every time the adult is out.

Lorna: Yeah. Lorna Cervantes, for the record. I could also tell you that even though there was a time I had to be out for a medical reason for, like, eight weeks, after 30 years, I still was able to retire with 270 days banked. Because

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you just look at it...in fact, it may have been more than that. But you did you look at it, and you have those employees who look at it like that and then you have, not to put a label on them but some other employees who look at it as, "You're giving me 10 days, I'm going to take all 10. And then when I'm really sick, what am I going to do?" And so they see it almost like a challenge to use all those days.

So I think you have to...that's where I think even though the district gets 15, 10 is less, but almost in a way, it's kind of, like...I don't know.

Heather: Heather Nay, for the record. I think that everything else we're...well, not... We seem to be taking care of the employees in every other aspect. If this one thing that would, like, make them not sign on, then maybe, you know, they're not worthy to sign on. You know, that's one thing that maybe we shouldn't be competitive in because everything else is so good. I don't know.

But it seems like it's so good as, you know, a parent looking in. Maybe the 10 days is not so bad. It seems like a right amount. Sorry.

Dachresha: No, that's okay. Dachresha Harris, for the record. To help with what you're saying, you're absolutely correct. I agree with you. If 10 days is not enough, they don't wanna work anyway. So because we're looking for people who wanna come to work that their main priority is going to be to help the kids, to teach children, and be there for their children. So they get plenty of days off with the staff days, the holidays. We're giving them 10 additional days. If that's...

Heather: That's, like, one day a month for a school year. Like, one and a quarter, maybe. But...

Miriam: And just add, Miriam Benitez to the record, the majority of the employees that we've hired, I know from my past work. And I think that they would be very appreciative of this, again, because they're not folks that typically call in. But like I said, teachers usually don't have that option. Like, if you're gonna travel and you know that a plane ticket is cheaper to return on Monday than on Sunday, they never have that option. So I think the give and take, they have fewer days, but they have the freedom to use those days personally, not just sick days, I think they'll be very happy with that adjustment.

Woman: Jaime, would you have any discussion or any thoughts on this?

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Jaime: My thoughts are I think coming back to, like, how does this compare? If I'm a potential teacher and I'm weighing my options, is it incentive, disincentive, or is it neutral? Like, I'm not sure, from the conversation, where we're landing compared to, say, something like the benefits discussion that we had. I think if it's comparable and if it's perceived as an added benefit or a neutral benefit, I'm fine with it. The 10 day, I think the most attractive part of it is I can use it in whatever way I want.

The one thing I am curious about, this is, again, coming from a non-education industry type of background. You mentioned thought, like, when you left, you had 270-something banked, that you were paid. Correct?

Lorna: I was paid at \$45 a day as an administrator. What happens with... Sorry. This is Lorna Cervantes, for the record. Teachers, however many they have left, they take the number of teachers that are retiring that year and then they figure out what each one gets paid per day. And I think it comes down to very little. And I don't know what it comes out to because I didn't fall into that category, but a friend of mine said it was pretty low.

Tammy: Tammy Malich, for the record. When I left CCSD, I had 280 sick days. Because I resigned and came over to the city, even though I had 30 years in because the city's [inaudible 01:28:52], instead of retiring, they paid me \$10 a day for my days. And not only did they pay me a whopping \$10 a day, they put it in some finance company. Without my permission or knowledge, they tucked it away safely for me.

Lorna: It goes into a health savings account.

Jaime: My question then would be, by blending personal time off and sick days, does that impact something like that in terms of what you would be paid out?

Lorna: What it would do... That's a great question, Jaime. This is Lorna Cervantes, for the record. I know that when we were paid for that time, as Tammy said, it was placed into a health savings account. And basically, you could use that only as a health benefit. So I actually have that money every month goes to paying my health insurance because I'm too young to take Medicare right now. So I use that until it runs out to pay for my medical insurance. And that's basically one of the only things unless you maybe had a major doctor expense or something like that, you could use it for that purpose as well.

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I think there is a way you can cash it out if you're moving out of state or something like that. I know one principal who did that. But that would be the impact, I think. But what we could do is offer that if they are paid an amount for those days as they leave, it could go...they would have the option to put it into a 457 plan or a 403B plan or something like that if we wanted to do that.

Colleen: Colleen McCarty, Board Counsel, for the record. Just for information for your discussion. There's no requirement under the law that you have to pay people for their time as well. So it's entirely up to you whether you want to do that or not.

Lorna: Lorna Cervantes. Thank you for that, Colleen. I think maybe the main reason we got paid as we did is because it was part of the collective bargaining agreement with CPSD and the different unions or units. So that's why administration got paid at a higher rate than teachers did and so forth. So it sounds like we're landing on...

Dachresha: Dachresha Harris, for the record. One last question to incentivize.

Lorna: Yes.

Dachresha: So the incentive is just that they can roll it over? Are we comfortable with that? Is that incentive?

Tammy: Tammy Malich, for the record. The other incentive is, as Miriam said, it's the paid time off versus you're sick or you're not off.

Dachresha: Okay, okay.

[crosstalk 01:31:53]

Lorna: And that is an incentive because you don't have to worry every year, "Oh, I can't go to a family event because I only have sick days. I don't have any personal days." You don't come out that stressed anymore. And I know that makes a big difference or a graduation or something like that. Is 10 the right number? Or do we keep it at the 15 to stay equal to what the district is? Just throwing it out there, just a question.

Miriam: And Miriam Benitez, for the record. I was just thinking of something that we may want to consider because of COVID. And if anyone gets COVID, and they are required to stay home, I don't know what the latest rule is, five days, that we may want to put something in there that if they do catch COVID

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and they provide the evidence that they have a test, and the five days, that may be those days don't...

Heather: Heather Nay, for the record. I, as a parent, would want the teacher [crosstalk 01:32:52] because I have another little baby at home that I wouldn't want to get COVID. So because once it gets going, just, everyone gets sick. [crosstalk 01:33:02]

Miriam: So I was just thinking that if it is 10 days and someone were to catch COVID, they could potentially use half of those days in September when those of you...teachers, we're always sick in September. When the kids come back, that first month, everyone's sick. So really, potentially, if they catch that, then everyone could use half their time by the first two months of school. So maybe if we do still stay with 10 days, we have something in there for COVID.

Lorna: So the recommendation... Oh, sorry. Colleen, go ahead.

Colleen: Colleen McCarty, Board Counsel. I'm gonna have to look and see what the latest iteration is but there were some federal requirements surrounding that throughout the pandemic. I don't know what the latest iteration is. I'm gonna have to look it up. But we may be required, federally, to offer paid sick time.

Dachresha: Dachresha Harris, for the record. Thank the Lord that ended.

Woman: Is it over?

[crosstalk 01:34:08]

Dachresha: They ended that, thankfully. But, however, I agree but I don't think that's something that we make part of our PTO package COVID still, while it's not new, we're all in the middle of learning how to live with COVID. I agree that, you know, we don't charge their days if they have sufficient documentation showing that someone in the household or what have you is positive. That we just allow them that time to keep because we don't want them bringing that into the school.

But I don't think we add any time to their bank. It's just that we're still even doing that in the business world, giving people passes. We are making them use their time in my agency. But if they run out of time, they're not penalized.

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Colleen: Colleen McCarty, Board Counsel. We're gonna need to come up with a COVID policy.

Dachresha: Okay.

Heather: Heather Nay, for the record. I know it's probably not. But are vaccines required for the teachers at the school? Like, I know CCSD, isn't it required that they're vaccinated?

Lorna: That's gonna be part of the COVID policy.

[crosstalk 01:35:26]

Heather: Okay. Not that I...if they want to. My family's vaccinated. So, like, you know, it's a personal thing. But I was just wondering if at this school, because I know CCSD, the teachers were required.

Lorna: They, eventually, I think ended up being required.

Woman: They aren't required.

[crosstalk 01:35:44]

Woman: I thought they were.

Woman: They passed it, but they haven't enforced it.

[crosstalk 01:35:50]

Woman: They haven't made them actually show proof of it.

Heather: Okay.

Woman: The city doesn't mandate. We don't mandate our employees either.

Lorna: Lorna Cervantes. And one of the things I can tell you sitting in on many COVID calls over the last year or two, one of the things, though, that it did help with was if people had registered that they were vaccinated, that really helped on the health services end of it knowing how to work through the situation with any kind of close contact. Some of that was part of it.

Woman: Oh, I'm sorry, Heather. That's for staff. Students are not required.

Heather: Oh, okay. No, for staff [crosstalk 01:36:26].

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Woman: [crosstalk 01:36:26] mandatory vaccine.

Heather: For staff, I was wondering there was. That's what I thought. Yeah, students, I mean that's a personal thing. You know, but as far as the staff, I was just wondering where that was gonna fall.

Lorna: I think you bring up a good question. And I think then one of the next things we'll need to do is make sure that we have a written COVID policy. And I think that's part of the reopening checklists. Isn't it?

Colleen: It should be.

Lorna: I was thinking I saw something somewhere. Okay, so we'll work on that. So what we need right now, it sounds to me like we are landing on this idea. So I will try to throw it out in a motion. And if you guys disagree with it or if we need further discussion, we can have it. So this is Lorna Cervantes. I move that we offer all employees 10 personal time-off days per year that are able to be rolled over from year to year.

[crosstalk 01:37:30]

Dachresha: [crosstalk 01:37:30] define school year. I don't know.

Lorna: Yes, we can. Go ahead.

Colleen: Sorry. I didn't mean to cut you off. Sorry. Colleen McCarty, Board Counsel. We also need to determine when people separate, paying them or not paying them?

Lorna: Once they...so I will hold on my motion for a minute. What do we think? Do we pay people when they leave?

Dachresha: Dachresha Harris, for the record. We don't have money to pay people when they leave at this point. So I think maybe that's the freebie you get.

[crosstalk 01:38:10]

Lorna: Well, and I think because we are kicking in the extra money to make sure that they're paying less for the health insurance, in a way that's kind of an offset for it.

Dachresha: An offset.

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Lorna: So at this point in time, we are not paying people for sick days if they leave and have sick days in the bank.

Dachresha: Dachresha Harris, for the record. Unless, I know we're super new,

but maybe that they meet some type of tenure with the agency. Like, not with the agency, with the school. Like, if they're a long-term, 10-plus year employee, maybe it could go into a 457 or something like that, like you were saying.

Tammy: Tammy Malich, for the record. Just reminding you all but the charter contract is six years. But that doesn't mean you don't reapply six years.

[crosstalk 01:39:01]

Tammy: About six years. But my suggestion is that you think about, you know, by year three, you guys, as a board, are gonna start having the conversation about, what are we gonna do at year five, because you have to reapply at year five. That might be a good time to talk about longevity with employees.

Because right now, six years. Sorry.

Dachresha: Thank you for the reminder.

Lorna: Okay. So at this time... Lorna Cervantes. So at this time, our thought is that we would not pay employees for sick days upon separation, but we can revisit that point if we renew our application and renew our contract with the charter authority after six years and we look at a tenure. And I will say that based on your point, Dachresha, there was a longevity portion that was part of that benefit. You had to have had, I think it was a minimum of 27 or 30 years in the district in order to reach that as part of your payout. You had to be at that certain number of years and have a certain number of days. There were three different stipulations to it. So I think that's a great recommendation.

Does that sound reasonable to everybody? Okay. So at this time, this is Lorna Cervantes, for the record, I will move that we offer 10. personal time off days per school year for each employee. Those days will roll over to the following year, if not used. And at this point in time, we will not be paying employees for those sick days upon separation from the school.

Woman: Those PTO.

Lorna: For those PTO days upon separation from the school.

Dachresha: Dachresha Harris, for the record. I second that.

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Lorna: Okay. All those in favor.

Group: Aye.

Lorna: All those opposed. Okay, that passes. So that will help you, Miriam, to go ahead and write that attendance policy.

Jaime: Jaime Gonzalez, for the record. To Tammy's point, as we start to look to the five-year plan...the three-year point in anticipation of a five-year reapplication, we get to see what is an incentive, what isn't an incentive, how does this factor in, all that type of stuff.

Lorna: Lorna Cervantes. I think that's a great point, Jaime. And I think that'll be a really appropriate time for us to start taking another look at this. And even after a couple of years, if we see that we need to make a change to this policy, we can. All right. At this time, we'll move to item number 14. Discussion and possible action to determine benefits we used... Oh, sorry. We just did that.

Sorry. I apologize.

So number 15. At this point in time, I would like us...

[crosstalk 01:42:19]

Lorna: At this time, I'd like us to table item number 15 pending the need to come back to that item in a special meeting of the board. And I am hoping that we could possibly schedule that meeting for next week if everybody would be available.

Colleen: Colleen McCarty, Board Counsel. We need three days to post.

Lorna: Okay. So is everybody available at the end of next week, say a week from today?

Dr. Moore: Is virtual still an option? Alee Moore, for the record.

Lorna: Yes. So that would be Thursday, July 21st. And we could do...is 5:00 p.m. a good time still? So we are keeping consistent with our time?

Woman: Yeah.

Lorna: It would be my hope that it would be a brief meeting, it would not be a long meeting because it would have one item. And that would be what's right now, item number 15. Two items, sorry.

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Woman: Would that be [inaudible 01:43:45]?

Colleen: No, the other... Colleen McCarty, Board Counsel. The other item would be [inaudible 01:43:55] situation related to proving critical [inaudible 01:44:01] shortage for a teacher.

Lorna: Okay. All right. So we'll make sure...well, I'll repeat this at the end to make sure that Jaime is aware of the special board meeting and we will send...

Amy, would you mind helping us to send out, right after the meeting tonight, that information to the whole board?

Amy: 5:00 p.m. on July 21st, next Thursday, correct?

Lorna: Yes, correct. And are we able to meet here again?

Woman: Mm-hmm.

Lorna: Okay, thank you.

Woman: With the virtual option as well.

Lorna: With a virtual option as well, yes. Thank you. So at this time, we can go to item number 16. This is a report by the board president and executive director regarding directors' and officers' insurance and employment practices liability insurance. Miriam, would you like to?

Miriam: Sure. Miriam Benitez, for the record. This is going back to last month. There was a question about the insurance. Sylvia's not here today, but she had concerns that the insurance that we secured did not cover officers or board members. And so, I forwarded this response to her, but we also wanna make sure to share it with the rest of you.

And the insurance broker said, "Coverage applies to both teachers and directors, officers and board members. This is an educator's legal liability, an ELL policy, which provides a hybrid D&O structure that is tailor-made for schools. This policy addresses D&O exposures of the board and errors and omissions, exposures of the employees. The policy also provides coverage for employment practices, and third-party liability and reimburses defense expenses on alleged claims related to IEP and similar acts."

Lorna: Lorna Cervantes. I wanted to make sure that everybody had that information, and that we are aware then that the policy that we did contract is

including all board members. So we are covered. And hopefully, that's clear. Jaime, just for your information, we tabled item number 15. We need to come back in a special board meeting next Thursday evening, and we will give a virtual option as well, to discuss that item as well as the critical labor shortage for another employee. But it should be a brief meeting.

Are there any questions or concerns about item number 16? All right, and at this time, we'll go onto item number 17. This is a discussion for possible action to approve the FOIA policy, special education services policies and procedures, and English learner services policies and procedures, foster care and McKinney-Vento policies and procedures, and the employee handbook. So you have all of that with you. I think that we brought these forward in our last meeting, I thought.

Miriam: No. Miriam Benitez, for the record. The last board meeting, we brought forward the student and parent handbook. And within that handbook, I wanted...I attempted to include the special ed services, the FOIA and the ELL policies. However, when I forwarded the special ed and the ELL policies to the charter authority, they answered back after we had our board meeting. And they said that these documents should be a standalone, they should not be included in the parent, student handbook.

So then I went back to the drawing board and here we have our standalone special ed manual, our ELL manual. And then the new ones are the foster care policy, the McKinney-Vento Homeless Assistance policy, and the employee handbook. We've been busy.

Lorna: Lorna Cervantes. And because these are for parents as well, they're all being translated, I'm sure.

Miriam: We'll get to that.

Lorna: Okay, got it.

[crosstalk 01:48:47]

Miriam: I think so obviously, we had to comply with the checklist that all of these things had to be approved. And so before we start translating things, I think Colleen and I have to sift through and make sure that, you know, my lawyer brain.

Colleen: Colleen McCarty, Board Counsel. We may be coming back as we go along with some tweaks here and there. But this is enough to get us over the hump right now.

Lorna: Okay. I know everybody does not have time to sit and read through all of these right now.

Miriam: It's a lot.

Lorna: However, I can say that I know I discussed several of these items with Miriam as she was writing this, and she and I have discussed templates that she had to work from. And I felt comfortable that she worked within those templates. And unless anybody has a concern, I would just like to entertain a motion that we would approve these knowing that there may be some changes

or tweaks brought forward to us in the future for consideration as necessary.
Dachresha: Dachresha Harris, for the record. I motion to approve the FOIA policy, special education services policies and procedures, and the English learning services policies and procedures, foster care, and McKinney-Vento, and the employee handbook.

Jaime: Jaime Gonzalez, for the record. I second.

Lorna: All those in favor.

Group: Aye.

Lorna: All right, thank you, everybody. All right. Item 18, this is a discussion for possible action to approve an agreement between Strong Start Academy Elementary School and the Nevada Department of Agriculture for the purpose of participating in the child nutrition program and to authorize the president to execute said agreement. So this is the agreement with the Department of Agriculture so that we can offer free and reduced-priced lunches to students and/or that we could also regular price lunches to our students.

For those who may not know what the school can do after providing school lunches is they actually apply to the Department of Agriculture for reimbursement of the money that was spent for providing that food to the students. And so that's the purpose of this, unless I've missed something, Miriam. So...

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Heather: Heather Nay, for the record. I just have a question as a parent. Doesn't CCSD offer free lunches for all their students?

Lorna: Yeah, that's how they do it.

Heather: So but this will be the same thing for us, all students will be offered free lunches, or do they have to sign up for free lunch?

Miriam: Miriam Benitez, for the record. Good question. Even though everyone will get free lunches, they do require the form for the first year, everyone has to fill out that form. I don't know the why behind that. But they did explain that even though everyone's going to get the free lunch, we need everyone to fill out the form.

Heather: Okay. It was just a question.

Tammy: Tammy Malich, for the record. The Department of Agriculture uses a CIP process, don't ask me what it stands for because I forget. But basically, what they've done in large urban districts is taken the form and the AMI and then they have used this approach where they cross it across all student populations, regardless of school. And so if you have 20% that qualify TAP, SNAP, and TANF in this school, and 80% in this other school, they combine them so it creates 100% across both schools.

And the Department of Ag is comfortable with that and allows it. That's how CCSD is doing it. So it brings more youth into the free and reduced lunch program.

Lorna: So if I have your approval, I'll go ahead and sign in so that we can offer the free lunches to our students.

Dachresha: A motion to approve to make sure our students have free lunch.

Jaime: Jaime Gonzalez, for the record. Second.

Lorna: All those who are in favor?

Group: Aye.

Lorna: Do you want me to sign this particular one and give [crosstalk 01:53:25]?

Miriam: Yes, please.

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Lorna: Okay. [inaudible 01:53:38]. Here you go. You're welcome. All right. And next is the discussion of possible action to ratify the agreement between Strong Start Academy Elementary School and School Food Solutions to provide food service administration services for the 2022, '23 school year. So this is the company that will provide the food?

Miriam: No. Miriam Benitez, for the record. As you know, we had to start the process to start our vended meals into an RFP and do all of these things urgently and quickly. And as I was researching and investigating how to do all of this, actually Kristin, our back-office provider, she was able to inform me that most charter schools, this is the company they use to help facilitate that process. So she actually connected me with them.

They sent this proposal, and they can help us with this whole process not just getting the RFP, so we can identify our food vendor, but then managing this monthly because it is a federal program. You have to meet certain requirements, and it's very meticulous. And these folks apparently charge a very nominal cost to make sure that we're in compliance with all of the requirements.

Tammy: Tammy Malich, for the record. Just to give you a context. On my team, I have a full person and that is her full job [inaudible 01:55:25] the Department of Ag reimbursements, and the safety and the urban league reimbursements for subsidized childcare and subsidized meals. So one person does that for our team, and that's their full job. So it's definitely something that it's not something you can just do in 10 minutes. It's a lot.

Lorna: All right. Any questions or discussion? Okay. This is Lorna Cervantes. I then move that we ratify the agreement between Strong Start Academy Elementary School and School Food Solutions to provide food services administration services for the 2022, '23 school year.

Jaime: Jaime Gonzalez, for the record. Second.

Lorna: All those in favor?

Group: Aye.

Lorna: All those opposed? Motion passed. So item 20, discussion for possible action to provide a five-year budget aligned to the provisions of the probe charter application.

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Miriam: Miriam Benitez, for the record. This was on the checklist. And it's my understanding that the workbook that was submitted with the charter application, initially, had this been presented at the very first board meeting, that's what would have been approved, the charter application workbook.

However, since then, we submitted our final budget for the next school year. So Mark, with the charter authority, he approved for us to be able to submit just a

two-year one versus a five-year because that five-year one that was submitted with the application has already changed our first two years. And so it really wouldn't have been meaningful any of the information that's in there. So Kristin was able to create this two-year one, and Mark agreed that would meet the checklist requirements because we only have enough information to meaningfully put together two years.

Lorna: Are there any substantial changes to this two-year application from the last budget that we approved?

Kristin: This is Kristin Dietz, for the record. There have been some changes with the staffing that we've incorporated into this for the fiscal year '22, '23. And then the fiscal year '23, '24, the second year, assumptions are all just based on conversations with Miriam and some assumptions that we know about, you know, timing and expenses and so forth, but it's still very rough. But they are asking for that second year.

And I did just wanna mention, as I was reviewing this again this evening, I found a typo in the cash flow. There was a cell that got overwritten. And what you're looking at is I believe showing some negative cash balances. And I just wanted to state that if this is going to be acted upon that we do it with the change so that it reflects positive cash.

Lorna: Thank you. Are there any other questions by board members? So then, Kristin, your recommendation is that we adopt the two-year projected budget with the amended changes that you mentioned?

Kristin: That's correct. And the one change if we would like to note it is just in terms of the grant coming from the city. If you look on the cash flow, it's blank. I did not indicate timing of that. And this should, we have it currently assumed to come in August of this year, and then that brings our cash balances positive in every month.

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Tammy: Tammy Malich, for the record. What is the amount shown?

Lorna: What's the amount shown on the bid from the city?

Kristin: The amount of the grant revenue in fiscal year '22, '23, is \$2,529,975. And that amount was previously included in August and that just needs to be added back in.

Tammy: Okay, so the \$2.5 million, yes, we can...if we need to move that money in August... That's the total amount, Kirstin?

Kristin: That is the total amount. It doesn't need to be that much. That was just the assumption that we had in the previous budget. But I think it's up to the board or whoever has authority to determine the timing of that.

Tammy: Yeah. Tammy Malich, for the record. We have a resolution regarding that, but we have the money available. It's not contingent upon waiting on our side. And actually, there was a bit of a cushion in that money as well, because we did up to one and then up to six. We're pulling out the balance for the property for the Tony Hsieh Education Center. And so with that, it is...let's see. So it's probably gonna be...what's that total here? Let's see. And one. So it was 6.2 minus 1.2. [inaudible 02:01:57] paid already.

So probably closer to \$4 million. So again, [inaudible 02:02:03] there. So that's

good news.

Lorna: That is great news. Thank you. So really, unless there are questions by board members regarding this, what we really would need is just a motion on the table to adopt this budget as amended, so that we can present it to the charter authority.

Jaime: This is Jaime Gonzalez, for the record. I move that we adopt the two-year projection budget with the amended changes.

Lorna: Lorna Cervantes. I'll second that. All those in favor?

Group: Aye.

Lorna: All those opposed? All right, thank you. That motion carried. All right. Next, item 21. This is discussion for possible action to accept the opportunity 180 charter school program sub-grant award for up to \$750,000. Is this a different...

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Miriam: No. Miriam Benitez, for the record. That is the one that we were awarded in the beginning, but for whatever reason, we just received the agreement now.

Lorna: Okay.

Tammy: Tammy Malich, for the record. Because my team submitted the grant on behalf of the board of directors because you guys didn't exist yet, the grant was awarded, but it was contingent upon getting the charter. Fast forward, you now have the charter, you now have a board of directors, so the city would not be accepting this grant award. Really, it would be you guys. Just like a grant I get at the city, my city council has to approve. Even though it's cash flow in, this board would have to approve before Miriam can accept the money.

Lorna: Okay. So at this time, I would like to move that we [crosstalk 02:03:48] this opportunity 180 grant of \$750,000. Is there a second to the motion?

[crosstalk 02:03:54]

Lorna: All those in favor?

Group: Aye.

Lorna: All those opposed? All right. Thank you, Miriam. Please do accept the grant. All right. Wow. Thank you, everyone, for hanging in there tonight with us. There's a lot of information on the agenda. At this time, we'll go to item number 22. This is citizen's participation [inaudible 02:04:18] comment during this portion of the agenda is limited to matters within the jurisdiction of the board. No subject may be acted upon by the board unless it's [inaudible 02:04:27] on the agenda and is scheduled for action. If you wish to be heard, come forward and give your name for the record. And at this time, I do not see anybody online. Is there any public comment in the room? Okay.

Tammy: Tammy Malich, for the record. This was not an agenda item but just informational anyways just to give you all an update. The item...the furniture that came with the building was not all useful to Miriam. And so, she tagged that furniture that was not useful, like, cribs and whatnot. And so, because the purchase agreement has not been finalized yet, city crews moved that furniture

off-site, but we're storing it because if for any reason, the sale goes through, we have to put the furniture back in the building.

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We will then dispose of the furniture after we take possession. The paint touch-up in the interior of the building will start next week. A/C units, there were

some issues. Colleen's working with the estate attorneys. The city team has also committed to if there is an emergency need for air to start school, they will step in. The elevator assessment is in process to get the elevator certificates, I guess. Fire and burglar alarms inspections will be the 21st. Landscape touch-up will be the 22nd.

Cleaning and sanitizing of all three buildings will be the 23rd and 24. And then there's one other item. There is no two-hour fire-rated room in the complex. Our fire chief has discerned that. I'm not sure how they got around that before but you have to store student records in a fire-rated place just because they're permanent records. So my city crew is recommending that we get around that by buying fire-rated cabinets for sensitive files. Obviously, that's up to the school, but that is something the charter authority is going to have to...may ask. And so I'm suggesting that Miriam get those ordered so that at least they're online. Temporary signage was sent to my team for final approval. It has been approved and it exists now. So we'll be hanging temporary signage on the building. And Roe and I met with the health department this week, and we got an initial approval on part of the facility. They were missing plumbing plans and Roe and I had to figure out what a grease inspector is. We learned all kinds of stuff, locate mop sinks and such.

So the only outstanding...Amy will send the rest of those documents that the health department requested. The only outstanding item with the facility will be the playgrounds. The city...the playground equipment requires a whole bunch of stuff. One is a drawing of the playground equipment, second is fall drops from each piece of equipment. Third is an AMST rating certificate of the surface material. That doesn't exist. Nobody can find it. Dave can't get it, the family. Whatever, it doesn't exist.

So my parks and rec maintenance crew has already recreated the playground, visually. They've drawn that print up. The last thing is that this certification, they can recreate it but it's going to take some time. So I did reach out to the health department. They confirmed this evening while we were sitting here that we can move forward and get our final health inspection and cordon off the playground, if need be, to get opened. And then, once my city team has that

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done, we can get the health department back out to inspect just the playground equipment.

I did alert Mark and Rebecca to that. So we're gonna move forward the way we planned but that process is a little bit slower just because of that. And then, Alee, reminded me that we were going to do a tour. And so I'll work with

Miriam to come up with maybe the emergency meeting, we can hold it over at the building instead of here. It's literally five minutes from here. Oh, but do we have technology to do...people would have to call in. Is that acceptable?

[crosstalk 02:09:02]

Miriam: We don't have that yet.

[crosstalk 02:09:07]

Woman: Colleen, would it be acceptable if we had an emergency meeting at the school?

Woman: But then, if somebody had to go online, could they call in on our cell phone and we put them on speaker? Because we don't have technology ready.

[crosstalk 02:09:22]

Colleen: No, I think that's fine.

[crosstalk 02:09:25]

Colleen: I'll double-check. If it's not gonna work, I'll let you know.

Woman: And we have a tape recorder if we need it. Oh, but that was for calling. Never mind. I'm trying to tape it.

Colleen: I mean, there's nothing about what we're gonna discuss that requires a visual.

[crosstalk 02:09:42]

Woman: Was the floor repaired? I remember there was something with the floor.

Tammy: No, the floor has not been repaired. The city wants to wait till they take possession of it to repair it. So once again, Miriam will not use, in an abundance of caution. The school was used that way before. But with little ones

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and them shuffling their feet, it's not the safest. And so, council has recommended that the cafeteria not be used. There's a backup plan for that. And then, when the city takes possession, they'll work with Miriam around the school calendar to do two things. A, to fix that floor, and also, there's some carpeted hallways in that same area that are pretty dingy. They'll clean them for the start of school. But they'll remove all of that and put luxury vinyl something.

Woman: LVT.

Woman: LVT.

Tammy: [crosstalk 02:10:32] instead. Because that's required to have the [inaudible 02:10:34] surfaces. But yeah. So then the next meeting can be at 9th and Pritchard [SP].

[crosstalk 02:10:40]

Heather: Heather Nay, for the record. Do we know if it's gonna be uniforms or not?

Miriam: It is gonna be uniforms.

Heather: Are you guys providing, like, shirts or we can buy shirts?

Miriam: We are providing shirts.

Heather: Okay.

Miriam: I think Marisol has been sending out emails. We just ordered them SNQ [SP].

Heather: I just wanted to make sure before I go school shopping because I know this is our last board meeting before school starts.

Woman: Well, we're gonna meet next week at the school.

Heather: Oh, yeah, that's true. But just, my kindergartener is very excited to start school.

Miriam: Yeah, that is...so in thinking about the orientation that we were planning on having, and we don't have an open cafeteria because that's not

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gonna be used, I'm trying to think through where we could...how we could host that.

Tammy: You have those bigger rooms upstairs.

Lorna: Maybe that's where you reach out to [inaudible 02:11:52] and say, "Can we use one of your auditoriums?" And then take the kids over to do a tour.

Woman: Would you [inaudible 02:12:03] say the little house is smaller than the big classrooms upstairs or...

Miriam: Yes.

Tammy: Yes? Okay.

Miriam: Smaller and dingy.

[crosstalk 02:12:13]

Lorna: All right.

[crosstalk 02:12:18]

Tammy: The city council Wednesday, the item is on our agenda for the purchase. So I'll be bringing that item forward to try and get this purchase done. We have the dollars identified. We just need the approval from my council to purchase.

Lorna: That will be great. Maybe we won't [inaudible 02:12:36] any of those \$10,000 [inaudible 02:12:38].

Colleen: All right. [inaudible 02:12:39], guys, it's really cool. Wonderful.

Woman: Yeah, yeah, you should see it.

Lorna: All right, thank you, everybody, for coming tonight. And thank you for that public comment, Tammy. We are adjourned at this time.

Woman: Thank you.

Woman: Thank you, Kristin.

[crosstalk 02:12:54]

Woman: Miriam's thinking...

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