APPROVED

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PERRIS UNION HIGH SCHOOL DISTRICT

MINUTES

REGULAR MEETING OF THE BOARD OF TRUSTEES
June 17, 2020

ROLL CALL

Present:

Trustee Anthony T. Stafford, Sr., President
Trustee Jose Luis Araux, Vice President
Trustee Edward Garcia, Jr., Clerk
Trustee Randall Freeman, Member
Trustee David Nelissen, Member

Administrative Staff Present:

Grant Bennett, Superintendent; Candace Reines, Deputy Superintendent – Business Services; Charles Newman, Assistant Superintendent – Educational Services; Kirk Skorpanich, Assistant Superintendent – Human Resources; Joseph Williams, Executive Director – Technology; James Heckman, Assistant Director – Technology; and John Hannon, Director – Security

Others Attending:

Josh Rushing, Sarah Rico, Anna Fetzner, and others

PUBLIC NOTICE

1.1 PUBLIC NOTICE: The writings, documents, or public records described in SB No. 343 are available at the District Office, currently located at 155 East Fourth Street, Perris, CA 92570

1.2 PUBLIC NOTICE: In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at (951) 943-6369, ext. 80102. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting.

CALL TO ORDER

2.1 CALL TO ORDER: The President of the Board of Trustees Will Call the Perris Union High School District Meeting to Order

The President of the Board of Trustees called the meeting to order at 3:05 p.m.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES ON CLOSED SESSION ITEMS ONLY

3.1 INVITATION TO ADDRESS THE BOARD OF TRUSTEES: Closed Session Items Only

There were no requests to address the Board of Trustees on Closed Session Items.

ADJOURN TO CLOSED SESSION

4.1 ADJOURN TO CLOSED SESSION: The Board of Trustees Will Discuss Items Listed in this Section

- 4.2 PUPIL MATTERS - Pursuant to Education Code §48912 and §48918
- 4.3 PUBLIC EMPLOYEE EMPLOYMENT/APPOINTMENT – Pursuant to Government Code § 54957
- 4.4 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE - Pursuant to Government Code §54957
- 4.5 CONFERENCE WITH LABOR NEGOTIATORS - Pursuant to Government Code §54957.6
    - Employee Group: Perris Secondary Educators Association (PSEA), Agency Representative: Kirk Skorpanich, Assistant Superintendent - Human Resources;
    - Employee Group: California School Employees Association (CSEA), Agency Representative: Kirk Skorpanich, Assistant Superintendent – Human Resources

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(Dr. Jose Luis Araux)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adjourn into Closed Session to discuss the items listed in this section:

- 4.2 PUPIL MATTERS - Pursuant to Education Code §48912 and §48918
- 4.3 PUBLIC EMPLOYEE EMPLOYMENT/APPOINTMENT – Pursuant to Government Code § 54957
- 4.4 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE - Pursuant to Government Code §54957
- 4.5 CONFERENCE WITH LABOR NEGOTIATORS - Pursuant to Government Code §54957.6
    - Employee Group: Perris Secondary Educators Association (PSEA), Agency Representative: Kirk Skorpanich, Assistant Superintendent - Human Resources;
    - Employee Group: California School Employees Association (CSEA), Agency Representative: Kirk Skorpanich, Assistant Superintendent – Human Resources."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

ADJOURN TO CLOSED SESSION (cont.)

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE

5.1 RECONVENE IN PUBLIC SESSION/PLEDGE OF ALLEGIANCE: The Board Meeting Will Reconvene at Approximately 5:00 p.m.

The President of the Board of Trustees reconvened the meeting at 5:38 p.m. and led the audience in the Pledge of Allegiance.

INVOCATION

6.1 INVOCATION: Trustee Nelissen

Trustee Nelissen requested a moment of silence and a prayer for the country with everything that is going on with COVID and the death of Jorge Floyd.

RECESS

7.1 RECESS: The Board President Will Recess the Meeting at Approximately 5:01 p.m. to Conduct the Regular Board Meeting of the California Military Institute Charter School

The President of the Board of Trustees called for a recess of the meeting at 6:00 p.m. to conduct the regular Board Meeting of the California Military Institute charter school. The regular Board Meeting was reconvened at 6:15 p.m.

REVISION/ADOPTION/ORDERING OF AGENDA

8.1 REVISION/ADOPTION/ORDERING OF AGENDA: June 17, 2020

ORIGINAL - Motion

Member **(David Nelissen)** moved, Member **(Dr. Jose Luis Araux)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve any revision/adoption/ordering of the Agenda of the Regular Meeting of the Perris Union High School District Board of Trustees for June 17, 2020."

REVISION/ADOPTION/ORDERING OF AGENDA (cont.)

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

ORAL REPORTS

9.1 Report Out of Closed Session

There was no report out of Closed Session.

9.2 District Update by the Superintendent

The Superintendent reported on the following:

- Superintendent, Grant Bennett, introduced CSEA President, Josh Rushing and PSEA President Jason Miller.
    - Josh Rushing, CSEA President mentioned that he has taken these past four months to reflect on how CSEA has functioned as a union and realized that CSEA addressed close to one hundred different issues with the District and were able to find a solution. Mr. Rushing stated that he is looking forward to continuing to work with the District and work collaboratively to solve problems. He wished everyone a great summer and hopes to see everyone in person at the following board meeting.
    - Jason Miller, PSEA President stated that Perris Union High School District is not only a place of employment or a career for agriculture teachers but a lifestyle and at times an expense of their own personal life away from their families. He stated that sometimes they live their agricultural commitment to our district for free. All of them have worked hard to build a mighty program for Perris Union High School District. Now they're getting their supplemental 30 days cut by 10. They still have required work that goes far past the one hundred and eighty six days. They're called to as teachers. If they don't use all extra 30 days, who will care for the animals while they work for free? Will site level or district level administration be taking care of those animals? Will site level administration be able to do that with a cut of one assistant principal at both Heritage High School and Perris High School? The agriculture programs are labor intensive and require more teacher effort and outside work than nearly any program in our district. That is why the extra 30 days were made for them. A regular teacher in this district has one hundred and eighty six regular paid days of work, some non teaching certificate. Staff have extra days and their extra days are built into their pay scales, such as psychologists, TOSA's, nurses, and counselors. The District cannot reduce their days as they see fit. Agriculture teachers have one hundred and eighty six regular paid days of work, plus 30 days

ORAL REPORTS (cont.)

that the District can reduce at their discretion. The District could take those supplemental days down to zero if they saw fit. Although I do not believe this would happen. The animals don't know this. They only know they still have to be fed and cared for year round. The required work still remains. Students still need to be supervised in the agriculture area. I hope the District can find a way to restore these days to the ag teachers. We understand that the economy is not in a good place right now, but PSEA stands by the agriculture teachers and asked the district to reexamine their finances to see if these 10 days can be restored to them for the 2020-21 school year. If these days cannot be restored for the 2020-21 school year PSEA asks that this cut not become a permanent cut. and we also ask that the District makes reasonable efforts to restore these days as soon as possible.

- Mr. Bennett stated that the drive thru graduations were a success and was much better than anyone could really envision. Families were happy, people decorated their cars and put graduation hats on top of their cars. A family from Paloma even brought a boat behind their truck and people were sitting in the boat. And at Heritage a family had a trailer with lounge chairs attached to a vehicle. There were no negative comments received and it was a fun week.
- Mr. Bennett shared with the Board that Anna Fetzner, Executive Assistant celebrated a birthday this last Monday.
- Lastly, Mr. Bennett asked Dr. Charles Newman to give an update to the Board on the plans for the opening of school.

9.3 Comments by the Board of Trustees

Trustee Garcia congratulated the class of 2020 for their success. He stated that it's been a trying year for everyone and that if you're not struggling, you're really benefiting or just trying to come together as one to make it through. Trustee Garcia also addressed some of the emails the Board has been receiving. He wanted everyone to know that the Board is listening, but they're also working together with the district and constituents. They're not just making decisions offhand but looking into it. The Board wants the very least damage caused and they want everyone to have a job, that's their goal. PUHSD is a family, so we take care of each other. If one one is hurting, we're all hurting.

Trustee Freeman congratulated the graduates of 2020. He stated that he would like to reiterate what has been said by Mr. Garcia. The Board has had to make some very hard decisions and will continue to find ways to make everything work until the economy allows us to move forward.

Trustee Nelissen congratulated the Class of 2020. He stated that it's been a rough year, they made it, and everyone is proud of them and hopes they do well in the future.

Trustee Stafford stated that he was able to attend all the graduations and they were great. He shared that he personally enjoyed seeing all the vehicles full of family members up close.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES

10.1 INVITATION TO ADDRESS THE BOARD OF TRUSTEES: Non-Agendized Items

The following individual public comments were received and read by Joseph Williams, Executive Director of Technology:

Michael Wilson, Paloma Valley High School Computer Science teacher submitted the following written statement:

Distinguished Board Members:

What will next year look like? Let me start by saying I don't envy the position you are in. No matter the decision our district makes for next year, be it traditional, hybrid, or online only, two thirds of the community will be upset. There is no single option that will please everyone. We therefore must choose a model based solely on logic and science, setting aside political agendas and ideology.

According to the CDC (source) "The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread." The trick is to provide the maximum educational experience with the minimal necessary exposure risk.

Online Only: PUHSD does technology better than any other district, hands down. The current policy of "do no harm" wherein missing assignments cannot harm a student's grade must be abolished if we are to pursue this model in the fall. Students must be held accountable for their grade in order to facilitate participation and increase attendance. Since students would be staying home, this model provides the maximum amount of protection. The online-only model also minimizes the risk of another unexpected school shutdown if the predicted second wave occurs. This model also saves money as our facilities can effectively be shut down and won't require cleaning as often. The budget for next year is bad. Cost saving options such as this should not be ignored.

Data from a community survey was presented at the most recent MUSD board meeting which stated 55% of parents of older students (jr high age) favor an online only format. MUSD officials also noted at the meeting that they expect many parents to pull their children from the district if any in-person solution is chosen. Since our students are, for the most part, old enough to be left at home alone, an online-only format would benefit families that may end up with younger students at home as the older ones could help care for them while parents are at work. This option seems to offer the most safeguards while assisting families in difficult situations.

Hybrid: Splitting a class of 36 in half and having 18 students attend class on alternating days would reduce the number of student interactions. Teachers, however, would continue to interact with all of their 252 students. In the likely event that a teacher were to contract COVID-19, all 252 students would need to miss school to self-quarantine. This would wreak havoc on attendance and ADA. The hybrid model therefore only adds a single extra layer of protection over the traditional model and is therefore not safe. Proponents of this model rightly note that many students do better with face-to-face interactions with teachers. But this can also

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

be done with zoom or google meet (as long as staff receives proper training on how online meetings can safely be conducted).

Traditional: In our district, students will come in contact with 7 teachers and 36x7=252 students in their classes alone each day. The traditional model should therefore be avoided as it possesses the greatest number of interactions between the three available options under consideration.

We can do online. We can do it better than we have been. We can do it better than everyone else. It's better for families, it's safer for students and staff. I encourage you to elect an online only format for the fall to give us time to assess the seasonal impact of this.

Nancy Spence, community member submitted the following written statement:

I now have 2 children enrolled in the school district, I understand there are still decisions to be made for the new school year. Personally I would not mind my child returning to school in its traditional form so long as you do not implement any horrendous guidelines that the CDC (which has no credibility) and State Education Department are suggesting. Our children do not deserve to attend school to be treated like they are at some communist camp/prison.

Enough with the mask requirements and social distancing! Riverside County BOS rescinded these public health orders May 9th. I am a Registered Nurse, I as well as many other healthcare professionals presented data to the county that disproved the need for masks and discussed the health complications that occur with its use. We also gave evidence on how social distancing does not help stop the spread, you can only minimize the spread and take precautions such as utilizing good hand hygiene.

Many children attend school for social interaction, if you deny them a normal school atmosphere, then there would be no point of us sending our kids to public schools.. We can home school our children and put them in social activities so they can have a better education and opportunity to partake in other extracurricular activities.

As mentioned I know decisions are still pending, but you have the choice to do away with mask requirements and stop the social distancing madness. The school systems allow our children the choice to seek out birth control options or request abortions without parental notice, why is that you won't allow them the choice to wear a mask or not. I understand there are those who fear COVID 19, but it is their choice to wear a mask or not, it is their choice to stay distant from someone or not, 1 persons fear should not dictate decisions for the rest of the students who are not afraid of the scam that covid 19 has brought about. If a parent fears for their child getting covid then they should do distance learning and keep their kid out of school. Right now I prefer the distance learning so my children will not be subjected to the ridiculous guidelines that are being presented, or my other option will be to remove my children from public school, which I know there are many other parents who are planning to do so, as well.

Paul Clay, Heritage High School teacher submitted the following written statement:

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

How is Corona Virus not a problem? -

The facts are that at this stage COVID is more dangerous than it was on March 13. The number of cases has skyrocketed. On March 13, when you wisely closed-down our schools, the total number of confirmed cases in Riverside County was 23, and that was through about three weeks of testing. On June 16—that is to say, just yesterday—409 new cases were reported on that day alone, and the new County-wide total reached 11,694 since February.

The first death in Riverside County was recorded on March 15, and total deaths have reached 395 as of yesterday. In the nearly one hundred days since the reporting on COVID began, yesterday's one-day total, 11, ranks as the fourth deadliest.

These numbers do not remotely indicate *any* kind of slowdown in the rate of infection. On the contrary, the rate of climb is even faster than it was in April. We first crossed 1,000 confirmed cases on April 7, more than 9 weeks ago, and the weekly average has *only* gone up and has *never* gone down, *never* dipped since April 7. This is a very steep, precipitous curve with, as of this date, absolutely no leveling-off, no plateau.

This is just a snapshot of what we can expect in the immediate future: the number of confirmed cases in Riverside County reached 9,911 on June 10, but had climbed to 11.694 one week later, a rise of 1,783 in a single week. There has never been a single week with that rate of climb, and the weekly totals are escalating, increasing exponentially at a rate of about 9% per week over the week before. Each day is literally setting a new record.

If that rate of climb continues as it has, then by June 24th we should see a total number of cases in the County reaching 1,943, or a record-breaking total increase above the previous week of 160 in a single week. By July, we should be seeing increases of over 2,000 a week.

There is every reason to believe that this trend will not slack at all. Many people are not heeding the advice of the medical and scientific community and through their negligence will be spreading, and contracting, this dreaded disease at an even more drastically compounded rate. I am assuming, and this will only be born out by subsequent events, that within two months we will be seeing rates of 3,000 or more infections per week in this County unless more proscriptive measures are taken.

I can accept that many people think of me as an alarmist, but given this situation, this evidence, why wouldn't you be alarmed, too?

[Please note: all statistics are provided by Riverside County Department of Public Health, from their website. All interpretations and projections are mine alone.]

Why are we even considering opening our schools? -

While the statistics are not comprehensive enough to discuss our student population with any degree of accuracy, it is important to note that over 644 confirmed cases in Riverside County are among school-age children. This low number is, in part, due to the crucial decision to close schools before the spread really took off. The only projection I could make is very simple: it will increase dramatically.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

We are promised that the district will take measures to sanitize the schools. Well, I bear witness to the failure of the district to maintain even its own minimum standards of cleanliness and sanitizing in this district during the nineteen years I have been working here. It leaves me with absolutely no confidence that this will be handled properly.

(Before anybody casts about any aspersions, I want to stress heartily that the fault in *not* properly cleaning our rooms and schools is laid squarely on the shoulders of the administration. The maintenance staff is doing the best that it can, but because of the limited numbers of staff, and the consequent little time they have to devote to cleaning, our rooms were simply not being taken care of.}

When this crisis first emerged upon us I urged district and PSEA leadership to take action. They just sat and talked. Then talked about scheduling the next meeting to talk. Critical days were being lost and nothing was done. There were dozens of things that could have been done.

One teacher I know put boxes of tissues out on desks, along with small trash cans. I sanitized my own desks, provided hand sanitizer and sanitizing wipes for my students. I also sanitized my door throughout the day, as well as propping it open all day long so that nobody actually had to touch it.

To make matters worse, you are actually promoting the idea that students and staff do not have to wear masks. That is unconscionable. If compelled to work under these circumstances, I will *compel* any person entering my classroom to wear a mask completely covering nose and mouth, without exception.

Further, I expect that each and every member of the Board of Trustees visits my classroom, as well as each member of the cabinet and each of the Executive Board of the PSEA. If my students and I have to be imperiled, then you should, too. But I will ask you each to wear masks.

Prepare for Distance Learning -

In this matter I was prepared. Seeing the inevitable a week before classes were finally cancelled and schools closed, I began preparing my students for what was to come. They were given instructions, clear, unequivocal, instructions about continuing with their assignments and maintaining their grades. Lacking any guidance from administration (see previous email) I told students it would be mandatory, since that requirement is in the State Constitution.

My materials were relatively easy to set up for Distance Learning since I had already put everything online, with some minor exceptions. Most teachers I have spoken with did not feel it was an excessively difficult task; I even spoke with several performance-related teachers who had already been making plans. In that last week everybody was preparing.

Then we were told we couldn't require students to do any work. Mr. Bennett forwarded to me an email, the purported justification in taking this action, which flies in the face of the Constitutional requirement. I don't believe that any agency of the State of California can countermand the State Constitution and existing legal requirements, but I was compelled, like every teacher in this district, just to hand out grades. By the way, the instruction from the State allowed individual districts to make that choice, so we still cannot blame the State alone.

And then there is the matter of wasting an entire month.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

This time around we cannot be so cavalier about teaching. Education must continue, it must be mandatory, and as stated in previous emails, it must be off-campus. The time to prepare for this was three months ago. But I am ready to go now.

Aid for Special Education -

One of the constant and hollow refrains repeated in the days after the closing of the schools was that we cannot have Distance Learning because it is so difficult to provide services to students who require the assistance of Special Education professionals. Obviously, we must do our best to accommodate these students as well as those who do not require these added services. We can't excuse neglecting either group, as we did, because we find it difficult to service one.

Difficult, but not impossible -

There are steps we can take to aid our students. If we are not going to be cleaning our classrooms every day, take the money we would save from all that and hire more Special Education teachers. Lighten their load so that they may be free to call students and assist them via telephone or Skype. We certainly should be reaching out to students' parents to assay their needs. And I do not pretend to have all the answers, but in the weeks we have until school resumes we should be developing a plan.

Special Note on Distance Learning -

Two of my students performed far better since March 13 than they did prior to that date, even when including the previous semester. It is sufficient to believe that there are any number of our students who could benefit from Distance Learning and I would hope that we maintain it within our district.

Esther Cedano, Perris High School alumni submitted the following written statement:

My name is Esther Cedano, and I am a Perris High School alumni class of 2011. I was part of the AG program all through my high school career. Being a part of that program allowed me to build relationships that I would carry into college and even after. Being in FFA, made me realize the importance of agriculture in our communities and in our state. Without that education and taking away funding from this program you are saying that agriculture is not as important as the other departments such as technology or science, when indeed it's just as important if not more. Even with this pandemic we have seen how much we need our farmers to keep our communities fed. I hope you see the value in this program and the difference these teachers make everyday with their students even 10 years later.

I hope you reconsider your decision, it would mean a lot to our community, our school and our teachers. I am now a teacher myself and I know how much budget cuts affect us. And what it means is just having to buy more things out of pocket which I am sure you are well aware we do this a lot already. Please try to find a way around this without hurting the teachers budget. I thank you for your time and consideration in hearing us out. And I hope you can find a solution that is fair.

Hope Villegas, Perris Valley High School alumni submitted the following written statement:

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

It saddens my heart that I am writing this email to you today. Ag was a very important part of my high school experience and 11 years later I am still very thankful to be a part of the Perris Ag department. 11 years later I'm still in contact with my former teachers as well. It's my understanding that you want to make school budget cuts to Ag, having Ag teachers give up 10 days of pay which doesn't seem like a lot but if you only knew the amount of time they spend off the clock not getting paid you would see that this is a lot of money! My Ag teachers were always there for me and they helped make me the hard working person I am today. They would help us prepare for speeches, fairs, monthly meetings for FFA, they would drive us to many meetings and conferences so that we could better experience agriculture. When getting ready for the fair they would work with us for months preparing us to perform well even winning many prizes. My Ag teachers were more than teachers to me they were role models, support teams, and even parents. They always go above and beyond to make sure their students are passing all their classes, taking time to get to know each student, building relationships with their students and overall helping us successfully complete high school and preparing us for the real working world. My experiences in Ag taught me so much about myself and the teacher I wanted to be. I was a freshman who got into a lot of trouble and honestly failed every class. I joined my sister one afternoon on a Saturday which was a non paid day and we made flower arrangements. The Ag teacher allowed me to do one even though I was not a part of the class and she submitted it in a competition where I got my first Best in Show. That meant a lot to me and changed me in many ways. I went on to join Ag and FFA and I became an officer for 3 years ending my senior year as President of FFA for the 2008-09 school year. Without Ag I would be not as hardworking as I am but without my Ag teachers and the way they support myself and many others I would probably have flunked out of high school. So I ask you today that you please reconsider cutting Ag Teachers 10 working pay and find another place you can make budget cuts because these teachers really go beyond the duty of teaching! Thank you for your time.

Debbie Eldredge, Heritage High School FFA parent submitted the following written statement:

I am a parent of a FFA student at Heritage High School. My daughter was a member of the FFA program all four years of her high school schooling. The program was a MAJOR blessing in her life. It's because of the FFA program that my daughter has gone on to college to pursue her Degree in Animal Science, She won at the Fresno state fair her 1st year in college against some other students that were in the program for years, Due to the Guidances that she received from Heritage FFA. The teachers are AMAZING they really want to help the kids succeed in life. The kids from FFA have gone on to accomplish milestones in their lives. My daughter among other kids that I have had the pleasure to see grow up have gotten their State Degrees, won Southern Regional Proficiencies, and some have gone on to win at the State level. My son is going into High School this next year and I would hate to see him not be able to do the things in life that his big sister did. He has seen the things that she got to do and is looking forward to following in her footsteps with all the WONDERFUL things that she got to do with FFA during her high school years.

Amy Ross Frahn, community member submitted the following written statement:

My family and I are a "legacy" family from Heritage High School. We have been at that school since it opened in 2007, when Mr. Bennett was the Principal. I have watched as our two sons graduated from there, 2011 and 2016, and our daughter who will graduate from there in 2022. My oldest son was not able to reap the rewards of the FFA program while he was there, however my youngest son and now my daughter who is currently in

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

the program, have both benefited in great lengths from this amazing program and the Advisors who have guided them through every step of the way. If it weren't for the FFA program, my son would not be in the career that he is currently in. He was a part of FFA for all 4 years at Heritage, he won multiple awards, and he gained a knowledge of animals, plants, and agriculture to go on and begin his own career in that field. The outstanding advisors worked long, countless hours supporting my son through everything, he learned things in that program that I guarantee he never would have learned otherwise. He learned dedication, hard work, commitment and responsibility. He was a farm hand, where he actually worked at the farm, where he earned his own money towards the animal of his choice to train, show and sell at The So Cal Fair. He is one of the very few students from Heritage to gain his American Degree in FFA nationwide. He did this the year after he graduated. Even at that time, his advisor, Mr. Perotti assisted him in earning this prestigious award, and he was not even a current student at the time. To me that showed that this is more than just a High School program, it is a lifestyle that carries on even after graduation.

My daughter is going into her Junior year at Heritage, and is also a farm hand, like her brother. The advisors have once again amazed me at their dedication, and long hours they still put into these students, the animals and the program itself, making it one of the best in this area. My daughter has been in the program since her freshman year as well, and because of the long hours she put into training her swine, she won first place in the So Cal Fair and went on to Masters, her advisors were there every step of the way, walking her through everything. She has gained so much and learned even more from this program. I personally have watched while my daughter was assisting a 600 lb guilt deliver baby piggies, and watched as she was removing them from the back end of this huge animal, it is something my daughter would never have experienced anywhere else. I watch as she feeds them, clips their nails, and a number of other things that I personally would not ever do, I see these students take on with absolutely no hesitation because they have learned from the best! I look forward to seeing how far she goes as well, like my son. To cut anything from the FFA program would be doing a sincere injustice to these students and even more the teachers and advisors. There is no other program in this area that can teach these young adults the commitment to agriculture, let alone start their own careers after High School. This is the program that is more than needed!! I ask you to look into other programs if there are cuts that are necessary, for the future of our country, this program is one that we can not afford to cut anything!! These teachers deserve more, so much more, and will do everything to keep these students and this program as number one!

Israel Perryman, Perris High School alumni submitted the following written statement:

My name is Israel Perryman and I am a product of the Perris FFA Program as well as a graduate of the Perris Union High School District, class of 2012. The Perris FFA made their first impact on my life when I was a student at Pinacate Middle School, they visited us at our lunch to display all of the incredible programs and activities they offered. That was then I knew I wanted to be a part of an outstanding leadership program. From 9th grade to 12th I have seen the long nights, early mornings, and hard work my AG Teachers have put in. I cannot begin to explain the amount of success I have obtained then and now all thanks to them. They were always pushing me to be a better version of myself both academically and personally. The AG program was a safe-haven for me to say the least. With their support and guidance, I was honored to have been the first member to represent the Perris FFA and PUHSD as a Southern Region FFA Officer, twice. In that I have also represented the Chapter and district as a Riverside Section FFA President. Those titles do not come easily and

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

I attribute all of my success to the undocumented and uncompensated hours my AG teachers put in for me and countless other students. Who would wake up on a Saturday morning, drive students up North, pump them up for speaking and agriculture competitions, or provide leadership conference opportunities on their own time? AG teachers would, and they did! I am not sure you understand Mr. Bennet that not only are they providing experiences most Perris High students will never get to have, they are bringing back awards and accolades to the entire district! That in itself is a reflection of you on your direction and allowance as the Superintendent. I strongly encourage the reconsideration of cutting the Agriculture teachers budget and want to provide an open-forum opportunity to converse more should any questions arise.

Tina Marroquin, community member submitted the following written statement:

My name is Tina Marroquin and my daughter was in FFA for four years at Perris high. My husband and I volunteered whenever needed, so I was able to see first hand the involvement of the Agriculture teachers and their dedication to their students. I had the privilege to spend an entire week at the Indio Fair for 3 years seeing first hand the countless hours these teachers dedicated both during school hours and after to their students. At the fair the teachers would start their day at 6 am and wouldn't end until they made sure all students were safe and in bed. During the day, I never saw any of the teachers sit down and take a break for themselves, they spent countless hours working with students. I also saw this first hand not only during fair time but, during school hours as I would drop my daughter off at 6 am and see the agriculture teachers out on the farm with the students, when I would pick her up at 6 pm, the teachers would still be out there working with the students and their animals. These teachers spent their personal family time working with students some days. As a parent I felt my daughter was completely safe at the hands of the agriculture teachers. I would like to tell you how the agriculture teachers and the FFA program impacted my daughter's life as well as mine and my husband's. Our daughter was diagnosed with ADHD at a very young age, we refused to medicate our child. Through the school years, we worked closely with the schools and her teachers to help her succeed. This was an on and off struggle throughout the years until she joined FFA, the teachers were very patient with her and motivated her to overcome her struggles to become a responsible young lady. They taught her valuable skills which helped her focus and work hard in her endeavours, which she still carries into her adult life at work and in college. In closing, I would like you to reconsider the cuts made to the Perris Union High School District agriculture teachers. FFA is a place where kids who feel they don't belong, find a place to belong, with welcoming arms from the agriculture teachers. The teachers treat these students as their own children and give them the confidence they need to succeed in life and in school.

Gabriel Marroquin, community member submitted the following written statement:

My name is Gabriel Marroquin, father of a Perris High School Future Farmers of America (FFA) Alumni, Julia Marroquin. I recently was made aware the budget and salaries for teachers are being considered for reduction in the Agriculture program at PUHSD. I also learned it would be the only program suffering this cut. I am asking that you and the board members reconsider this draconian cut to a program that meant so much to my daughter and our family. Watching her grow into a confident, laser focused on her future, young woman was not because of my parenting skills, but for the outstanding teaching and guidance of her agriculture teachers. They provided her with the skills to be confident to go in front of boards and display her knowledge up and down the state competing in veterinary science competitions, even taking home first place out of over one

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

hundred competitors in an event. They provided her the guidance to care for and raise livestock by taking on numerous live animal projects. With the confidence she acquired from the Perris High School Agriculture Staff. She took on a steer project that meant no summer vacation and 1 complete year of being at the farm on school grounds daily and most days not leaving. Each one of those days an agriculture teacher on site, on their own time providing the necessary support and instruction. So much so that she went on to have her steer project be named, "Reserve Champion" of the Southern California Fair. The award is not just given to the appearance of the animal but also to the confidence, knowledge and showmanship of the student. This skill was taught by an AGRICULTURE TEACHER! You cannot learn that from a textbook, Ipad or computer those are real life skills taught by a real-life person. She has decided to pursue a career in the animal sciences because of the mentoring and leadership she was provided by her four years in the agriculture program. In short, this program provided my daughter with life skills, leadership and confidence. These things I named are what teaching is all about and what you and all board members should be enormously proud of and know when to recognize a successful program. High school and teaching should be what this program is for our youth, not just getting a passing score on a state testing assessment. Molding our children into solid productive citizens with a passion for learning. The ability to place those skills on display and caring for something other than themselves should be paramount. These are real life skills that can ultimately ensure the success of the students in their future endeavors and life as adults. In closing it is with the utmost respect that I call the Perris High Agriculture Staff "Teachers"

Julia Marroquin, Perris High School alumni submitted the following written statement:

My name is Julia Marroquin and I am emailing in regards to the Perris FFA agriculture program. I am a 2018 Perris high alumni and I was in the FFA program for 4 years. My time in FFA was unforgettable, I was taught responsibility, leadership and confidence at a young age that I still carry into my adult life. Not only did the program help me with my personal growth into adulthood, it helped me gain lifelong friendships and memories that I will never forget. I believe you should reconsider the cuts made to the agriculture teachers who have impacted the lives of their students, including myself.

Isai Herrera, Perris High School alumni submitted the following written statement:

My name is Isai Herrera and I am an alumnus of Perris Senior High School as well as of the FFA Program. It has come to my attention that the district intends to cut the FFA teacher's pay by 10 days. I would really like the district to reconsider.

FFA teachers are some of the most hard working individuals because they not only put in hours in the classroom, but they also pour in hours outside of the classroom. Whether it be spending time with the students on their projects like raising animals and plants, or even taking students to the fair or other FFA related events. These teachers do this because they want their students to succeed and I can say wholeheartedly, that I am one of those students that benefited from their hard work.

My FFA teachers from Perris High School were not only my teachers, but they became my friends, mentors, and guidance counselors. It is because of their hard work and dedication that I was motivated to pursue my Animal Science degree from UC Davis and now I am going for my Masters in Business Administration from

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Sacramento State University. This is a huge testament for their dedication, considering that I am a first-generation college graduate. Through the FFA I learned that through hard work and sweat, I am able to accomplish anything I set my mind to do.

This being said, these FFA teachers already put in a lot of time that is not normally compensated and I would wish for you to reconsider. They are making a difference in the student's lives everyday in the district. Cutting their pay by 10 days would not only hinder the teachers, but would greatly affect the students they reach out to everyday.

Eva Matata, Perris High School alumni submitted the following written statement:

This email is regarding the budget cut towards the Perris FFA. I am a Perris FFA Alumni. I went through 4 years in the agriculture department & the teachers there truly care about their students' education and want to see them succeed. In my 4 years with the Perris FFA teachers like Mrs. McNaul strive to better their departments, putting in more hours than they are already paid for, tireless days working on the farm, teaching their students more than just science.

Though I didn't have many friends in high school, the friends that I did make were in FFA. Being surrounded by the same group of students and teachers all 4 years really made a difference in who I am as a person. Coming into my ag class everyday felt like a safe place. As an adult my Ag teachers have become my friends and I love seeing their updates on where the Perris FFA is today. These teachers make a difference and deserve better.

Annette Montoya, community member submitted the following written statement:

I am writing this email in hopes you will reconsider the cuts that have been made to the Agriculture teachers of Perris High FFA.

I am a parent of 3 students that graduated from Perris High. My children took all 4 years of FFA and competed in many competitions. Without the hard work and many tireless hours of the teachers my children would not have had these wonderful experiences and life learned lessons. These events brought my daughter out of shell. Impacted her life working with fellow students that she may not have made friends without FFA. I thank the teachers for this, I thank the program for this. With making these cuts future students may not have the same experiences that my children had. Please take this email in consideration for all the great work the agriculture team of teachers are doing.

Cassidy Steenbock, community member submitted the following written statement:

To the PUHSD Board:

I hope this message finds you well, in regards to the reduction of hours for agriculture instructors of PUHSD planned for next year. I can tell you first hand that these programs change lives. As not only a product of the Heritage High School Agriculture program and FFA, but also the first graduate to become an Agriculture instructor, I was shocked to hear that the board is considering reducing the hours of paid work for these

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

outstanding individuals. It is widely known that PUHSD has two very strong, and very active agriculture programs with some of the hardest working ag teachers I have ever crossed paths with. Not only having these individuals as my mentors, but now as colleagues, I have no hesitation to say that they deserve every bit of their regular salary, if not more. These teachers have always been known to go above and beyond, and I guarantee they work more than the hours they are already being paid for. A decrease in funding is going to directly take away opportunities from students who love this program the way I did, and still do. Not only do these advisors work outside of class time to manage student projects, and coach teams but they also spend almost every weekend traveling with students to competitions that allow them to gain skills for their future careers in agriculture. You will not find a group of more enthusiastic, respectful, hard working and engaged students anywhere other than the agriculture program. These opportunities allow students to gain hands-on experience and really dive into what they want their future to look like. Heritage & Perris FFA are consistently being recognized at the local and state level for their outstanding programs, which is only made possible by the teachers who make it all happen, and put in the hours to do so. As a student, I can remember nights where my ag teachers were on campus until 10pm making sure that animals were having successful births, nursing sick or injured animals, cleaning up the lab facilities, preparing for the upcoming activities, staying after school to help with student projects, and I could go on for days about the countless hours these teachers put in to keep these programs running smoothly & successfully. As a teacher, it is clear how dedicated and involved the ag teachers within PUHSD are. They attend many events, always volunteer to help, go above and beyond to make sure things are running smoothly, and even serve on officer teams performing duties above their job at the school site level to ensure the future of california agriculture programs is as bright as the past. I truly hope that the board will reconsider their decision to reduce paid hours for agriculture instructors this upcoming year.

Leslie Oostdam, Perris High School alumni submitted the following written statement:

I'm writing this to express how important FFA is to these high school students! I was in FFA for over 3 years and showed my entire life with 4-H! I officially have kids now showing and it's the best ever for these kids! I'm stressing how important this program is to these students and these teachers! I ask that you please please reconsider the budget shortage and please don't take these 10 days away from all those students and teachers! I can testify that I've seen your Perris FFA students in action and they are amazing, your school has a fabulous program and please consider this all! Before you guys make a decision just think how these poor students have been affected these past few months, their future already not knowing things and now this. I thank you so much for taking the time to read my email and please reconsider the pay cut!!!

FFA is such a great program!! From a past FFA member, 4-H member, now mother of kids showering and dairy farmer!

Frederick Hamblin, Perris High School alumni submitted the following written statement:

My name is Frederick Hamblin and I am writing a public comment today in regards to the perris FFA program. A little bit of back story is that I am a proud Perris High alumni, class of 2012. I joined the FFA program in 2008 without realizing the amazing opportunities that would be presented to me. I remember learning about ag earth science with Mrs. Razo, ag bio with Mrs. McNaul, and horticulture with Mr. Nering. I was a program

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completer, a chapter and sectional officer, and was given the opportunity to represent Perris in Fresno when I ran for state office. But my favorite memory was the ornamental horticulture team with Mr. Nering. My team in 2011 worked hard and spent countless hours learning, practicing, and pushing ourselves to make Perris High School proud. But this wasn't just a team effort, a majority of the dedication and drive came from our teacher and coach, Mr. Nering. While it has been 8 years since I walked across the stage, I have used the skills and knowledge from my Agriculture classes to actually go to community college, and finally finishing up my teaching experiences through Chico state. I couldn't imagine any other career than Ag teaching. Getting first hand knowledge through Nevada Union FFA and Elk Creek FFA, I finally got to see through the eyes of favorite teachers on how much time, effort, and dedication they put into each and every student. Hearing about possible cuts made me feel sorrow for the students coming back next school year. FFA and agriculture isn't just taught in the classroom, it's taught in field trips, after school practices, and long distance trips. Taking these opportunities from students who put in so much time and effort into becoming better leaders isn't the FFA way. I urge you to reconsider budget cuts. Students have gone through enough with school being cancelled early due to the pandemic, and budget cuts will not help them get back to normal if our teachers cannot do their jobs out of the classroom correctly. From one alumni, please do reconsider our Perris Ag teacher budget cuts to help all FFA students.

Tyler Thomas, Heritage High School alumni submitted the following written statement:

During my time in the Heritage FFA program I learned skills and life lessons that I never knew I'd need. These skills and life lessons help me on a daily basis. Without this program I wouldn't be where I am today and I have each of my Ag Advisors to thank for that. From raising an animal to learning about our economy the Ag program has helped me more than I could ever describe.

Shaina Rushing, Heritage High School Ag teacher submitted the following written statement:

Good Evening Board President Mr. Stafford, board members. Superintendent Bennett and cabinet, I would like to start off by thanking you for the opportunity to submit this statement. I am writing to you out of frustration with the PUHSD and the unilateral decision to cut the Ag teachers supplemental pay by 33% on top of the cut in our department funding by 36% over the last two school years.

The ag teachers across the district received a letter from Nick Hilton, Director of HR, on Saturday 6/13/2020 at 7:51 AM informing us that the district determined that we do not need 30 days of supplemental time but can instead make do with only 20 a 33% cut.

I received mine while at the Heritage High School farm doing a health and safety check on the breeding sheep that I am responsible for. I have been an employee of the Perris Union High School District for going on 12 years now and have never had the need to advocate for anything since we have, until now, been completely supported by the district and our mutual goal of supporting the eighth largest FFA chapter in the country with over 790 students. The ag department uses our supplemental contracts to do all the activities outside of the "normal" school day that we have. I can only speak for myself but since the day I started teaching 14 years ago I have never had a normal 7:45 am - 3:10 pm day. I usually arrive at 6:50am and do not leave until

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4:30pm. Those extra hours are spent doing farm checks before and after school to make sure there is no emergency that needs to be dealt with outside of my "normal" teacher workday.

By the district making this unilateral decision to cut our pay I regret to say, the amazing experiences the students have come to know from our department, will suffer since we will have to cut what we do by a drastic amount, to coincide with the drastic cut to our pay.

I hope that you find it in our mutual interests to reverse this decision so that we can continue to provide the amazing program offerings that the PUHSD Ag students have come to be known for throughout the state.

Thank you for your time and I hope that the Ag teachers, PSEA and the PUHSD can work together to come up with a plan to provide the support for our students.

Stephen Daly, Heritage High School Ag teacher submitted the following written statement:

Good Evening Board President Mr. Stafford, board members, Superintendent Bennett and cabinet, thank you very much for the chance to turn in this statement. I am writing this letter to the board because of the 33% cut to not only mine, but all of the agriculture teachers supplemental pay. I believe we were all caught by surprise as it was sent to all of us from a memo from Mr. Hilton around 7:51 am. I can understand about cuts needing to be made due to Covid-19 but what shocked me most was it was a substantial blow to all of us 4 days before the calendar was due. I have been in the District of Perris Union for a total of 5 years and every time I speak to friends, family, and other people, I have nothing but amazing things to say about this district, how we are innovating and using technology, and how amazingly supportive this fantastic district is of the agriculture programs. I came from a district who also had only 2 high schools but only one agriculture program with a single teacher. The learning that goes on in agriculture classes all across the nation is not just focused on our academically strong students but also students who may struggle in their core classes. Some of our students' reason for coming to high school everyday is for their agriculture classes both during school hours as well as the after school opportunities we provide, I know that was the case for myself. We agriculture teachers do not end our day at 3:15pm nor start at 7:45am, we are here some nights until 5,6, 7p.m. or maybe even later and begin our days before most staff have had their morning coffee, ensuring we are ready for a successful day in the classrooms and also ensuring our learning opportunities for all students are available on the school farms. An example of our commitment to these students and their projects could be a situation that recently occurred on Thursday March 12. There was an extreme amount of rain in the area and our animals that were giving birth were getting flooded out of the pens they were in, Mrs. Rushing and I spent from 3:10pm until after 9pm moving animals and ensuring their survival from the torrential downpour. It is situations like this that happen in agriculture every single day and we need the ability to be able to adjust to these situations, and the current 20 day plan from the district is insufficient to accommodate the needs as they happen.

The 33% reduction of the supplemental pay is not really a cut but a blow to both of the extremely successful FFA programs that the Perris Union High School District has fostered and the wide range of amazing teachers that the district has recruited . The wording in the contract states that "A supplementary contract of up to thirty (30) days based upon the per diem placement on the Salary Schedule shall be offered based upon program needs as determined by the District." This 33% reduction I see as the district letting both agriculture

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departments know that for all of the hard work and hours we all do for our students, it is not fulfilling the program needs.

If the 10 Days are going to be cut, the real loss is to our amazing group of diverse students which our program encompasses from the students who may be college bound to our students who will be a first generation graduate for their families. Both the Perris agriculture and Heritage agriculture programs focus not only on students who may want to be college bound but as well as those who may be career bound. It is my belief that taking away those extra 10 days per teacher which equals 100 days total of non-instructional class time, will not create the high-quality and relevant learning opportunities that we have promised our; students, parents and community as outlined in our mission statement. I would hope you find a reconsideration of this cut to the agriculture teachers in the best interest of all of our students, as opportunities for all students will suffer.

I do greatly appreciate the opportunity to speak and I hope that as a team, collaboratively, agriculture teachers, PSEA and the PUHSD can work together to come up with a plan to provide the ability to support our students.

Elizabeth Cook, community member and Menifee FFA Advisory Committee VP submitted the following written statement:

Dear Perris Union High School District Board,

I am a concerned community member reaching out to you in regards to the district's proposed Ag teacher supplemental contract hours reduction. Are you aware you're being asked to disproportionately cut the Ag teacher's time spent working within these valuable student programs by 33%, impacting the 10 Ag teachers at Heritage High School and Perris High School? I am hoping that the district will reconsider this action because "Ag teachers do more on campus."

In many ways, Ag teachers do two jobs each day, classrooms and at their Ag lab facilities (or as they call them, their farms). Their hours are long and include hard work to prepare for each on the farm. The FFA program is, and must provide, a positive, energetic, and hands on experience to accomplish a "learn by doing" method of instruction. After classroom instruction ends, students are engaged with their Ag teachers on their chosen supervised agricultural experience projects. By putting in these "after school" supplemental contract hours, the teachers become mentors, helping students develop new skills while acquiring a supervised work learning experience.

The FFA program is far-reaching, containing elected student leadership groups, to monthly meetings of the chapters, and FFA leadership development which includes public speaking, parliamentary procedure and debate, agriscience fair projects, not to mention all the competitive career development event teams that students participate in and the Ag teachers coach, including Vet Science, Nursery/Landscape, Farm Power and Machinery, Vegetable Crop judging, livestock judging, as well as numerous animal projects that are raised by students and taken to fair, with the help of the Ag teachers.

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No program at high school is as deep nor offers more variety for a student's growth or opportunity for individualized learning. Needless to tell you this takes Ag teachers to bring it together. Their efforts and constant attention to students and a large facility all takes time and they deserve to be compensated. Based on what I observe, their current contracted hours do not cover their time, and a cut of 30% represents a loss of income no other high school department is being subjected to.

I would like to leave you with this positive news. Our two PUHSD high schools have two highly successful FFA programs, not just in our state, but in our nation as well. In this past school year, a young lady from Heritage made it to the final rounds of interviews for state FFA office leadership! Heritage and Perris both have students that will be competing in the next few weeks in the state level competitions for public speaking! And did you know? The state competition for the student career development events Nursery/Landscape and Vegetable Crop judging, helf virtually this year, just released their results: Perris FFA placed first in Vegetable Crop judging (advisor Doug Cousins) and second in Nursery/Landscape (advisor Aaron Nering) and Heritage HS placed third in Nursery/Landscape (advisor Maggie Maratsos). Congratulations to these advisors and their teams! You bring accolades to Perris Union High School District with your efforts!

Please reconsider these proposed cuts as they will damage students, Ag teachers and a highly successful FFA program.

Maggie Maratsos, Heritage High School Ag teacher submitted the following written statement:

Good afternoon, Board President Stafford, board members. Superintendent Bennett and cabinet, thank you for the opportunity to submit this statement.

I'd like to start off my statement by giving you all a few numbers, and a little math. The first number is 80,000. There are 80,000 student members of agriculture programs like ours across the state of California. The second number is 1,614. That's how many students are enrolled in our two PUHSD programs, combined. Now, I teach Ag. Chemistry, and one of the skills I teach my students is how to find the percent composition of an element within a larger compound. What this means is that we take the mass of the lone element by itself and divide it by the mass of the larger compound as a whole, and then multiply by 100, to make that resulting number a percentage rather than a decimal. So, let's do the math: 1,614 divided by 80,000, multiplied by 100, comes out to 2.0175%. So, if California agricultural education was a chemical compound, about 2% of its total mass would be composed solely of PUHSD students. Now, you and I know that 2, at the end of the day, is a pretty small number. But, consider this: Two percent of all students enrolled in agriculture classes in the state of California are taught right here at our two schools, by ten driven teachers. When you consider that there are only 320 schools in California that have agriculture programs to begin with, that two percent starts to seem larger in perspective. I'll give you two more percentages: 27.9% and 35.6%. Those are the percentages of the student bodies at Heritage and Perris, respectively, that are enrolled in our two Ag. programs.

In addition to our duties in the classroom, Ag. teachers function in so many more roles than just traditional classroom teaching. For instance, I could say that one of my unofficial roles in my department is that of a pseudo-English teacher. Let me explain, with a few more numbers: 1, 6, 100, and 2,000. Over the course of my time at Heritage, I have made student agriscience fair projects one of my priorities. Each student in my Ag.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

Chemistry class has a semester-long agriculturally-related science experiment that they must conduct and compile results from. Of the students I've taught, six were brave enough to submit their projects to the State FFA Agriscience Fair, and one of them won her division, and was a finalist for the National FFA Agriscience Fair.

However, to get these papers and display boards up to a high enough standard, this means that I have to proofread every component of the experiment, send students corrections, and help them interpret their results in writing. This takes time outside of the normal parameters of my classroom job. This brings me to my next number: 100. That's approximately the number of award applications and student leadership applications that I have looked over, revised, proofread, and made suggestions to students about over the last six years. For instance, one award category, the FFA Proficiency Awards, are given to students who have agricultural projects in certain areas of agriculture, such as livestock production or nursery operations. Proficiency applications, when fully printed and filled out with text, are about 20 pages long. And of those 100 various types of applications over the years, six students at Heritage have had state-winning, and in a few cases, national finalist, applications based on their horticulture and plant-based projects.

This brings me to my last number: 2,000. Right now, there are approximately 2,000 plants in the Heritage Ag. department's shade house. You may have, at one point, gotten an email from me about a plant sale that we were putting on that month, or even, Heaven forbid, seen one of our slightly embarrassing commercials that we post on social media, which are created by both me and our students. The unilateral decision to cut the Ag teachers' supplemental pay by 33% (on top of the cut in our department funding by 36% over the last two school years) would hinder my ability to fundraise for my chapter by reducing the time I have to spend on supervising the care of plants after school and on weekends, maintaining horticulture facilities, and advertising for each sale we do, which puts me in a somewhat tricky position.

At the end of the day, we agriculture teachers were hired by this district to do a job: to teach students. For us, this means so much more than just classroom learning. It's spending time with kids for a few hours after school teaching them how to show their animals for fair. It's sitting down with a student to walk through an interview process for a leadership position. It's helping students understand how to make their applications look polished and professional by giving up your lunch time to help them. It's showing students how to install a drip line in raised beds during the summer time, because suddenly water's gushing out of a pipe and because Ag. teachers tend to turn everything into a learning experience. Ag. Teachers are like those kids that want to stay after school to do enrichment activities, just because they love the work. Because of the hard work put in by both departments, we have both separately earned the distinction of being named the Outstanding Large Department within the Southern Region of the California Ag. Teachers' Association.

I come from a long line of teachers in my family, and I've seen what fantastic district support looks like. I am the product of an FFA program that had such support. My Ag. teachers and the FFA program they built literally inspired me to be the person I am today, and now, with professional hindsight as a teacher myself, I guarantee that that accomplishment would not have been fully possible with a department that wasn't able to provide all of the opportunities that my teachers were able to give me. Strong district support was a big reason that I sought a job in this specific district in the first place.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

I want to thank you all again for your time today, and for giving us a platform to let our voices be heard. I hope that you find it in our mutual best interest to reverse this decision, so that we can continue to provide the service that we do to our students.

P.S. I cut this portion from the main letter for the sake of time; however, if the board would like some more data and further edification, I've done some homework: here are some statistics about programs comparable to our size:

Most agriculture programs in California usually have just a few hundred students and between 2 and 3 Ag. teachers. There are only three high school districts in California that have larger enrollment in agriculture than our programs in PUHSD: Kern Valley, Merced, and Fullerton.

Kern Valley has 15 agriculture programs with about 3 to 4 Ag teachers each, and 4,205 students. Merced has 8 agriculture programs, with between 3 to 6 teachers each, and 4,306 students. Fullerton has 5 agriculture programs, with about 2 or 3 teachers each, and 1,731 students. Respectively, that's 5.26%, 5.38%, and 2.16% of the total amount of students in California agricultural education courses.

Along with having a larger amount of agricultural staff than ours, these few school districts also, on average, have smaller student-to-teacher ratios. The Ag. Teachers at PUHSD have been team players despite this, and we've still managed to obtain a high level of success in both of our programs.

Donna Kirkpatrick, community member submitted the following written statement:

To Whom It May Concern,

Good afternoon. My name is Donna Kirkpatrick. I have had three boys go through the FFA program at Heritage high school. The teachers in the FFA program are more than teachers. Sometimes they have been counselors and mentors. They don't just teach these kids science. They build leadership skills and confidence. The farm and the animals and the partnerships these students build with their fellow students and the teachers is invaluable. That time on the farm teaches more valuable lessons than can ever be learned in a classroom alone. You can't put a price tag on that. I have never seen teachers devote more time and energy into their jobs then these teachers do. To take away from the program takes away from the students and the teachers abilities to develop those students. FFA is a unique program that not many students even have access to and Heritage FFA stands above so many others. My boys did not just get through high school. They thrived! We have been very blessed that our sons were able to participate it's such an amazing program. It truly shaped who these students are and where they go in life.

I am asking that you take a second look at this decision to cut the funding for the teachers, as they devote countless hours above and beyond what is recorded. This would cause detrimental harm to the program and the students.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

I understand times must be very difficult budget wise with everything that has taken place In the last few months. But taking so much from just one program it's so wrong. Cutting funding and small portions across the board seems so much more reasonable and fair.

Once again, I am asking you to reconsider your decision to cut the funding for these teachers. This program has been amazing and should continue to be amazing for the students. I thank you for your time and consideration.

Natalie Kirschner Borba, Perris High School alumni submitted the following written statement:

Dear Superintendent Bennett, PUHSD Board of Trustees, and Cabinet,

This letter is to address the potential cuts to the district's Agriculture Departments. As an alumni, supporter, business owner, and agriculturalist, I am outraged. I am a graduate of Perris High School class of 2004.

In my high school tenure, the agriculture department was a revolving door for educators. It was during my high school experience that Mr. Chris Maddalena was hired, and that was a significant turning point. A FAILING PROGRAM WAS TURNED AROUND, and the students were SERVED! Students with no support, low-socioeconomic, and a vast range of demographics. Since then the Perris High School Agriculture Program has grown immensely and the development of the Heritage High School Agriculture program has also flourished. This occurs because the Agriculture Educators are passionate, dedicated, and highly qualified, as well as SUPPORTED by the district and the board. When that changes, so does the program(s). If you as a school board, cabinet, and superintendent stand for cutting SUCCESSFUL programs, limiting opportunities for students, and abolishing career and technical education exposure for students, then I am disappointed to say I am an alumni from PUHSD.

I know we are in unprecedented times and trying to mitigate through the "unknown", but selecting the Agriculture Program(s) and Agriculture Educators to take the brunt of the budget cuts, is ridiculous. If it was not for the Agriculture program at Perris High School, I would not be where I am today. I would not have had the opportunity to obtain my Masters in Education, serve as a Department Chair of my own program, and own/operate two businesses. Agriculture Education is more than classroom instruction, it is intracurricular, through leadership development, and supervised experience projects.

I really urge you as the board, cabinet and superintendent, to really evaluate the impacts of this proposal. Perris and Heritage are some of the largest Agriculture programs not only in the state of California, but in the country! Heritage FFA's enrollment is 792 out of a 2831-person school student body, and Perris FFA's enrollment is 822 out of a 2306-person school body. Roughly 31% of students in the two schools are enrolled in our agriculture programs. The last thing we want is to see Agriculture teachers forced to stop supervising our facilities and student programs outside of the classroom (all of which promote career-oriented skills that make a real difference in the lives of students).

I really hope when the dust settles, budget items are equitable, with the STUDENT'S needs in mind.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

Carol Simmons, community member submitted the following written statement:

FFA losing money would be a shame. My son switched to HHS just to be in the FFA program. It is an amazing program and should not lose any funding. This program is one that actually builds character and can steer kids into a better path. It promotes teamwork, compassion, empathy, kindness and strength. I would really hate that when my other two children that are currently in elementary school, reach the high school level to find that the FFA program isn't the same. I pay out of pocket a pretty penny as it is now I can't imagine people on a lower budget even having to pay more. Keep it the same, I am sure there is a way. I work for a school district and know that money can be "found" so let's find some money that's laying around at the district office. It's not okay and not fair one bit to take from the kids and from the teachers that go above and beyond their stipend to make sure these kids have a quality experience. It's really a shame that the schools are supposed to be about the kids but that is the first place things are taken from. Let's take away the car expense from the district heads, not from the education of our children. Concerned parent here. I hope that we are heard. Thank you!

Shauna Portillo, community member submitted the following written statement:

Our kids learn so much in the FFA program at Heritage High. My daughter came from East Los Angeles and only did dance and drill team. I moved us out here from there right before her freshman year. I never even heard or knew what FFA was until my daughter came home and said I want to join the FFA program and that we had a meeting that night. After attending the meeting I was so excited to know my daughter wanted to join this amazing program (although I was shocked). She ended up enjoying working with all livestock animals that the school provided for us. She was a farmer for three years and joined the livestock team. By this opportunity she has figured out what she wanted to do in life. Every program has shown her and given her lotta opportunities in this world and what agriculture really means. Agriculture takes a big part in this world and I'm proud to say my daughter has taken part in that. As a parent it would be sad to see the agriculture department have budget cuts, and the fellow children not having opportunity as my daughter did in the agriculture business.

Douglas Cousins, Perris High School Ag teacher submitted the following written statement:

Mr. Superintendent, Cabinet members and Board of Trustees,

My name is Douglas Cousins. I am an Agricultural Sciences Teacher at Perris High School. Tonight I address you in regards to the imposed 10 day cut to the agriculture supplemental contract that would reduce each teacher's days from 30 to 20.

This district is home to two of the largest agricultural programs in the nation. Not only are we large, but we are successful at what we do at the local, regional, state and national levels. Our students are bringing home awards and accomplishments from all FFA has to offer. This includes Fairs, Career Development Events, Leadership Development Events, Proficiency awards, State Degrees, American Degrees and Scholarships. Our students, without a doubt, work hard in order to do this, but without the guidance, advising and work of the agriculture teachers this would not be possible. Our program changes lives. I also believe that our program at

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

Perris High School has helped positively change the culture of our school over the last ten years. Our students feel like they belong to something. Many of our students come to school because of our program. We are good at making students feel connected to school and we want to continue to do this.

I'd like to share with you how this affects me personally. In 21 years of teaching, like many educators, I've put in countless unpaid hours into my students and programs I've been a part of. In order to be a good agriculture teacher you have to be willing to put in time above and beyond the classroom. This is why programs across the state have supplemental contracts. Without them you can't run an agriculture program. I can only speak for myself on this point but the 30 day supplemental contract this district offers only counts for a quarter of the hours that I put in outside of the classroom for our students and program. I love my job, I love this program, I love my students and I love Perris High School but with this comes sacrifice. The biggest sacrifice is family. In order to build a successful program and give our students the time I think they deserve always involves sacrificing time I could be spending with my little girls. It is a constant battle in my mind. This cut feels like a slap in the face to me. It makes me feel like the time I put in isn't respected nor appreciated. How can I continue to put in the same time?

In addition to this 33% cut to our supplemental contract, in the last year, you have cut our programs operational budgets by 32.8%. And you have done this to your two largest, and arguably, your most successful programs in this district. This deep cut will significantly impact the effectiveness and successfulness of our programs. This cut takes our time away from students. When all said and done, not only will this cut negatively hurt what we've built but you are asking 10 teachers to take an equivalent of 100 furlough days in order to balance the district's budget. This cut is excessive and inequitable. We are asking that you reconsider your decision to make this cut and reinstate our supplemental contract to 30 days so that we can continue to provide our students with the high quality agricultural education programs that we've built. I thank you for your consideration of this matter and for your time tonight.

Ashley Reilly, Heritage High School alumni submitted the following written statement:

My name is Ashley Reilly and I'm an alumni member of the Heritage High School Agricultural program. I recently heard news of the funding cuts for the PUHSD ag departments and I wanted to do everything I could to help stop that from happening.

The agriculture program is the type of program that people get involved in for an array of reasons. Some join to make friends, some because they love animals, others join for reasons as simple as their counselor suggested it to them. Regardless, every student who finds a way in is welcomed into a huge new family they never even knew existed.

My older sister was in the FFA program for 3 years before I joined, and my younger sister was in the program for 4 years after. My family has literally been involved with the FFA for over 11 years. During that time, I've come to know teachers like Mr. Perotti, Mr. Maddelena and Mrs. Rushing in ways that make them family.

Without continued funding I would have never been given the opportunity to travel the state of California and eventually across the country to receive an award that less than 1% of FFA members ever receive. Those trips

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

taught me about agriculture, politics, public speaking, and even things as simple as how to properly shake someone's hand; so much more than can be taught in a simple classroom environment.

Our FFA Advisors at Heritage High School will drop everything to help their students. I recall once spending two hours straight forcing Mr. Perotti to listen to my speech about Nemo because I was running to become a section officer. When I won, he simply said "I never doubted you." (Which was true, he never did.) Mind you, this was on a Saturday, and although he was incredibly busy helping with projects on the farm, he took the extra time to help me. He as well as other Advisors continually help everyone regardless of the day of the week or time of day.

I have seen some of my friends from high school go on to be advisors in Ag, big company representatives, and Ivy League college graduates all thanks to what they have learned in the AG program. I know that AG graduates will continue to do big things for the world. But only with the leadership that FFA taught us. This may seem like a rash statement, but I truly mean it when I say the world is better because ag programs and the AG Advisors like the ones in this district exist.

Joanne Sumaya, community member submitted the following written statement:

In the big picture of life, teachers are as close to pure altruism as the definition of the word allows. Great teachers form strong yet delicate relationships with their students and show they care about them and their happiness as humans, because teachers do care; all the while teaching their students the California standards for graduation to ensure the young people in their charge have an opportunity to succeed after high school. Most teachers live their school life within the 8 hours of their contract, because that is when their students are there. Of course, there are occasions for them to step outside of those 8 hours, but they are compensated, usually called extra duty. I would like to think these teachers would work for free if they could, being honest, that is simply not possible. Teachers have spouses, children, mortgages, car payments, and responsibilities outside of school.

Some teachers perform extra duties such as coaches, drama teachers, and band teachers are a giving breed on an entirely different level. These teachers arrive at school at dawn and during those most critical times, known as hell week, are there past 11 pm, working over weekends, Friday nights, Thanksgiving Day etc.,. Their responsibilities push the barrier of human endurance and still they are in classrooms teaching their students the California standards.

Our school district has the privilege of having two fine agricultural programs. One at Heritage High School and one at Perris High School. Those teachers are referred to as Ag Advisors. They teach the California standards, manage their working farms, both schools belong to the National FFA Organization. The responsibilities of these teachers are far greater than most if not all teachers. The rewards of the students from this program are monumental on local, state, and national levels. These students through competitions, projects, and community service are preparing themselves through the example of their advisors for a future with experience and goals. The benefits of AG/FFA are far too great to define in the minutes of this allotted time. Our student's advisors are on duty around the clock for each student, animal, and plant on their respected farm. Would they do these selfless acts without extra duty pay? I'd like to think so, but in reality, they give back

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to their own programs, students, animals, and plants from their own pockets and time off, that to deny them their compensation would put a serious wrench in an otherwise symbiotic well working relationship between advisors, students, animals, plants, and the families associated with the Ag/FFA community. Each subdepartment in these Ag departments raise money to support their own programs, but our demographics in this area limits charitable donations and fundraisers.

My four children have successfully participated at different levels of this program at Heritage, I have seen first hand the countless hours, even during the stay at home order, the teachers are working, because after all these are farms and they need constant care.

Please don't deny our community's hundreds of children the benefits offered from Ag/FFA by not compensating our agricultural teachers for the long, arduous hours they spend making these two premier AG/FFA programs as spectacular as they are for our families and the future of our community.

Jeremiah Perotti, Heritage High School Ag teacher submitted the following written statement:

Good Evening Board President Mr. Stafford, board members. Superintendent Bennett and cabinet, I would like to start off by thanking you for the opportunity and platform to submit this statement.

I am now going on my twelfth year of employment in this district. District support was one of the main reasons I made the huge jump of coming to southern California from Bakersfield, and I hope, someday, to retire from this agriculture program that services over 31% of Perris and Heritage High's student population. I have truly loved it here. Over the last three years, though, we have endured a lot of financial challenges. Despite that, both of our programs are willing to deal with these challenges because of our common interest in student success inside and outside of the classroom. In the last three years, the agriculture programs have taken a 36% cut in funding, prior to any fallout from the COVID crisis. The solution given to us has always been to find ways to fundraise outside of the classroom, and to just make things work. We have always risen to the challenge. Now, we have a perfect storm brewing in our district. An epidemic has caused the mass loss of tax dollars, and combined with a new school opening in the near future, the impacts of this economic shift will surely hit us all, whether we are agriculture teachers or not. However, I believe it should hit us all fairly.

Today, I find myself (for the first time ever) writing to you, as I have always considered myself a team player. That being said, I am very frustrated with your decision to drastically lower the Ag. teachers' supplemental pay substantially by 33%. Across all ten of the Ag. teachers, that is easily $50,000 to $60,000 taken from agriculture instruction outside of the classroom. That's roughly $5,000 to $6,000, per teacher. I know other departments and programs are being hit by this too, but are other programs that do work outside of the classroom taking this big of a cut financially, as well? I don't believe this to be the case. On top of this cut, I know that teachers' pay will be negotiated in the near future. I know Ag. teachers will be involved in that deduction, as well. So, when the dust settles at some point, the Ag. teachers will get hit by cuts more than any average 7 am to 3 pm teacher. Why? Because we do more? I don't believe that is proportionate. Programs like ours that are the sole reason that some kids come to school every day shouldn't be penalized more than anyone else. Please reconsider your drastic cut to our program, and consider what is coming. My hope is that this process can be resolved fairly for all parties involved. I don't want to have to tell kids that, instead of

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

helping them with their animal projects or Ag. Mechanics projects, or helping them make a difference in our community and district, I have to find a part time job over the summer or after school. Thank you for your time.

Chelyse DeBoor, Ag teacher submitted the following written statement:

Supplemental Agriculture teacher days were recently reduced by 33% per teacher without teacher awareness or consideration. Agriculture teachers devote their time and energy to their students throughout the year, on holidays, weekends and after school. Our programs are highly respected throughout the state. In order for us to continue to deliver such high caliber work, we have to be fairly compensated. Already we work many more hours than what our supplemental contract allotts us. Reducing our supplemental contract will force us to work with our students less, lessen the number of meaningful relationships we develop with our students and ultimately decrease the impact we can have on our students which will undoubtedly decrease our effectiveness as teachers and as a program. A group of students who is already underserved, will be even more underserved as a result of this. Please consider the effects on our students as that is the group that will be hurt the most as a result of this decision.

Amanda Wilcox, community member submitted the following written statement:

Hello Board Members:

I would like to introduce myself; My name is Amanda Wilcox, I am a very involved parent of three Heritage High School Graduates and I have one more starting high school this year. I am a volunteer with your district and an FFA supporter! My Children are 4th generation FFA Members. I can assume that you know where I am headed with this email. Being involved with school districts, Boards and planning committees for the last 15 plus years I know that where there is a will, there is a way! I trust that after hearing concerns of family and community members, you will find a team to search out the funds to make this right for our Children!

I would just like to tell you a little about what I know. I know that if funding is cut from any extra curricular activities for our children right now, we will be seeing more disruptions in class, more drop outs, more depression and children taking the wrong path in life that may lead who knows where? Covid has already messed up a lot with having kids locked inside, people losing their jobs and loved ones. No end of year activities and uncertain beginnings of the new school year on top of it. School is a safe place for many children, extra curricular activities give students a positive outlet and a safe place to learn and build skills. The skills that FFA brings to the table, I believe are the greatest of them all! Many kids don't have a great home life. They don't have supportive parents or parents at all in the home. The FFA program is like a loving supportive family that teaches you life skills. We all know that not everyone is going to go to college and that's fine, the world needs all kinds of people to make it work. FFA prepares students for leadership roles such as being a foreman on a job site, or a public official speaking to a community. This program teaches you what hard work really looks like and how to earn a dollar. FFA builds confidence like no other group I know. It allows girls to be interested in a welding career and lets boys understand the delicate parts of a plant and flower. It is one of the most diverse programs you have on campus and it absolutely can not take another cut. Students that benefit from the FFA program come from all walks of life as do the parents that pay the taxes for this school and the

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

new school that is coming. Please hear us, and understand us when we say, we work really hard for our money so please use it on our children and their future.

I believe that teachers don't become teachers to make the big bucks, they do it because they want to teach others, they want to see children grow and thrive. The teachers that don't clock out at 3pm are the most special. From Football to Band, and Robotics to AG and every caring teacher and coaches in between. These are the ones you don't want to cut! They go the extra mile for our kids. I know that Ag teachers work sometimes in the middle of the night, they work the weekends and through the summer. They do not get paid for all the hours they give; but they do it anyways. If they get a cut, they will have to supplement their income elsewhere. That may not seem like that big of a deal, it just sounds like life... but these teachers save children's life's everyday and shape them into some pretty great humans!

I would guess that all of you board members are just as invested in how well the students do in this district. So please don't cut the best part of school, the part that builds great people, that give many kids experiences they might otherwise not have. If there is a cut that needs to be made, it should be spread further than just the few teachers that already give so much. Mr. Bennetts income was shared on social media the other day. I think his pay check might be able to fix the budget, but it would not be fair to take it all from him, that's his income, his livelihood, right? Well the same can be said for these teachers that bust their butts directly for the students. I have faith that you can and will find the money elsewhere.

Thank you for your time. I know your job is not an easy one. I appreciate what you can do for our children.

Jackie Beauchamp, Heritage High School Ag Advisory Board Member submitted the following written statement:

I wanted to address the school board on the recent decision pertaining to the funding memo issued on June 13, 2020.

I am in a unique position both professionally and personally to speak to this stipend cut as not only a 17-year member of the Menifee community, but a volunteer on the agriculture advisory board at Heritage High School. In addition, my professional capacity as a commercial real estate agent for a decade and a half has allowed me the privilege of working alongside hard working Americans primarily within the manufacturing and agriculture industry. I've also personally had the opportunity to live life alongside an ag teacher the last 11 years day in and day out.

Some may discredit my opinion because of my personal involvement, but I would ask that for a moment, you would allow me to explain not only from my professional background in commercial real estate with an emphasis in industrial zoning, but also my personal experience on what life looks like should this budget cut take place. I ask that you give me 10 minutes of your time, as I've taken a few hours out of my day to address this issue that I feel is so much greater than the dollars being discussed.

For many of us, myself included, we go to work and then we go home to our families. There may be an occasional emergency arise, but it is not routine for us to co-mingle our personal lives with our professional

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

positions. This is completely not the case for an Agriculture teacher nor is it the case for an Agriculture high school student. These students and teachers rise at dawn to feed the animals, water plants and perform other tasks at the school farm as part of their CED projects. They remain on campus long past dark and often don't return home until 9 p.m. at night on a weekday and weekends. Holidays are no exception as they are filled with school related errands that range from picking up feed to fixing broken irrigation lines. Many a time, the day after Thanksgiving or the day before Christmas have I been on the school campus delivery, breeding or running to pick up cattle 4 hours away. Why would we do this you may ask? Trust that it matters, Creating a Culture that changes and building a Community that rises.

These students are there on the farm learning work ethic like the kind I learned on my grandfather's farm in Oklahoma. You cannot teach them these skills in a book. You cannot teach discipline of rising at dawn or pride of what it feels like to be dirty and put in a hard day of labor. You cannot teach LEADERSHIP. They must LIVE IT and LEARN IT.

I remember a student that was on the verge of being homeless as Dad had just left and mom had her own battles and challenges in life. This student called us late one night (not the school district or social services) and needed assistance with a hotel stay so she didn't have to sleep on the street. Why is that? Trust. Culture. Community. Just recently, the school decided to undertake a major plumbing repair and shut off all the irrigation/domestic water to the farm without notifying the Ag program. I am sure this was an oversight, but what they didn't realize is there are animals on the farm that cannot wait until Monday during business hours to restore water as they would die. I know this because it was a weekend and we were there bypassing the plumbing so that the animals had water. Countless of these occurrences happen on a weekly basis. Why would we go down there on a weekend? Trust. Culture. Community.

One of the things that I have MOST valued from the district is their linking arms with the Ag program over the years. I've met many of you and know you on a first name basis because I've seen you at the fairgrounds or the farm holding the piglets. I know you understand the dedication and sacrifice this program needs to run. It is to that relationship I now speak. A few years ago, a student from Mexico who barely spoke English and was so incredibly polite. She lived in a very humble situation behind the liquor store off the main highway. Because of this program, she graduated as valedictorian and ended up graduating with a full ride scholarship. Why is that? Trust. Culture. Community.

I've watched these teachers literally take the shirt off that they were physically wearing because a student could not afford a white button-down shirt for a ceremony and hand them their own shirt for the event. I don't doubt that many teachers share this passion for their job, but you and I both know there are many that do not. No "contract" requires this action. It is because of Trust. Culture. Community.

From a professional standpoint, within Riverside County and the surrounding areas, there is a HUGE need for plumbers, CNC machining, woodworkers, welders, manufacturing skill sets. The industry is primarily an older generation that has not passed on their skillset and these students can step into a non-traditional career path and make a very good living with time freedom due to the skills taught through this program.

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

Please understand in dollars that you are now asking these teachers to run a fully functioning full-time farm for around $10,000 a year outside their teaching salaries, which will force them to take supplemental jobs such as summer or holidays. I am of the mindset, when the tide rises, we all rise and when the tide falls, we all fall.

I have not forgotten that the district has linked arms with this program for many years and I am grateful that they see the importance and I trust now that they will re-consider this decision for the sake of the TRUST, CULTURE AND COMMUNITY that we have built together. I am fearful of the broken spirit more than I am fearful of the dollar. If these teachers are forced to get summer jobs to supplement income, what happens to this program? Animals not bred over the summer equals no animals in the fall. What happens to these students? What happens to the culture? I know your intent is not to break the spirit of those building our students and I humbly ask you to reconsider.

J. Elliott, community member submitted the following written statement:

I am against the payroll cuts for AG teachers.

Darrin Weismann, community member submitted the following written statement:

Please do not cut the ag teachers Summer stipend. We cannot have ag without summer work and people should not be asked to work for free.

Kaylee Gates, Heritage High School alumni submitted the following written statement:

The Agriculture program at Heritage High School has had a huge impact on my future. Not only has the program as a whole been beneficial for me, but the advisors that run the program have been some of the biggest influences in my life. Entering high school I had no idea what I wanted for my future, but as I pushed myself out of my comfort zone by joining this program in the first place, I am now on my way to becoming a Registered Nurse. The amount of hours I spent on the farm learning leadership skills and medical skills from the wonderful advisors of this program will forever be the reason that I am where I am today. I think that these teachers deserve so much more recognition than they receive. Without them, I would not be in nursing school, and know for a fact that I am not the only student who has great outcomes from all the hard work and dedication these teachers have put into the Heritage High School Agriculture Program.

Tish Hubbard, community member submitted the following written statement:

I am outraged by hearing about the ag program funding cuts trying to be pushed on our local teachers. This is very concerning as the teachers I know running this program are already underpaid as it is. Rob another department of their funding.

Kirri Lingenfelter, community member submitted the following written statement:

I am highly in disagreement with the budget cuts to the AG program and the unrealistic expectations given to run the farm with such little money provided to them. The AG teachers work very hard to maintain healthy

INVITATION TO ADDRESS THE BOARD OF TRUSTEES (cont.)

animals year round, while pouring their heart and soul into the program. Cutting their spending and expecting them to cover the extra costs of everyday essentials is wrong and unacceptable.

Judy Wegner, community member submitted the following written statement:

Dear Perris Union High School Board:

I am a parent of a Junior at Heritage High School. My daughter is a straight A student and hard worker. Since freshman year, she has been a member of the Menifee-Heritage Chapter of the FFA. She has worked hard over the past few years and has become a swine farmhand, and has participated at numerous fairs and competitions. She loves FFA! It keeps her active and involved in her school and community

I was recently made aware that the district is planning on cutting FFA budgets by 30% or more. The advisors will lose pay, the students may lose access to the farm and all the activities they were previously invested in. This truly breaks my heart. There is not a group of teachers that work harder for their students than the Ag teachers. They put in countless hours, many more than they receive as a stipend. They support the students not only during the school day, but after school, on weekends and even during school breaks. It scares me to think of what will happen without their support and guidance, for not only my child, but the rest of the students as well. Please remember that our children need to learn dedication and responsibility in order to become productive citizens and by limiting their access to a program like FFA, you are not looking out for their best interest. Please reconsider cutting the FFA program, as you will be devastating students and compromising what we are told education is, a community that supports students and families. Thank you.

Rachel Wood, community member submitted the following written statement:

How do I put into a few words, the impact an Ag program makes on a student. Not only does it provide knowledge of the food, fiber, and shelter we all need to survive, it creates hard working individuals within our communities. Students get the opportunity to learn about the earth, nutrition, how to build and grow things and such a stronger level then regular science classes. They are able to focus on something and learn all aspects of that field in agriculture. Students have the ability to gain their voice and present their ideas and thoughts, gain courage and respect, learn about their communities and how they can make a difference. I ask that you take a hard look at your own life. If you do not use any aspect of agriculture then maybe we don't need these programs, but if you enjoyed your lunch today, maybe we keep the programs that grow those individuals. Thank you.

CONSENT CALENDAR

11.1 CONSENT CALENDAR: Approval of Consent Calendar Items

ORIGINAL - Motion

CONSENT CALENDAR (cont.)

Member **(Edward Garcia, Jr.)** moved, Member **(David Nelissen)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the items listed under the Consent Calendar categories of General Functions, Personnel, Curriculum, Building and Grounds, Business, Technology, and Board Policies."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

11.2 GENERAL FUNCTIONS: Minutes of the Regular Board Meeting of May 20, 2020

The Board of Trustees approved the minutes of the Regular Board Meeting of May 20, 2020.

11.3 GENERAL FUNCTIONS: Minutes of the Special Board Meeting of May 28, 2020

The Board of Trustees approved the minutes of the Special Board Meeting of May 28, 2020.

11.4 GENERAL FUNCTIONS: Minutes of the Special Board Meeting of June 1, 2020

The Board of Trustees approved the minutes of the Special Board Meeting of June 1, 2020.

11.5 GENERAL FUNCTIONS: 2020-21 Designation of California Interscholastic Federation Representatives to League

The Board of Trustees designated for the 2020-21 school year the following Mark Harrell, Principal, and Scott Moore, Athletic Director/Dean, be appointed as representatives for Heritage High School; Igor Milosavljevic, Principal, and Rashiid Burgo, Athletic Director, as representatives for the California Military Institute; Juan Santos, Principal, and Kenneth Cohen, Athletic Director/Dean, as the representatives for Perris High School; and, Jennifer Thomasian, Principal, and Ryan Sharp, Athletic Director/Dean, as the representatives for Paloma Valley High School. The appointments will be effective through the 2020-21 school year.

11.6 GENERAL FUNCTIONS: Resolution No. 43:19-20 - Order of Election

The Board of Trustees adopted Resolution No. 43:19-20 - Order of Election.

11.7 PERSONNEL: Student Teaching and Internship Agreement With California Polytechnic University, Pomona (revenue)

The Board of Trustees approved the Student Teaching and Internship Agreement with California Polytechnic University, Pomona.

CONSENT CALENDAR (cont.)

11.8 PERSONNEL: Memorandum of Understanding and Agreement MOU1320 With the Riverside County Superintendent of Schools for Participation in the Center for Teacher Innovation Induction Program (no fiscal impact)

The Board of Trustees approved the Memorandum of Understanding and Agreement MOU1320 with the Riverside County Superintendent of Schools for participation in the Center for Teacher Innovation Induction Program.

11.9 CURRICULUM: Updated 2020-21 Single Plans for Student Achievement for Perris High School, Paloma Valley High School, Heritage High School, Pinacate Middle School, and Perris Lake High School

The Board of Trustees approved the updated 2020-21 Single Plans for Student Achievement for Perris High School, Paloma Valley High School, Heritage High School, Pinacate Middle School, and Perris Lake High School.

11.10 CURRICULUM: Modification No. 4 to Agreement IN-40035 Between the Riverside County Superintendent of Schools and Perris Union High School District for Career Technical Education Services (funded through the Local Control Accountability Plan Supplemental and Concentration Funds, the Career Technical Education Incentive Grant Fund, and the General Fund in the total amount of $1,168,830.00)

The Board of Trustees approved Modification Number Four to Agreement IN-40035 between Riverside County Superintendent of Schools and Perris Union High School District for Career Technical Education Services.

11.11 CURRICULUM: Approval to Enter Into Agreements With Mt. San Jacinto Community College for the Purpose of Providing College Programs, Adult Education and Curriculum Alignment; and Delegate Authority to Finalize, Execute and Deliver Agreements (no fiscal impact)

The Board of Trustees approved to enter into Agreements with Mt. San Jacinto Community College for the purpose of providing college programs, adult education and curriculum alignment; and delegate authority to finalize, execute and deliver Agreements.

11.12 CURRICULUM: Memorandum of Understanding With Azusa Pacific University for a Student Enrollment Cohort That Will Provide a Guarantee of Admission to Azusa Pacific University for Perris Union High School District Students who Complete Standard Admission Requirements (no fiscal impact)

The Board of Trustees approved the Memorandum of Understanding with Azusa Pacific University for a Student Enrollment Cohort that will provide a guarantee of admission to Azusa Pacific University for Perris Union High School District students who complete standard admission requirements.

11.13 BUILDING AND GROUNDS: Agreement With GeoSpective Technologies for Geographic Services (funded through the Capital Facilities Fund in the amount of $26,500, not the General Fund)

The Board of Trustees approved the Agreement with GeoSpective Technologies for Geographic Services.

CONSENT CALENDAR (cont.)

11.14 BUILDING & GROUNDS: Increment 2 Guaranteed Maximum Price for Lease Leaseback Construction at Perris High School and Execution of Addendum B to Exhibit A to the Facilities Lease (funded through Various Facilities Funds at a total cost not to exceed $597,895.80, not the General Fund)

The Board of Trustees approved the Increment 2 Guaranteed Maximum Price for Lease Leaseback Construction at Perris High School and authorize the execution of Addendum B to Exhibit A to the Facilities Lease.

11.15 BUILDING & GROUNDS: Resolution No. 44.19-20 - Resolution of the Board of Trustees of the Perris Union High School District Authorizing Signing Agents for Public Utilities

The Board of Trustees adopted Resolution No. 44.19-20 - Resolution of the Board of Trustees of the Perris Union High School District Authorizing Signing Agents for Public Utilities.

11.16 BUSINESS: Ratification of Agreement With PlayOn! Sports to Provide Cameras, Broadcast Sporting Events, and Revenue Sharing for Perris Union High School District (revenue)

The Board of Trustees ratified the Agreement with PlayOn! Sports to provide cameras, broadcast sporting events, and revenue sharing for Perris Union High School District.

11.17 BUSINESS: Addendum No. 1 to the Agreement for Bid #040119 - Paper Products for Nutrition Services With P&R Paper Supply Company, Incorporated (funded through Nutrition Services in the amount of $154,000, not the General Fund)

The Board of Trustees approved Addendum No. 1 to the Agreement for Bid #040119 - Paper Products for Nutrition Services with P&R Paper Supply Company, Incorporated.

11.18 BUSINESS: Addendum No. 2 to the Agreement Between the County of Riverside and Perris Union High School District for Use of the Library at Heritage High School (revenue)

The Board of Trustees approved Addendum No. 2 to the Agreement between the County of Riverside and Perris Union High School District for use of the Library at Heritage High School.

11.19 BUSINESS: Addendum No. 2 to the Agreement Between the County of Riverside and Perris Union High School District for Use of the Library at Paloma Valley High School (revenue)

The Board of Trustees approved Addendum No. 2 to the Agreement between the County of Riverside and Perris Union High School District for use of the Library at Paloma Valley High School.

11.20 BUSINESS: Amendment No. 2 to the Agreement With Cherished Memories for Athletic and Club Photography Services at Paloma Valley High School (no fiscal impact)

CONSENT CALENDAR (cont.)

The Board of Trustees approved Amendment No. 2 to the Agreement with Cherished Memories for Athletic and Club Photography Services at Paloma Valley High School.

11.21 BUSINESS: Amendment No. 2 to the Agreement With Kristi Jo Photography for Athletic and Club Photography Services at Heritage High School (no fiscal impact)

The Board of Trustees approved Amendment No. 2 to the Agreement with Kristi Jo Photography for Athletic and Club Photography Services at Heritage High School.

11.22 BUSINESS: Amendment No. 2 to the Agreement With Kristi Jo Photography for Athletic and Club Photography Services at Perris High School (no fiscal impact)

The Board of Trustees approved Amendment No. 2 to the Agreement with Kristi Jo Photography for Athletic and Club Photography Services at Perris High School.

11.23 BUSINESS: Amendment No. 4 to the Agreement With Walsworth for Publication of the Heritage High School Yearbook (funded through Heritage High School's Associated Student Body Account at an estimated cost of $29,059, not the General Fund)

The Board of Trustees approved Amendment No. 4 to the Agreement with Walsworth for publication of the Heritage High School yearbook.

11.24 BUSINESS: Amendment No. 4 to the Agreement With Walsworth for Publication of the Paloma Valley High School Yearbook (funded through Paloma Valley High School's Associated Student Body Account at an estimated cost of $49,825, not the General Fund)

The Board of Trustees approved Amendment No. 4 to the Agreement with Walsworth for publication of the Paloma Valley High School Yearbook.

11.25 BUSINESS: Agreement With Friesens Corporation for Publication of the Perris High School Yearbook (funded through Perris High School's Associated Student Body Account at an estimated cost of $10,968.31, not the General Fund)

The Board of Trustees approved the Agreement with Friesens Corporation for publication of the Perris High School yearbook.

11.26 BUSINESS: Agreement for Special Services With Atkinson, Andelson, Loya, Ruud & Romo (funded through the General Fund and various other funding sources as appropriate, in the amount of $185 to $325 per hour)

The Board of Trustees approved the Agreement for Special Services with Atkinson, Andelson, Loya, Ruud & Romo.

CONSENT CALENDAR (cont.)

11.27 BUSINESS: Sales and Service Agreement With Sanorbix, LLC for Affordable Care Act Management and Healthcare Reform Services (funded through the General Fund in the amount of $27,324.70)

The Board of Trustees approved the Sales and Service Agreement with Sanorbix, LLC for Affordable Care Act Management and Healthcare Reform Services.

11.28 BUSINESS: Authorization to Utilize Piggybackable Hesperia Unified School District Bread and Bakery Products Bid #19-009 as Awarded to Galasso's Bakery for Fresh Bread Products (funded through Nutrition Services in the amount of $132,000, not the General Fund)

The Board of Trustees approved the use of piggybackable Hesperia Unified School District Bread and Bakery Products Bid #19-009 as awarded to Galasso's Bakery for fresh bread products.

11.29 BUSINESS: Authorization to Utilize Piggybackable Val Verde Unified School District RFP 2018/2019-02 as Awarded to Hollandia Dairy for Milk, Dairy, Juice, and Ice Cream (funded through Nutrition Services in the amount of $326,700, not the General Fund)

The Board of Trustees approved the use of piggybackable Val Verde Unified School District RFP 2018/2019-02 as awarded to Hollandia Dairy for milk, dairy, juice, and ice cream.

11.30 BUSINESS: Renewal of Bid #041218 to Gold Star Foods for Frozen, Refrigerated, and Dry Foods (funded through Nutrition Services in the amount of $1,295,800, not the General Fund)

The Board of Trustees approved the renewal of Bid #041218 to Gold Star Foods for frozen, refrigerated, and dry foods.

11.31 BUSINESS: Ratification of Letter of Clarification for the Existing Mitigation Agreement Between Perris Union High School District and the La Ventana/Braverde Development Project (no fiscal impact)

The Board of Trustees ratified the Letter of Clarification for the existing Mitigation Agreement between Perris Union High School District and the La Ventana/Braverde Development Project.

11.32 BUSINESS: Approval of the 2020-21 Educational Protection Account Spending Plan (no fiscal impact)

The Board of Trustees approved the 2020-21 Educational Protection Account Spending Plan.

11.33 BUSINESS: Resolution No. 37;19-20 - Resolution for Year End Budget Adjustments for 2019-20 (no fiscal impact)

CONSENT CALENDAR (cont.)

The Board of Trustees adopted Resolution No. 37:19-20 - Resolution for Year End Budget Adjustments for 2019-20.

11.34 BUSINESS: Resolution No. 38:19-20 Temporary Loan Between Funds for 2020-21 (no fiscal impact)

The Board of Trustees adopted Resolution No. 38:19-20 Temporary Loan Between Funds for 2020-21.

11.35 BUSINESS: Resolution No. 39:19-20 - Resolution for the Transfer of Appropriation for 2020-21 (no fiscal impact)

The Board of Trustees adopted Resolution No. 39:19-20 - Resolution for the Transfer of Appropriation for 2020-21.

11.36 BUSINESS: Resolution No. 40:19-20 - Resolution of the Board of Trustees of the Perris Union High School District, Acting as the Legislative Body of the Community Facilities District No. 92-1, Ratifying Cancellation of Notice of Special Tax Lien for Designated Parcels (no fiscal impact)

The Board of Trustees ratified Resolution No. 40:19-20 - Resolution of the Board of Trustees of the Perris Union High School District, Acting as the Legislative Body of the Community Facilities District No. 92-1, Ratifying Cancellation of Notice of Special Tax Lien for Designated Parcels.

11.37 BUSINESS: Report of Purchases - May 2020

The Board of Trustees approved the Report of Purchases for May 2020.

11.38 BUSINESS: Declaration of Surplus Property

The Board of Trustees approved the declared listed District property as surplus.

11.39 TECHNOLOGY: Agreement With ConvergeOne for Cisco FLEX Warranty Services (funded through the General Fund in the amount of $46,560 per year)

The Board of Trustees approved the Agreement with ConvergeOne for Cisco FLEX Warranty Services.

ACTION ITEMS

12.1 PERSONNEL: Certificated Personnel Action Items

ORIGINAL - Motion
Member **(Dr. Randall Freeman)** moved, Member **(Edward Garcia, Jr.)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees ratify and/or approve the Certificated Personnel Action Items as presented."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

13.2 PERSONNEL: Classified Personnel Action Items

ORIGINAL - Motion
Member **(David Nelissen)** moved, Member **(Edward Garcia, Jr.)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees ratify and/or approve the Classified Personnel Action Items as presented."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.3 PERSONNEL: Approval of Monthly Bonus Payment for Confidential Employees Deemed as Essential Staff

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(Dr. Jose Luis Araux)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the monthly bonus payment for confidential employees deemed as essential staff."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes

ACTION ITEMS (cont.)

Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.4 PERSONNEL: New Job Description - Secondary Academic Coach

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(Dr. Jose Luis Araux)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the new job description of Secondary Academic Coach."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.5 PERSONNEL: Approval of Memorandum of Understanding Between the Perris Union High School District and the California School Employees Association, and its Chapter Perris Valley 469 Regarding the 2020-21 and 2021-22 Classified Work Year Calendars

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(David Nelissen)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the Memorandum of Understanding between the District and the California School Employees Association, and its Chapter Perris Valley 469 regarding the 2020-21 and 2021-22 classified work year calendars."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.6 CURRICULUM: Approval of COVID-19 Operations Written Report

ORIGINAL - Motion

ACTION ITEMS (cont.)

Member **(Dr. Randall Freeman)** moved, Member **(Dr. Jose Luis Araux)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the COVID-19 Operations Written Report."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.7 CURRICULUM: 2019-20 Safe Schools Plan Annual Update

ORIGINAL - Motion
Member **(Dr. Randall Freeman)** moved, Member **(David Nelissen)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees approve the 2019-20 Safe Schools Plan Annual Update for the following schools: Heritage High School, Perris High School, Paloma Valley High School, Perris Lake High School, and Pinacate Middle School."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.8 BUSINESS: Resolution No. 41:19-20 - Resolution of the Board of Trustees of the Perris Union High School District Approving the Form of a Joint Community Facilities Agreement by and Among the Romoland School District, Perris Union High School District, and WSI Land Holdings, LLC, Authorizing the Execution and Delivery Thereof, and Certain Other Actions Related Thereto (No fiscal impact)

ORIGINAL - Motion
Member **(Dr. Randall Freeman)** moved, Member **(David Nelissen)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adopt Resolution No. 41:19-20 - Resolution of the Board of Trustees of the Perris Union High School District Approving the Form of a Joint Community Facilities Agreement by and Among the Romoland School District, Perris Union High School District, and WSI Land Holdings, LLC, Authorizing the Execution and Delivery Thereof, and Certain Other Actions Related Thereto."

Upon a roll call vote being taken, the vote was: Aye: **4**, Nay: **0**, Abstain: **1**. The motion **PASSED 4 – 0 – 1**.

ACTION ITEMS (cont.)

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Abstain
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.9 BUSINESS: Resolution No. 42:19-20 - Resolution of the Board of Trustees of the Perris Union High School District Approving the Form of a Joint Community Facilities Agreement by and Among the Romoland School District, Perris Union High School District, and Romoland Watson 206, LLC, Authorizing the Execution and Delivery Thereof, and Certain Other Actions Related Thereto (no fiscal impact)

ORIGINAL - Motion
Member **(David Nelissen)** moved, Member **(Dr. Randall Freeman)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adopt Resolution No. 42:19-20 - Resolution of the Board of Trustees of the Perris Union High School District Approving the Form of a Joint Community Facilities Agreement by and Among the Romoland School District, Perris Union High School District, and Romoland Watson 206, LLC, Authorizing the Execution and Delivery Thereof, and Certain Other Actions Related Thereto."

Upon a roll call vote being taken, the vote was: Aye: **4**, Nay: **0**, Abstain: **1**. The motion **PASSED 4 – 0 – 1**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Abstain
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

12.10 BUSINESS: Adoption of the 2020-21 District Budget

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(Dr. Randall Freeman)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adopt the 2020-21 District Budget."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

ACTION ITEMS (cont.)

12.11 TECHNOLOGY: Agreement With CSM Consulting, Incorporated to Prepare Documentation, Forms and Applications Regarding the Federal Communications Commission E-Rate Program (funded through the General Fund at a total cost not to exceed $69,000)

ORIGINAL - Motion
Member **(Edward Garcia, Jr.)** moved, Member **(Dr. Randall Freeman)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adopt the 2020-21 District Budget."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

INFORMATION ITEMS

13.1 BUSINESS: Revolving Cash Report - May 2020

The Board of Trustees received, for its information, the Revolving Cash Report for May 2020.

13.2 BOARD POLICIES: Business and Noninstructional Operations (Series 3000)

The Board of Trustees received for its review and consideration, as part of the first reading: BP 3600 - Consultants.

13.3 BOARD POLICIES: Students (Series 5000)

The Board of Trustees received for its review and consideration, as part of the first reading: BP/AR 5116.1 Intradistrict Open Enrollment; AR 5125 Student Records; BP 5131 Conduct; BP/AR 5131.2 Bullying; BP 513.8 Mobile Communication Devices; BP 5132 Dress and Grooming; BP/AR 5141.21 Administering Medication and Monitoring Health Conditions; AR 5141.26 Tuberculosis Testing; BP/AR 5142 Safety.

13.4 BOARD POLICIES: Instruction (Series 6000)

The Board of Trustees received for its review and consideration, as part of the first reading: BP/AR 6143 Courses of Study; BP 6154 Homework/Makeup Work; AR 6174 Education for English Learners; AR 6175 Migrant Education Program.

CLOSED SESSION (IF NECESSARY)

14.1 CLOSED SESSION (IF NECESSARY)

It was not necessary to adjourn into Closed Session.

RECONVENE IN PUBLIC SESSION (IF NECESSARY)

15.1 RECONVENE IN PUBLIC SESSION (IF NECESSARY)

It was not necessary to reconvene the meeting.

ACTION ITEMS (CONTINUED)

16.1 DISCIPLINE: Board Review of Discipline Matters

ORIGINAL - Motion
Member **(David Nelissen)** moved, Member **(Edward Garcia, Jr.)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees ratify the Agreement of Expulsion and Administrative Hearing Panel's recommendation on Student Discipline Case: 136/19-20."

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

OTHER ITEMS BY THE SUPERINTENDENT

17.1 OTHER ITEMS BY THE SUPERINTENDENT

Superintendent Bennett stated that PUHSD finished another school year even though it wasn't how it was expected to finish. He stated that the District has a great team that made things happen for our students. He is looking forward to the 2020-21 school year. He mentioned that there are challenges with the budget but the District is going to do the best that they can to make a difference for our students.

OTHER ITEMS BY THE BOARD OF TRUSTEES

18.1 OTHER ITEMS BY THE BOARD OF TRUSTEES

OTHER ITEMS BY THE BOARD OF TRUSTEES (cont.)

Trustee Araux asked when the next Board meeting is taking place to discuss the opening of school.

Superintendent Bennett responded that a Special Board meeting will take place within the next few weeks.

Trustee Garcia once again congratulated the Class of 2020. He thanked Mr. Bennett, Sarah Rico and Anna Fetzner for their faithful and dedicated hard work. He stated that board members are responding to the emails individually as they are received. He reiterated that the decisions that they have to make as board members are really hard.

Trustee Freeman stated that according to the California Interscholastic Federation they will be making their decision on the status of fall sports on July 20th.

Trustee Stafford congratulated all the seniors. He stated that he will be reading all the emails he received regarding FFA. Trustee Stafford mentioned that the FFA touches him because he, along with Mr. Bennett, opened Heritage High School. He was the plant supervisor so Mr. Madalena, Mr. Perotti, and Mr. Nering were at Heritage at the time and he knows them personally. He stated that this is going to be a tough year and we have to get through it, these cuts aren't easy and these aren't easy decisions. He mentioned that the board takes no pleasure, but they know the district can make through and do the best with what we have. There is so much to be thankful for.

ADJOURNMENT

19.1 ADJOURNMENT: Regular Meeting of the Board of Trustees for June 17, 2020

ORIGINAL - Motion
Member **(Dr. Randall Freeman)** moved, Member **(David Nelissen)** seconded to approve the **ORIGINAL** motion, "It is recommended that the Board of Trustees adjourn the June 17, 2020, Regular Meeting of the Board of Trustees" at 7:24 p.m.

Upon a roll call vote being taken, the vote was: Aye: **5**, Nay: **0**. The motion **PASSED 5 – 0**.

Dr. Jose Luis Araux	Yes
Dr. Randall Freeman	Yes
Edward Garcia, Jr.	Yes
David Nelissen	Yes
Anthony T. Stafford, Sr.	Yes

Grant Bennett, Superintendent

Anthony T. Stafford, Sr., President

Edward Garcia, Jr., Clerk