April 22, 2025 BOE Work Session

Agenda with supporting documentation and presentations: April 22, 2025 Work Session
The meeting is held at the Central Office. The meeting starts early. Dr. Borishade presides until Board Officer Elections are held.

Superintendent Reports:
Academics: K-8 Phonics Curriculum and K-12 Science Curriculum Recommendations

Swearing in of New Board Members
Brian Marston, Alissa "AJ" Foster, and Dr. Karen Collins-Adams are sworn in.

Dr. Borishade welcomes the newly elected member and the returning members and the work ahead. She recognizes they are stepping into roles that demand dedication, resilience, and profound commitment to our students and our community. As we move forward, it is essential to acknowledge the challenges and opportunities that lie before us. For the past decade and a half, our district has faced several issues that have impacted our stability, and these challenges preceded her tenure as superintendent which began February 18, 2025. However, she is confident that by working closely together we can continue to address these issues and restore the foundation upon which SLPS will thrive on. It is important that we all understand our why. Her why stems from knowing each of our students by name, strength, and need so we can collectively work to provide a high-quality education for every student in our district ensuring they have the opportunity to see themselves and fulfill the tenets of Portrait of a Graduate. This will require us to navigate complex decisions even when we have different perceptions. We must commit to grounding our decisions in facts and data, always prioritizing the best interests of our students, our district, and our community. We must overcome the perceptions that have lingered and show through our actions that we are a district defined by excellence and leadership grounded in data. This requires a strong partnership between the BOE, our administration, our educators, our families, and the community, and supporting the superintendent who runs the day-to-day business of the district. She thanks each of them for their willingness to serve, for their interest in understanding the realities of our opportunities and challenges we face, and for their commitment to making a real and lasting difference in our collective future. She looks forward to working closely with all of them to build a brighter future for SLPS.

Board Officer Elections
Dr. Borishade reads the President duties from BOE policy B9200. Hykes nominates Jones for President. Conover seconds. Jones speaks about her gratitude for being nominated, but she declines. Foster nominates Dr. Collins-Adams, who accepts the nomination. Conover welcomes Dr. Collins-Adams to the BOE and wants to ask questions. Does she plan to complete her MSBA BOE training: Yes, she is aware and will complete it.

> Is her role in SLU's Rising Teachers still ongoing: That role has ended.
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> He has concerns about things that may come up within the district regarding her husband's tenure (*for new readers/parents, she is married to Dr. Kelvin Adams, former SLPS superintendent who served for 17 years*) and decisions that have to be made or public statements that have to be made in relation to district business, which is the President's

role. He wonders how she plans to handle those conflicts of interest: She's made it clear in multiple interviews that her role as BOE member is totally separate from whatever her husband did as the former superintendent. He has been gone for several years. He is employed with another entity not related to education. She doesn't think there is a conflict of interest at hand at all.

The audits we are facing as a district extend into Dr. Adams' tenure here. He is concerned if anything comes out of that audit that needs to be addressed, is she prepared to recuse herself or have someone else speak: Most definitely. If she needs to recuse, she most certainly would. She would never put anything or anyone in jeopardy with SLPS.

Foster, Collins-Adams, Marston, Hubbard vote yes. Conover, Hykes, and Jones abstain. Dr. Collins-Adams is elected President.

Dr. Collins-Adams takes over the meeting and reads the Vice President duties. Marston nominates Jones, which she declines. Hykes nominates Hubbard, who accepts. Jones nominates Hykes, who declines. Foster, Marston, Hykes, Hubbard, and Dr. Collins-Adams vote yes. Conover and Jones abstain. Hubbard is Vice President.

Dr. Collins-Adams reads the Secretary duties. Marston nominates Conover, who declines. Jones declines Hubbard's nomination. Hykes nominates Marston, who accepts. Foster, Marston, Hykes, Hubbard, and Dr. Collins-Adams vote yes. Conover and Jones abstain. Marston is Secretary.

Approval of Agenda – The agenda is approved.

They take a 10-minute break before resuming.

Approval of Minutes – April 10, 2025 special meeting minutes are approved with the new members abstaining.

Academics – Dr. Allison Deno
Academics Update

Dr. Deno discusses two curriculum recommendations: The K-8 Supplementary Phonics Materials Pilot & Recommendation and the K-12 Science Pilot & Recommendation.

K-8 Phonics: To support all students to become proficient readers, it is important to provide teachers with high quality materials that use Science of Reading principles. At the start of this school year, all elementary schools selected and utilized phonics programs in their schools so that we also could pilot a variety of materials with our students and evaluate which program and identify the best supplemental phonics program for students to use districtwide. Dr. Deanna Kitson, Network Superintendent, Kimberly Wilson, Laclede Principal, Lynette Farmer, Gateway Elementary First Grade Teacher, and Jessica Braggs, Pamoja KG teacher, will speak about the recommendation for the 95% Group program.

Dr. Kitson thanks Dr. Borishade for leading the charge in the importance of literacy, which is one of her priorities and goals to have 2.5 years of growth. With the right support, we can absolutely make those gains. When we think about the purpose of this pilot was to ensure students received explicit, evidence-based phonics instruction, which is especially critical for those students who are our earliest and struggling readers. This work is grounded in the Science of Reading. It is proven with evidence-based practices. Learning to read is solvable. With the right approach and the right support, all SLPS students can be readers. The pilot's major focus was to equip teachers with structured, ready-to-implement lessons rather than asking teachers to create their own resources. The pilot supported a consistent K-5 foundational skills framework. The coherence across the classrooms and grade levels ensures that every student received a strong foundation in reading no matter which classroom or grade level they were in. Most importantly, we are seeing measurable growth. Students receiving the 95% Group instruction are demonstrating gains in key indicators and in our Star Early Literacy assessment.

The 95% Group program was piloted at Laclede, Pamoja, Lyon @ Blow, and Gateway. These schools represent the heart of the pilot, demonstrating dedication in improving foundational literacy skills for all students. Each school embraced the program with a deep commitment to supporting early literacy. We are proud to celebrate their leadership, perseverance, and belief in every student's ability to become a strong, confident reader.

Wilson discusses what they've learned, as summarized on slide 9. Our systematic approach provides a predictable step-by-step roadmap for instruction. It builds foundational reading skills with structure and clarity. Through measurable literacy gains, students showed real growth in early literacy indicators and the data confirms explicit, systematic instruction works. It is scalable for core and intervention, meaning it will work for both Tier 2 and 3 intervention. It is flexible and efficient across all instructional levels. There are high levels of student engagement. The routines are clear. The lessons kept students motivated. The engagement increased during the structured literacy blocks, which teachers were excited to see. Instructional practices became more consistent across classrooms with alignment and coherence. All students received high quality literacy instruction. It increased teacher confidence by being supported with ready-made material. Their confidence grew as the instruction became more effective and streamlined.

Wilson speaks about the student and teacher benefits of the 95% Group from slide 10: accelerates foundational literacy for all students; provides evidence-based instructional language; builds teacher skills and confidence with turnkey lessons; ensures consistency across classrooms and grades; and supports intervention and core instruction needs. Students learn faster because the instruction is clear, focused, and research-based. Teachers use a common evidence-based language that strengthens understanding. Turnkey lessons have teachers focused on delivery, building their confidence. Instruction becomes seamless from grade-to-grade ensuring no gaps. It supports everyday instruction and targeted student intervention.

Wilson explains the impact on students and staff from slide 11: They have improved foundational skills in which students build crucial phonological awareness, phonics, and decoding skills. Stronger foundational skills equal stronger future readers. There is consistent growth happening across all pilot schools. Systematic instruction is working regardless of the teacher and the setting. Increased student independence occurs so students rely less on adults and more on their own skills.

Reading comprehension and confidence increase in students also. Stronger, long-term literacy outcomes, recognizing this is not a quick fix. It is setting kids up for lasting success. Foundational skills now mean better outcomes in middle and high school. Equity in access to quality instruction means every student gets high quality, research-based reading instruction. We are closing opportunity gaps with consistent, equitable literacy practices.

Wilson highlights the metrics for success from slide 12. More students meeting or exceeding grade-level reading benchmarks is expected. The goal is to have more students on track by 3rd grade and beyond. Fewer students will need Tier 1 and Tier 2 interventions. Stronger core equals fewer students needing that extra support. Early mastery reduces reliance on intervention. With improved decoding and fluency rates, we can anticipate gains in decoding, fluency, and comprehension. These lead to better outcomes districtwide. Greater instructional consistency across schools and classrooms means every student gets the same level of high-quality education. There are marquee metrics we can look for once we engage more with the program.

Wilson discusses the next steps from slide 13. Align resources districtwide to support evidence-based foundational skills instruction. Provide 95% Group K-5 materials. Launch initial training on 95% Group. Offer ongoing training and coaching. Build capacity in literacy leadership. (*A video highlighting the program at the pilot schools is played*).

Farmer speaks about how much she loves this program. It has purposeful routines that are easy to follow. There isn't much planning. Our lesson planning template can get intense but you can plan with one in about 10 minutes or less. It is structured each week so that she and the kids know what materials to use and how it will work. It is aligned with Science of Reading. She can see her students making real connections with English spelling patterns. The coaching practices were extremely helpful, and at one point she felt like the coaches would never stop visiting they were so supportive. They modeled this program for us. Then a few months later, they came back and watched us teach the lesson and gave feedback. They did this again to monitor our growth. This is an explicit routine. It hones in on skills for a whole week. It starts with I Do, We Do, You Do. She speaks about a student who always wrote her name backwards, but this program helped correct that by associating the beginning, middle, and end sounds. She had students getting Ds and Fs in reading when they started this program back in December, but so many of them have improved their grades. This was her most challenging class this year, with all of her students who had an average reading level for first grade students at 0.4 which is fourth month of KG. Now those students have grown into 1.9, which is ninth month of first grade. Other students began in Star Early Literacy, but now they've moved to Star Reading because they've grown so much. Her highest student is 3.7, with many of them reading at a second-grade level already.

Braggs really enjoys using this program with her KG students, noticing where they started by not knowing their sounds. The routines are helpful. The book is very explicit about what we are supposed to teach. When her students do independent reading, they are using the same lessons thry have learned through this program, such as point to the letter and say the sound. They also help other students who they see are struggling. She's observed their assessments. Some weren't even trying at all, but now everyone is more confident and participates. She's very excited to teach this next year. It's very specific. The memorization of high frequency words has definitely improved. She also speaks highly of the coaching and co-teaching components that are extremely helpful.

Marston asks is the data from the pilot program publicly available given the slide says the students made measurable literacy gains, specifically how big were the gains and how consistent: Dr. Deno will provide an executive summary through Dr. Borishade.

The measurement is based on the Star Early Literacy assessment: Dr. Deno says they piloted this K-8 so it includes Star Early Literacy and Star Reading. Dr. Borishade says we will see growth with the Star Reading test as we take it three times per year and compare fall with spring data.

Dr. Collins-Adams asks if they consider the dyslexia screening: Dr. Deno says the screener is given, but there isn't a growth measure on that screener.

Dr. Borishade wants to be very clear about the purpose of this presentation. It is listed on the consent agenda as item 12.8 so next month we will be asking for a vote on this. This is an opportunity to ask the questions now.

Jones asks what is the parental component of this program. How often do you work with the parents? Do they get a report sent home or instructions on how to complete the tasks of the day: Farmer sends home a family support letter each week explaining what skill they are working on that week, how to sound it out, the strategies they are using in class, what words they are working on, and how to work with their child when reading books at home. She also shares assessments with parents.

You don't wait until report card time: No, she uses Class Dojo to send out communication each week, including spelling dictation words.

Hubbard notices the consent agenda item states this is a sole-source contract for almost $1M. She understands there is more than one literacy program out there. Did we test others: Dr. Deno says they tested a variety of programs, but this came forward as the recommendation. The executive summary lays all of this out for you. There were five programs used across the district but this was the one that was selected.

When you looked at this, you also took into account which schools already had programs going: None of these schools are in the reading and writing initiative.

Hubbard wants to see the executive summary because we have a history with sole-source contracts. She would also much prefer data and test scores than a video. Data and test scores are evidence while the video is sweet.

Foster asks whether the contract on the consent agenda is to continue the program in the pilot schools or districtwide: Dr. Deno says all schools districtwide.

Conover says the BOE action item is very thorough about this program is doing in our schools. Reading is an important initiative.

K-12 Science: Dr. Julie Elking, Science Specialist, Dr. Benicia Hunt, Long Principal, and Gabriella Dorris, Long Science Teacher, speak about this science pilot and their recommendations.

Dr. Elking explains they did a science pilot with K-12 to consolidate what they were doing. We have some inconsistent application of resources we are using now that isn't super equitable. Some of our resources are outdated and not aligned with NGSS (*Next General Science Standards*) or three-dimensional science learning standards. This pilot served as a means of getting us all on the same page and ensuring all students have access to equitable, phenomenon-based, inquiry-based, hands-on learning. You can now see scientists doing science in our classrooms across the district. We need college and career ready students that are using resources that are fully aligned with NGSS and MLS (*Missouri Learning Standards*) that support three-dimensional learning that happens in science classrooms todays. The three dimensions are supporting science and engineering practices, understanding the cross-cutting concepts, and the disciplinary core ideas which is the core of science. We need to see some inquiry-based and hands-on learning using relevant phenomena so kids are investigating and exploring, which deepens their understanding. Across our district, we have a wide range of teachers, teaching abilities, and teaching experiences, so we need professional support to get all of our teachers as teachers of science. We hope to see some improved outcomes in our MAP and EOC scores. We will be tracking data throughout.

Dr. Elking explains this pilot was different from the 95% Group pilot. They solicited principals to volunteer as pilot resources. At the elementary school level, they piloted Amplify, MySci, and Twig out of Wash U. At the middle school level, they piloted Amplify and MySci and using an open resource called OpenSciEd. We used Activate Learning's digital platform which digitized the OpenSciEd materials. That content did not change, but they piloted a new platform. At the high school level, they piloted a digital platform called Kognity and used OpenSciEd. More than 3,000 students 46 elementary teachers, 12 middle school teachers, and 14 high school teachers participate. The goal was to get multiple teachers at grade levels so we had a depth of data.

Dr. Elking discusses what they learned as depicted in a graph on slide 18 that provides teacher quantitative feedback on Amplify, McSci, and Twig. This is survey data. There isn't a through line to see standardized test data. All of the resources were pretty much the same when using quantitative data. The only difference is when she asked for an overall rating, with Amplify edging out just by a bit. She wondered why so she dug into the qualitative data, which is summarized on the next slide. She provided space for teachers to give written responses. When she coded them, they ranked Amplify much higher than the qualitative data had shown.

Amplify was highly engaging for students. The hands-on activities were easy to handle and implement, which is a change from what we've seen. They noticed students connecting concepts through what they were learning. There was high quality content tightly aligned with NGSS and MLS. There were rigorous opportunities for students to do science. There were built in differentiation strategies for both teachers and students. Phenomenon-based is a great opportunity to get all voices in the room. It doesn't matter where you come from or what your science knowledge is, everyone has experienced something somewhere to bring their voice in. It is structured and multi-modal. It supports both teachers and students in hands-on activities, partner discussions, modeling, data analysis, and evidence evaluation. There are different ways of communicating: written, spoken, building models, and drawing models, which allow students to show understanding in multiple ways.

Slide 20 discuss the impact on students and staff. They thought about our 3rd grade reading goal. Amplify has built-in literacy standards and maps them to what is occurring in ELA. It is literacy-heavy. With critical thinking development and hands-on experiences, we are building students who are college and career ready with personalized supports. We have highly effective educators. Amplify helped us connect science and literacy together through phenomenon-based learning. It builds reading, writing, listening, and communication skills through literacy-rich science activities, and it promotes critical thinking and collaboration as students make sense of the real-world phenomena. It supports Portrait of a Graduate.

Dr. Elking discusses metrics for success on slide 21. They expect to see improvement in 3-8 grade literacy skills as evidenced through STAR literacy data from the imbedded literacy components in Amplify. They expect to see an increase in students scoring proficient and above in 5th grade and 8th grade MAP scores and hopefully more than just proficient. They hope to see positive teacher and student feedback. They are going to use classroom observational data to hopefully see an increased implementation of inquiry-based teaching and learning, and hands-on activities.

Dr. Elking summarizes the next steps on slide 22. Currently, we use Missouri Department of Conservation (MDC) Bears Through the Seasons program in KG. They plan to expand that through 2nd grade. MDC released new curriculum for this grade and it's phenomenal. They will continue using OpenSciEd and zSpace in high school. They will add the Activate Learning digital platform that will save print costs and streamline things for students. They hope to add Amplify in 3rd – 8th grade to consolidate and streamline science in those grades and introduce phenomenon-based teaching and learning which is so important as kids move into high school and go into more research-oriented fields.

Dorris speaks about how incredibly effective Amplify has been in her science classroom, not only for students, but teachers as well. Long serves a wonderfully diverse student body with a wide range of learning needs and language backgrounds. Amplify's design makes science accessible and engaging for all learners. Lessons are built around compelling phenomena, real-world events that spark curiosity and drive investigation. Instead of memorizing isolated facts, students step into the role of problem solvers, often as medical interns working to diagnose a patient or solve a scientific mystery. It gives them a true sense of purpose and identity in the classroom as scientists. As a STEM school, it was super easy to integrate Amplify into their daily lessons, whether they are using digital tools or paper, which makes science both flexible and seamless to teach. The workbooks are intentionally broken into manageable sections which prevents students from feeling overwhelmed, which is especially valuable for students who are still developing their English language skills. Amplify incorporates simulations, allows students to explore concepts visually and hands-on, deepening their understanding through observation and interaction. Just last month, she had a student who was struggling to understand how proteins break down into amino acids. In the past, this might have led to frustration or even a shut down, but instead, they opened the Amplify simulation, explored it together, made observations, and the student's outlook changed. He said, "I really enjoy this new curriculum because I am a visual learner." That moment reminder her of the power of having resources that meet students where they are.

Dorris speaks about how Amplify also empowers teachers. Each unit provides vocabulary, sample student responses, and anticipated misconceptions. This allows her to plan more intentionally and

respond to students' needs in real time. The alignment between the slides, workbook, and simulations means she can teach digitally, on paper, or a combination of both and feel confident doing so. She thanks her administrators for supporting her during the curriculum transition. Their science department has gone through a lot. When she shared previous concerns about the curriculum—while content rich it sometimes very much overwhelmed the students with too much text and not enough interaction— her administration thankfully listened. They trusted her feedback and advocated for a resource that would better meet the needs of our students. That is exactly what Amplify has done. It turns learning into something exciting, digestible, and real. Amplify isn't just a curriculum. It is a tool that brings science to life, builds student confidence, and supports educators in creating meaningful, inclusive learning experiences.

Dr. Hunt notes Dorris has been with her school for three years. She is absolutely right when she speaks about confidence and expertise both teachers and students feel. As someone who looks at the data, she has constantly come back to ask how we can become a STEM school when our science scores do not reflect that. They have talked about creating a STEM class for the past two years, and they did that which combines science and math. Then the opportunity to pilot Amplify came along, and Dorris was at her door saying, "Please, help, now." They've met at least weekly and after each unit to discuss how can they keep this program. The students are talking about science, and she's very excited to hear that. She been in all of the middle school science classrooms. She's been able to see the simulation on both the iPad and the packets students are working on. They are very careful and diligent to keep the packets/workbooks. The other piece she enjoys is that they can become experts in their learning. We know we have gaps in literacy, math, and a historic gap in their building in science because they've had inconsistency in science teachers and the science curriculum. To hear students talk about genotypes and phenotypes and be confident in the classroom and in the hallways when you ask them about it, then see cross over with computer science, it is gratifying. She observed the 6th grade class, and they were very knowledgeable about various rock types. When we talk about literacy we need understanding but also being able to sound confident when they speak about these topics. This leads to confidence with teachers because they can plan better. They know what skills they need to have coming into the unit because everything is laid out and chunked for them. She hopes to see an impact and success on the MAP testing with our 8th grade class because they've used this curriculum since January. Connecting our students to the content they are learning is always great. In November, she was diagnosed with diabetes. The students were learning about glucose monitoring and sugar typecasting. They were able to have a full conversation with her around that. Now they check on her if she's making healthy choices (*and she jokes about the students being in her business*). This is because they connect to what they are learning and that is what was missing, especially why this content is so important and how it connects to everyday life. She thanks Dr. Elking for letting them pilot the program. This program definitely supports her building in a way she has not seen in the seven years she's been there. (*They play a video showing science in action*).

Dr. Deno opens the floor for questions. Dr. Collins-Adams clarifies this would no longer be a pilot program: Correct. It would be in grades 3-8.

> With Amplify, we aren't in the same predicament we were in with MySci kits coming periodically: You get everything at one time with Amplify.

This allows for accelerated learning: Yes. We also replace consumables as needed.

Given the state requirements for grades 3-5 and the minutes allocated for science, how do you hold science as a sacred amount of time during the day. She isn't asking for an answer now, but she hopes they can work with teachers in those grade levels to make it a standard block like ELA and Math: Our goal is to standardize instruction across the system. Amplify is not time-bound in blocks but there is flexibility to plan to make the time to get the work done.

And do it cross-curriculum: Yes.

Jones asks about outdoor spaces for science projects. At the schools piloting Amplify, do they have modified spaces set aside: These materials do not require any special outside places. But if they are gathering plants for an activity, they can go outside to do that.

She is looking forward to when we can have a school of agriculture and to have greenhouses outside of the schools because there is a lot of space: That sounds great.

Hubbard notes her sister was a horticulture major so she loves plant science. She appreciates the qualitative data which really explained the graph: Dr. Elking says she asked the teachers to rank the overall effectiveness on a scale of 1-10. The first categories were about standards alignment on a scale of 1-5. She wanted to compare the ranking to what they wrote qualitatively.

Consent Agenda *(Dr. Collins-Adams ultimately goes item-by-item. This recap will address only those items that are discussed. All items can be read from the link at the top of the recap.)*

12.11 – Marston asks about the contract to hire a consultant to submit an E-rate application to FCC for $83K. Is that something we could handle in-house and how different is the application year-to-year: Mitchell says we've used the same consultant for 15 years. We have $400K in E-rate approved funding. They are the conduit between us and the federal application that is required. They have access to the portal to complete the application.

Foster asks about notations concerning GOB and the academic year and wants clarity on which academic year this contract is being paid: Mitchell says the upcoming fiscal year.

12.10 – Foster asks about a purchase of athletic equipment for specific schools for $300K out of GOB. How often is the equipment replaced districtwide: Dr. Deno says different equipment is on different cycles but they are all on some type of refresh cycle. Different schools are at various stages of their refresh cycle.

This money is for the schools that need refresh now: Yes.

Will this include purchasing and reconditioning football helmets because there is a second item on the consent agenda addressing this: That is separate from these purchases. Dr. Borishade explains some helmets will be purchased new and some will be reconditioned.

12.13 – Foster asks about purchasing custodial equipment with a 10% increase in cleanliness from an audit. Do we have the current cleanliness rate for this year: Watson says the information is listed in the KPIs but he will provide additional information through Dr. Borishade.

12.17 – Foster asks about a contract renewing library collection services with Follett Solutions. There were gaps found in the past. When gaps were found, books were purchased through ESSER funds. Are we intending to use those funds for the next academic year to fill those gaps: Dr. Borishade says we have no more ESSER funds.

What budget does this come out of: Dr. Borishade says GOB.

12.18 – Marston asks about a contract for snow removal and ground maintenance services. Can this contract be amended so that no pesticides or herbicides are used for grounds maintenance? It left open the option to use a weed trimmer or chemicals and it would be best not to have poisonous chemicals around the students: Dr. Borishade asks if that is the will of the BOE or an individual preference.

Marston moves to amend the contract to specify no pesticides or herbicides will be used in grounds maintenance. (*Conover interjects to tell Dr. Collins-Adams they need to discuss. Dr. Borishade directs the BOE secretary to set out the procedure. Dr. Collins-Adams asks for patience as the new BOE members learn the procedure and Roberts Rules of Order at the very first meeting. Dr. Borishade says apologies aren't necessary since we are all learning.*)

Hubbard asks Watson if this is an easy thing to do: Watson clarifies we don't currently use pesticides or herbicides so this will be easy to accomplish.

Conover questions whether we need the motion now that Watson has clarified we don't use chemicals. Marston responds that the contract in the packet calls for the use of pesticides and herbicides. Conover questions Marston's motivation to amend the contract since Watson clarified we don't use these items. Marston says he has two kids enrolled in the district who play on the playground.

Foster notes snow removal only applies to the Central Office: Watson says it is for open, active schools. Foster says she doesn't see that here.

Marston asks if SLPS still owns Clay: Dr. Borishade will provide a list of owned and sold schools. He asks because this item speaks to mowing at vacant schools in the scope of work. He notes there is a discrepancy between the listing of closed schools. He didn't see Clay listed. He's heard complaints about the grass not being mowed there and there's an infestation of mosquitoes.

The amendment passes.

12.20 – Foster notes the 95% Group and Amplify contracts include PD. Is this included in this PD plan: Dr. Deno says it is not because they have not been approved yet. In August when teachers return, the content will be then.

12.21 – Marston asks about the alarm system monitoring and response services. Does this system include cameras and alarms for vacant buildings? He hates seeing them get broken into and things getting ripped out. It would be nice to have cameras on them if they don't have cameras already: Dr. Borishade says yes.

> Foster notes the contract covers May and June: Dr. Borishade says there is a gap in services meaning because we need more safety and security officers. We have asked that our vendor helps us in that space, which requires additional payment. Foster clarifies we are paying them the gap: Yes.

12.22 – Marston asks about purchase services from Arbiter Sports and if that covers all sports K-12. It initially read that way, but the last page contains only the high school football schedule: Dr. Deno says typically it does.

12.23 – Dr. Collins-Adams asks about a contract to recondition football helmets and how it is different from the other equipment contract: Dr. Deno repeats one is purchasing and one is reconditioning.

12.25 – Hubbard asks about translation and interpretation services from Monarch Immigrant Services to provide in-person support. Do our families feel these translation services are sufficient: Dr. Deno says this vendor provides some translation services for us. We do have interpreters and translators that are hired by SLPS. This augments those services because those people can't be in all places at all times. The feedback we get from families who use this service are pleased with the service.

> Dr. Collins-Adams asks if we offer digital interpretation for our students: Dr. Deno says we have not purchased digital devices. Many of those services are moving to apps instead of devices.

Items for Discussion

Koa Hills Consulting: To approve a sole source contract amendment with Koa Hills Consulting to provide support services for the Business Plus System for the period July 1, 2024 - June 30, 2025 at an amended cost not to exceed $40,000.

> Foster asks for clarity about this contract: This contract is for consultants who deal with our financial system, Business Plus. They help manage the system and ensure data integrity that runs through that system.

Translation and interpretation services from Monarch Immigrant Services: To provide in-person interpretation support. (*No discussion*)

Items for Information *(No discussion on any item)*

-In Kind Donation of backpacks from KidSmart filled with elementary school supplies delivered to various elementary schools, SIT, ESOL, FACE, and SPED.
-2025-26 Course Catalog
-In Kind Donation of iPad from Arizona State University for Long and Yeatman
-Credit Card Statements

Items for Action
AASA Leaders of Color Summit
National Woman's Leadership Consortium Cohort (*discussed together*)

Dr. Borishade requests to attend these conferences. Jones asks when are the conferences: Dr. Borishade says the AASA conference is August 8 and 9. The second conference is July 7-9 and February 10-11, 2026.

Jones is concerned because she is looking at Dr. Scarlett's picture. Why is she even on here and why is SLPS's name on here? This is on the AASA conference: (*Dr. Borishade flips through materials without speaking. Hykes is off mic saying this isn't a good look.*) Dr. Borishade withdraws her request to attend the AASA Leaders of Color Summit.

Hubbard asks what she will lose if she does not attend or what are the benefits: Dr. Borishade does not want to attend anything that would create questions or doubts. We can remove the request to attend. The request is removed.

Foster notices the registration costs for the second conference and asks Dr. Borishade to explain, if she knows, what "other expenses forthcoming" would be: Dr. Borishade says for flight and lodging.

If this is approved, we are approving the other expenses forthcoming now: Yes.

Dr. Borishade withdraws her request to attend this conference as well.

Jones notes there has been a lot of controversy around Dr. Scarlett and she wants nothing to affect Dr. Borishade in any way, shape, or form. She knows how people are right now. Dr. Borishade doesn't need it and the district doesn't need it. The request is removed.

Adjournment
They are adjourned.