

**SANTEE SCHOOL DISTRICT
REGULAR MEETING
OF THE BOARD OF EDUCATION**

December 18, 2018
MINUTES

Douglas E. Giles
Educational Resource Center
9619 Cuyamaca Street
Santee, California

A. OPENING PROCEDURES

1. Call to Order and Welcome

President El-Hajj called the meeting to order at 7:00 p.m.

Members present:

Dianne El-Hajj, President
Ken Fox, Vice President
Dustin Burns, Clerk
Barbara Ryan, Member
Elana Levens-Craig

Administration present:

Dr. Kristin Baranski, Superintendent and Secretary to the Board
Karl Christensen, Assistant Superintendent, Business Services
Tim Larson, Assistant Superintendent, Human Resources/Pupil Services
Dr. Stephanie Pierce, Assistant Superintendent, Educational Services
Lisa Arreola, Executive Assistant and Recording Secretary

President El-Hajj welcomed everyone present and acknowledged the Board's family in attendance, Santee City Council Member Ronn Hall and his wife, Virginia Hall, of the Grossmont Healthcare District.

2. District Mission

President El-Hajj invited the audience to recite the District Mission.

3. Pledge of Allegiance

President El-Hajj invited Cajon Park School students, Chloe Flores (8th grade) and Hunter Flores (5th grade), to lead the members, staff, and audience in the Pledge of Allegiance.

4. Approval of Agenda

President El-Hajj presented the agenda for approval. Member Burns moved approval.

<i>Motion:</i>	<u>Burns</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Fox</u>	<i>Fox</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</u>	<i>Burns</i>	<u>Aye</u>		

B. ORGANIZATIONAL MEETING

1. Election of Board of Education Officers

President El-Hajj announced this meeting was the annual organizational meeting of the Board and took a presidential privilege to present a small token of appreciation to the Board and Executive Council. She expressed her appreciation for working with a great Board and for their assistance and guidance during her tenure as President. President El-Hajj turned the meeting over to Superintendent Baranski for the swearing in of the re-elected Board Members Burns, Fox, and Ryan. Upon completion of the swear-in, Superintendent Baranski shared the re-elected members had 63 collective years of serving the Santee community and presented them with the certificate of election from the Registrar of Voters.

Superintendent Baranski explained the rotation of officers were as follows: Ken Fox, President; Dustin Burns, Vice President; Barbara Ryan, Clerk; and Elana Levens-Craig and Dianne El-Hajj, Members. President El-Hajj asked for a motion to elect 2019 Board officers through rotation

according to Board Bylaw 9120, and that Board Bylaw 9120 be revised to reflect the officer rotation for 2019. Member Levens-Craig moved approval.

President Fox, with the assistance of Cajon Park student Jon Burns, presented outgoing President El-Hajj with flowers and a ceramic plaque in appreciation for her service as President.

Member Burns expressed his appreciation to Superintendent Baranski for conducting the swear-in; and introduced the family members present (all former and/or current students in Santee School District) for the special occasion. Member Burns shared being a Board member, is like being an employee and requires multiple hours of being away from family. He expressed his gratitude towards his family for their patience and understanding. Member Burns mentioned this term is a bit more special to him as his son, Jon, is now a kindergarten student in the District. He shared that having great staff makes the Boards' responsibilities a lot easier. Member Burns mentioned he was looking forward to the next four years.

President Fox introduced his family members present and expressed his gratitude for their support. He shared being fortunate to have a great working relationship with his colleagues.

Member Ryan shared it has been a great honor to serve the Santee community over the years; and she acknowledged her appreciation of the community for their support as the three members ran unopposed. Member Ryan mentioned being grateful to serve and would continue to do her best to make sure that every child that graduates from the Santee School District is well prepared for high school and their future.

<i>Motion:</i>	<u>Levens-Craig</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>El-Hajj</u>	<i>Fox</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</u>	<i>Burns</i>	<u>Aye</u>		

Following the approval of the item, Member Fox assumed the leadership of the meeting as the newly elected President. The Board officers for 2019 are: Ken Fox, President; Dustin Burns, Vice President; Barbara Ryan, Clerk; Elana Levens-Craig and Dianne El-Hajj, Members.

2. Board Meeting Calendar for 2019

Member Ryan moved to approve continuation of the existing meeting schedule with meeting dates for 2019 as listed.

<i>Motion:</i>	<u>Ryan</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</u>	<i>Burns</i>	<u>Aye</u>		

3. Board of Education Representatives to Councils, Advisory and Other Committees

President Fox inquired on the Board's preference to remain on their current committees. Member Ryan moved for Board member assignments to Advisory and other committees for 2019 remain as assigned, with the exception of the Board/Santee City Council Joint Conference Committee.

<i>Motion:</i>	<u>Ryan</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Burns</u>	<i>Fox</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</u>	<i>Burns</i>	<u>Aye</u>		

C. REPORTS AND PRESENTATIONS

1. Superintendent's Report

- 1.1. Developer Fees and Collection Report
- 1.2. Use of Facilities Report
- 1.3. Enrollment Report
- 1.4. Schedule of Upcoming Events

2. Spotlight: Santee Fire Department 3rd Grade Poster Contest Winner

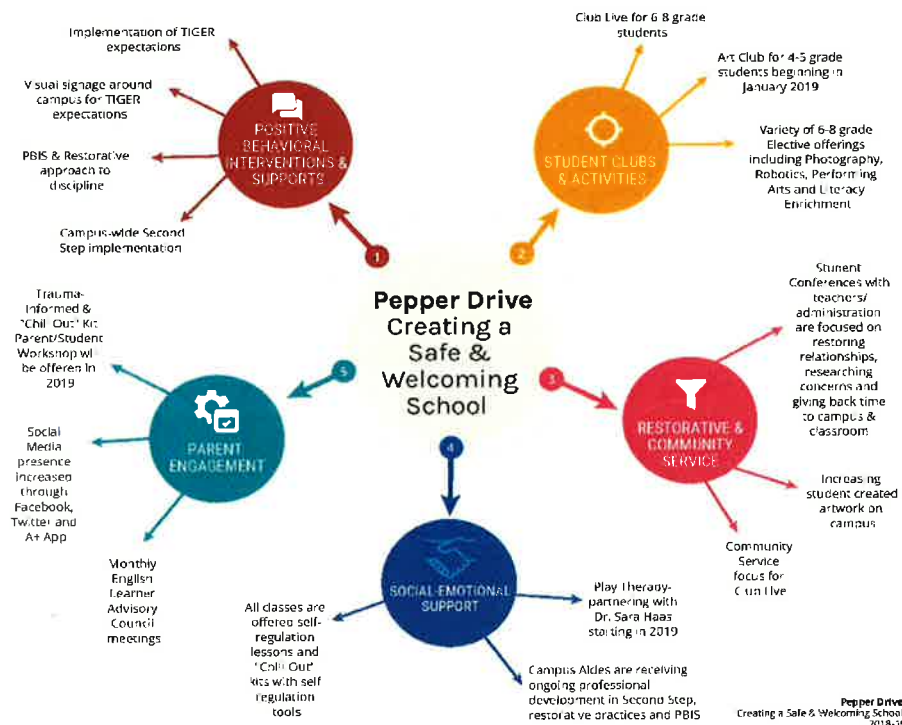
Superintendent Baranski shared that the Santee Fire Department hosted a 3rd grade poster contest to help spread the fire prevention message of "Look. Listen. Learn. Be Aware" and the

overall winner was Lana Peterson, from Carlton Hills. President Fox presented Lana with a certificate. Captain Jeff Hernandez, and members of the Fire Department, were present with Lana's framed artwork. Captain Hernandez expressed his gratitude towards the District for the continued support of the poster contest. He shared this is a great opportunity for the firefighters to visit schools and interact with the students; while teaching them important safety lessons. Superintendent Baranski expressed her gratitude towards the Santee Fire Department for their service to the community and to the students of Santee School District.

3. Spotlight on Education: Pepper Drive School

Superintendent Baranski welcomed Pepper Drive Administration and staff to share their school's spotlight. Ted Hooks, Principal, expressed his gratitude towards the Board for allowing him to share the great things happening at Pepper Drive; where they show teamwork, integrity, goals, empathy, and responsibility. He introduced his Administrative Team, Vice Principal Tiffani Brown and Administrative Intern and Dean of Students, Tiger Rowan; and 8th grade teacher Sara Mowrey. Vice Principal Brown shared, their spotlight theme was "Constructing Student Learning", and expressed their gratitude for the recent construction projects, and updated facilities. Administrative Intern Rowan shared the team would showcase what's happening *inside* their walls and how it aligns to the two District goals of safety and literacy.

Principal Hooks shared that at the end of their last school year, the Pepper Drive instructional leadership team consulted with staff and determined that the focus for 2018-2019 would be a closer look at Multi Tiered Systems of Support (MTSS). This emphasis was also taken to School Site Council where it was well received. Vice Principal Brown explained MTSS looks at educating the whole child by focusing on supporting academics, behavior, and social emotional learning. Pepper Drive is looking at specific initiatives under these headings. In academics, they are looking at Response to Intervention/Instruction or RtI2. In behavior, they are looking at embedding their PBIS expectations throughout the campus. In social emotional learning, they are providing instruction at all grade levels using the Second Step curriculum. Administrative Intern Rowan explained these three initiatives directly align to the District goals. PBIS and Second Step support the school safety goal. RtI2 is the support system being refined to improve overall literacy performance. Vice Principal Brown explained the key to successful MTSS implementation is having robust and differentiated strategies to meet a variety of student needs; and shared a visual snapshot of the rich support layers Pepper Drive is able to offer its students to create a safe and welcoming school.



Administrative Intern Rowan explained the yellow showed the offerings of a variety of student clubs and activities. He shared the goal is that every student finds a place to share their voice as well as place they can connect with peers and build relationships of trust with adults on campus. The teal zone, shared their focus on building caring adult relationships on campus, and their focus on building parent and community partnerships. He shared the increase in their social media presence, gained momentum with their School Site and English Learner Advisory Councils, and looking forward to offering a parent workshop for their Second Step program in 2019. Principal Hooks explained the parent workshop for Second Step would build upon the powerful Social Emotional Work happening in classrooms; featured in blue the graphic. He shared they are implementing Second Step lessons in grades K-8; and the K-5 students have had the opportunity to participate in specialized bullying prevention Second Step lessons led by the teachers and counseling department. Principal Hooks added that all adults on the Pepper Drive campus have participated in the staff training for bullying prevention to support reports of bullying and conflict resolution on campus; including the campus supervisors and support staff. Vice Principal Brown shared that in addition to supporting the Second Step Program, all adults on campus are extending the reach of their PBIS program (featured in dark red) which encapsulates the TIGER traits. In addition to using these traits to guide conversation with students and lead their work with discipline on campus, they have designed PBIS assemblies, increased visual supports on campus, and wrapped their PBIS traits into their office referral program and monthly awards ceremonies. She called their attention to the pink area of the graphic, and shared PBIS work is the perfect partner to their Restorative approach with students. This year, Pepper Drive Administration has built their approach to student support on the idea that their campus benefits most when students are allowed to learn important and meaningful lessons from their mistakes. They believe in providing an abundance of opportunities for students to rebuild relationships when they have been damaged. Furthermore, when a student makes a choice that takes away from the school's resources, they provide opportunities to contribute time and care back to classrooms or campus zones, thus strengthening their connection to the community and their ownership of the campus. She shared one of Pepper Drive's favorite ways to display how students are feeling about the vibe on campus, is by sharing their voice. She shared audio of student's sharing their thoughts on campus safety via an innovative app called flipgrid.

Principal Hooks explained Pepper Drive has worked hard this year to refine their reading intervention model to better meet the needs of students; and believe a quality intervention model starts with good first teaching, identifying individual student needs and then addressing them with classroom, and as necessary specialist intervention. He shared this is the RtI2 model they have been working on through our emphasis on MTSS. Administrative Intern Rowen explained this model has some specific components that are increasing effectiveness. He shared Pepper Drive has dedicated a specific intervention time of day for grade levels to allow classroom teachers, intervention teachers, special educators, and bilingual assistants to provide focused intervention. This schedule minimizes interruptions to the rest of the teaching day. Vice Principal Brown added Pepper Drive has also focused on an intervention curriculum that is aligned to their instructional model. First, they maximized the use of their adoptions' intervention materials; and identified they needed more. Pepper Drive has chosen Fountas and Pinnel's Leveled Literacy Intervention (LLI) program to supplement their program. She shared Pepper Drive has spent the last three years acquiring these materials, and they are available to all classroom and intervention teachers. Principal Hooks explained Pepper Drive has also chosen, for the past three years, to allot funds for a half-time intervention resource teacher, giving Pepper Drive a two-person team. This year, they recognized they have the time, materials, and they need to grow the team. Therefore, they are bringing two instructional assistants on board in January to double their manpower in the intervention department. He shared that under the guidance of our Intervention Resource teachers, they cannot wait to see this department expand services and increase opportunities for student learning. Vice Principal Brown, explained intervention is a key method to support literacy learning, but at Pepper Drive they also know the importance of igniting a passion for reading in their students. Pepper Drive has several events and resources on campus that are geared to build that love of reading. Administrative Intern Rowen explained their reading lounge, which is a dedicated room on campus to relax and read, is a popular place for classes to kick back and dive into their favorite stories. Within the lounge is a lending library that they call the Pepper Drive Book Exchange. Books in the exchange can be taken by anyone for as long as they want to enjoy them. The Book Exchange is also open during school events and family nights. By best counts, over 1,000 books have been distributed since the Book Exchange opened last year. Principal Hooks added that one of their biggest annual events is Read Across America guest reader day.

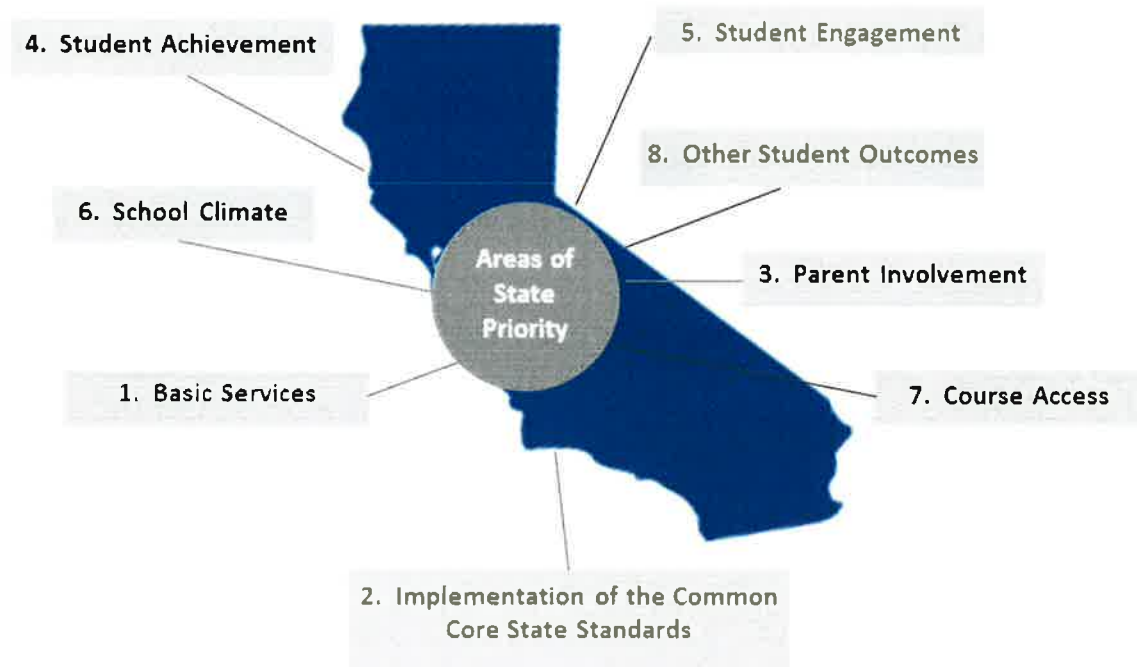
Each year, Pepper Drive welcomes 40+ guest readers to campus to go into classrooms and share their passion for reading and storytelling. Vice Principal Brown shared, an endearing tradition is their use of cross age readers. She explained seventh graders practice their oral language skills by reading picture books to lower grade classes. Additionally this year, students in the Special Day Class have been working as cross age literacy tutors in kindergarten classrooms; and shared seeing the excitement in all of the children participating, it's clear that reading connects us at Pepper Drive. Administrative Intern Rowen shared student videos highlighting student thoughts on their own "literacy superpowers" to highlight Pepper Drive's deep focus on literacy and RTI2. Principal Hooks shared literacy and safety are a daily focus at Pepper Drive; and they work hard as a community to ensure a welcoming environment where everyone can thrive.

The Board expressed their gratitude to the Pepper Drive team for their great work.

4. California Dashboard

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, shared she would be presenting on the California Dashboard; the accountability system as part of the Local Control Funding Formula (LCFF).

Dr. Pierce shared the State priority areas on the Dashboard accountability. She explained these priority areas (chronic absenteeism, suspension rate, English learner progress (suspended), and academic) are submitted through the California Longitudinal Pupil Achievement Data System (CALPADS) records; and Priority 4 is for both ELA and Mathematics for CAASSP.

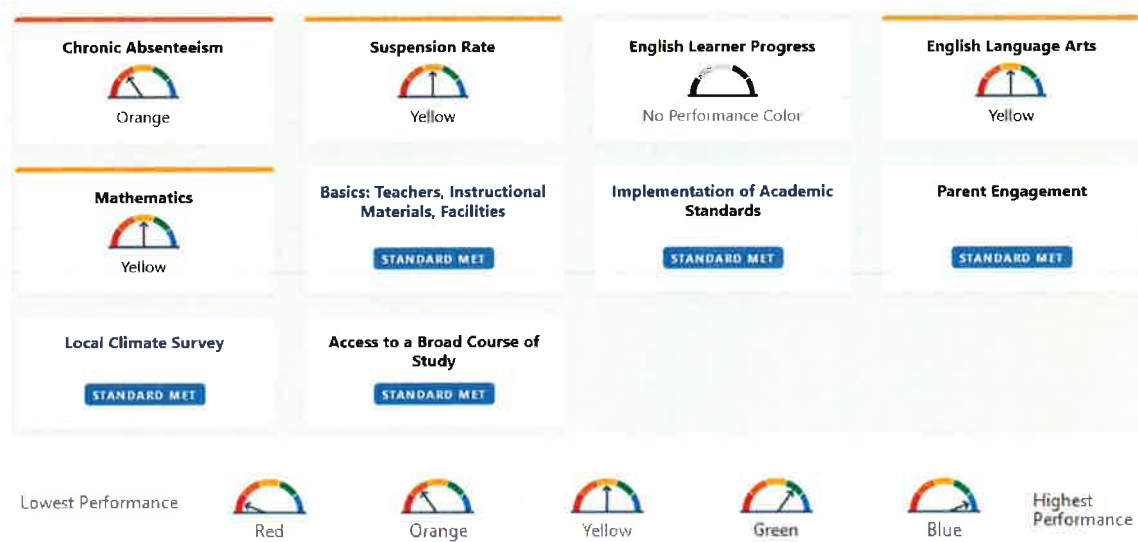


Dr. Pierce explained the following local indicators were submitted in November and the District met each standard for these indicators.

- Basics (teachers, instructional materials, facilities)
- Implementation of academic standards
- Parent engagement
- Local climate survey

Dr. Pierce explained the District shows orange for chronic absenteeism, yellow for ELA and Math, English Learner progress has no color associated due to the change in assessment from CELDT to ELPAC. She mentioned this is a baseline year with no change to provide a color.

2018 California School Dashboard - Overview



Dr. Pierce mentioned Performance Levels are assigned using the current performance level (status) and change from the prior year; and explained the five performance level colors. She provided an example to illustrate how these colors are identified for a District and school. Dr. Pierce explained they first determine the performance based on an average and provided the following example. She explained the example showed three students with a scaled score (their actual standard met score is shown). Scaled scores are added and divided by 3 to receive the distance from standard (DFS). This measure is for performance. Dr. Pierce explained all the students in the District's scores are added and divided by the number of children assessed for the distance from standard score (performance).

Student	Grade	Grade Level Score for Standard Met (Level 3)	Student's Score	Distance From Standard
A	3 rd	2,432	2,430	2 Points Below
B	4 th	2,473	2,483	10 Points Above
C	5 th	2,502	2,532	30 Points Above

Find the Average: $\frac{(-2) + (10) + (30)}{3} = 12.7$ Points Above Standard

Dr. Pierce explained how the color is determined using the following grid. She explained the process as follows:

Status from DFS calculation: +12.7

1. Follow the performance column down until +12.7 meets the criteria
2. Then, lets say the performance increased by 4 points from the previous year
3. Follow the performance Level row until 4 point increase meets the criteria
4. Then see were the criteria intersect on the 5 x 5 chart
5. Performance Color is "Green"

Academic Indicator Five-by-Five Colored Tables

English Language Arts/Literacy Assessment Five-by-Five Colored Table for Grades 3-8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Yellow	Green
Low -5.1 to -70 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Dr. Pierce provided an overview of the District's academic performance. She explained the charts showed how the numbers are used to determine yellow in ELA and Mathematics; and the EL report for this baseline year.

LEARN MORE
English Language Arts

All Students State

Yellow

8.4 points above standard
Maintained 2.7 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	3	3	3	1
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE
Mathematics

All Students State

Yellow

8.7 points below standard
Maintained 2.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	5	2	3	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

LEARN MORE
English Learner Progress

All Students State

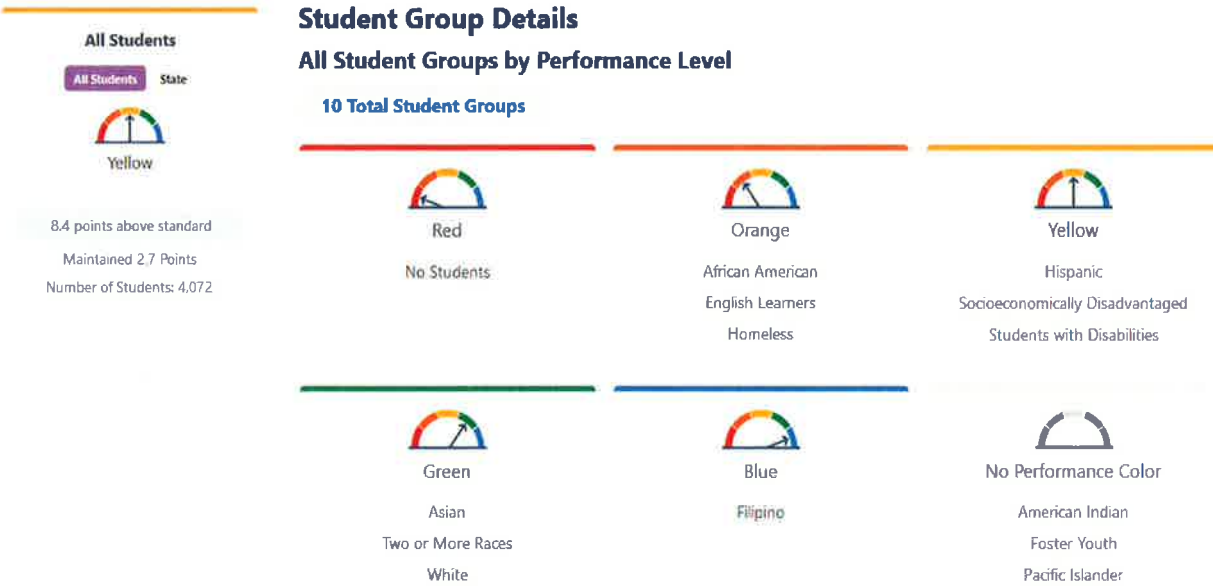
English Language Proficiency Assessments for California Results

Level 4 - Well Developed	34.4%
Level 3 - Moderately Developed	37.8%
Level 2 - Somewhat Developed	19.2%
Level 1 - Beginning Stage	8.5%

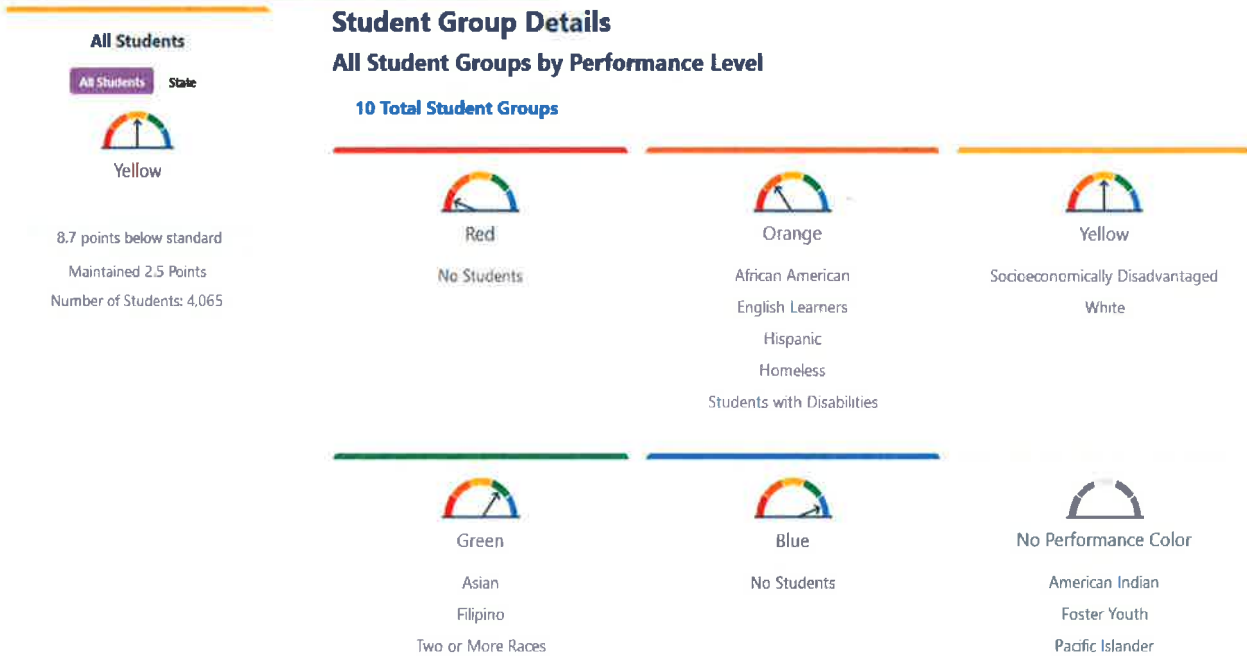
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Dr. Pierce provided an overview of the performance level colors in ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

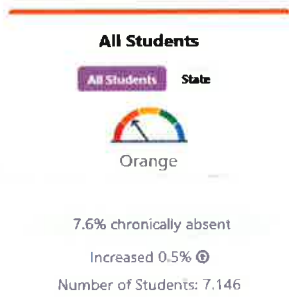
English Language Arts



Mathematics



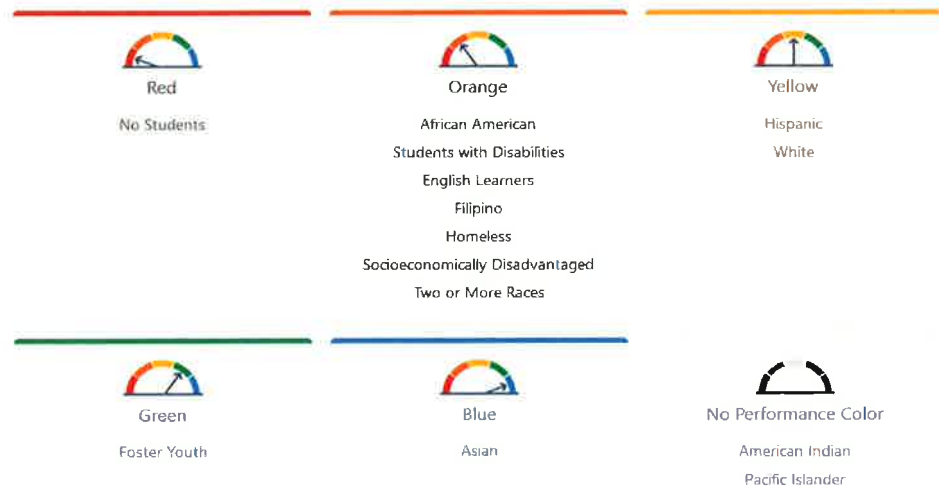
Chronic Absenteeism



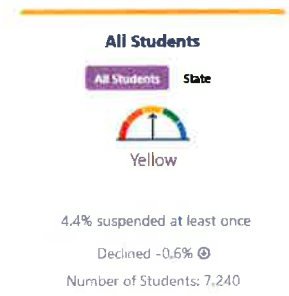
Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



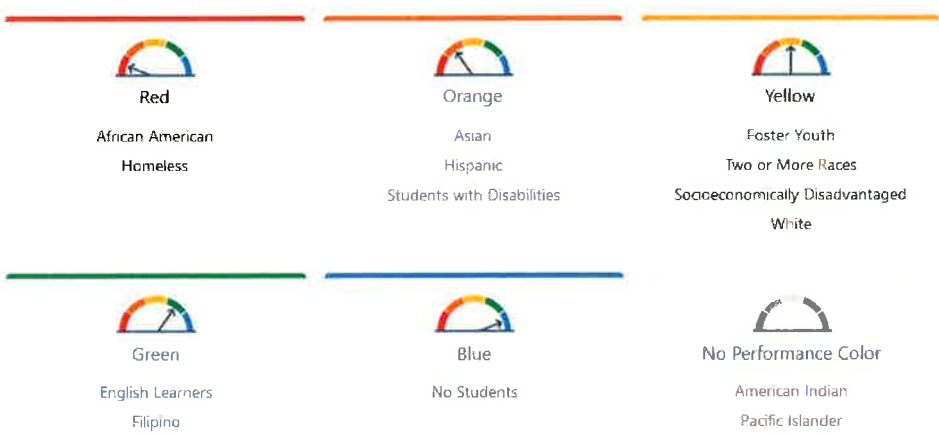
Suspension Rate



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Dr. Pierce shared the District is not identified for Differentiated support and explained the criteria to be identified for support, the same student group must meet the criteria in two different priority areas.

- Pupil Achievement (Priority 4)
 - Red on both English language arts and math tests, or
 - Red on English language arts or math test and Orange on the other test, or
 - Red on the English Learner Progress Indicator (EL student group only)

- Pupil Engagement (Priority 5)
 - Red on Chronic Absence Indicator
- School Climate (Priority 6)
 - Red on Suspension Rate
- Local Indicators (Priority 1, 2, 3, and 7)
 - Not met for Two or More Years (all student groups are deemed as not meeting that local indicator)

Dr. Pierce explained statistics for San Diego County were as follows:

- This year, 50% of San Diego County school districts are identified for Differentiated Support
- 25% of San Diego County schools districts were identified for Differentiated Support in 2017
- Santee School District was not identified for Differentiated Support in 2017 or 2018
- Districts may exit support the following year if they do not meet the criteria for support

Dr. Pierce shared the District has great parent resources on the website for the Dashboard. Principals are using these tools with their School Site Councils and PTAs. District Administration met with Principals and explained the Dashboard and their school Dashboards to share with staff and parents. This information is included in the LCAP and this year schools will be including in their School Plans for Student Achievement.

C. PUBLIC COMMUNICATION

President Fox invited members of the audience to address the Board about any item not on the agenda. There were no public comments.

D. CONSENT ITEMS

President Fox invited comments from the public on any item listed under Consent. There were no public comments.

- 1.1. Approval of Minutes
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Approval/Ratification of Expenditure Warrants
- 2.3. Approval/Ratification of Purchase Orders
- 2.4. Approval/Ratification of Revolving Cash Report
- 2.5. Acceptance of Donations, Grants, and Bequests
- 2.6. Approval/Ratification of General Service Agreements
- 2.7. Approval/Ratification of Agreements for Mileage Reimbursement In Lieu of District Transportation
- 2.8. Authorization to Disseminate a Request For Bid #1920-090-01: Commodities, Non-Commodities, and Grocery/Snack
- 3.1. Administration of the Speak Up National Research Project Survey
- 3.2. Approval of Nonpublic School Individual Services Agreement with Excelsior Academy for Nonpublic School Services
- 4.1. Personnel, Regular
- 4.2. Approval of Santee Collaborative Reinvestment Plan for the Use of LEA Medi-Cal Funds
- 4.3. Approval of 2019-2020 District School Calendar
- 4.4. Approval of Revisions to Van Driver Job Description
- 4.5. Approval of Short Term Positions
- 4.6. Approval of University of San Diego Research Project with Pepper Drive School

Member Burns moved approval of consent items.

<i>Motion:</i>	<u>Burns</u>	<i>El-Hajj</i>	<u>Aye</u>	<i>Levens-Craig</i>	<u>Aye</u>
<i>Second:</i>	<u>Fox</u>	<i>Fox</i>	<u>Aye</u>	<i>Ryan</i>	<u>Aye</u>
<i>Vote:</i>	<u>5-0</u>	<i>Burns</i>	<u>Aye</u>		

E. DISCUSSION AND/OR ACTION ITEMS

Educational Services

1.1. Approval of Low-Performing Student Block Grant Funds Plan

Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, explained the Low-Performing Students Block Grant (LPSBG) is a state education funding initiative with the goal of providing grant funds to local educational agencies (LEAs) serving pupils identified as low-performing on state English language arts or mathematics assessments; who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code (EC) Section 41570(d). She shared that as a condition of apportionment, a school district, county office of education or charter school shall develop a plan describing how the funds will increase or improve evidence-based services for the identified pupils to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. Dr. Pierce provided an overview of the plan and noted the following:

1. The goal is for students to reach standards attaining proficient status or better in English Language Arts and Mathematics.
2. The funds will support teacher professional development in balanced literacy, literacy intervention and Cognitive Guided Instruction in mathematics.
3. The funds will also be used for supplemental intervention instructional materials for English language arts and mathematics.

Funds will be allocated to LEAs based on an equal amount per pupil during the fiscal year 2018-19. The District has 320 students that qualify for these funds and the per pupil amount is \$1,976, which is a total of \$632,328. Member Burns moved approval.

Motion:	<u>Burns</u>	El-Hajj	<u>Aye</u>	Levens-Craig	<u>Aye</u>
Second:	<u>El-Hajj</u>	Fox	<u>Aye</u>	Ryan	<u>Aye</u>
Vote:	<u>5-0</u>	Burns	<u>Aye</u>		

Human Resource/Pupil Services

2.1. Ratification of Employer-Employee Collective Bargaining Tentative Agreement between Santee School District and Santee Teachers Association (STA)

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, presented the Employer-Employee Collective Bargaining Tentative Agreement between Santee School District and Santee Teachers Association (STA) for ratification. He explained the STA ratified the tentative agreement as follows:

- 1.0% increase for 2017-2018 salary schedule effective July 1, 2017
- 1.0% off-schedule payment, calculated on base pay paid as a one-time lump sum amount for the 2017-18 work year.

Member El-Hajj moved approval.

Motion:	<u>El-Hajj</u>	El-Hajj	<u>Aye</u>	Levens-Craig	<u>Aye</u>
Second:	<u>Burns</u>	Fox	<u>Aye</u>	Ryan	<u>Aye</u>
Vote:	<u>5-0</u>	Burns	<u>Aye</u>		

2.2. Approval of Additional Compensation Per Employer-Employee Collective Bargaining Agreement Clause Between Santee School District and California School Employees Association and its Chapter #557 (CSEA)

Tim Larson, Assistant Superintendent of Human Resources/Pupil Services, presented the Additional Compensation Per Employer-Employee Collective Bargaining Agreement Clause Between Santee School District and California School Employees Association and its Chapter #557 (CSEA) for approval. He shared the District's and CSEA's tentative agreement for 2017-18 was ratified on March 20, 2018. Mr. Larson explained the tentative agreement for Article 17, Compensation, included language with respect to receiving the same compensation for the 2017-18 school year that is received by any bargaining unit. The additional compensation is as follows:

- 1.0% off-schedule payment, calculated on base pay paid as a one-time lump sum amount for the 2017-18 work year.

Motion: <u>El-Hajj</u>	<u>El-Hajj</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second: <u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Ryan</u>	<u>Aye</u>
Vote: <u>5-0</u>	<u>Burns</u>	<u>Aye</u>		

Superintendent

3.1. Approval of Management and Confidential Employee Salary Increase

Superintendent Baranski shared she was presenting the Management and Confidential employee salary increase for Board consideration. She explained the increase was the same as the other employee association compensations.

- 1.0% increase for 2017-2018 salary schedule effective July 1, 2017
- 1.0% off-schedule payment, calculated on base pay paid as a one-time lump sum amount for the 2017-18 work year.
- No increase to health benefits cap

Member El-Hajj moved approval.

Motion: <u>El-Hajj</u>	<u>El-Hajj</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second: <u>Burns</u>	<u>Fox</u>	<u>Aye</u>	<u>Ryan</u>	<u>Aye</u>
Vote: <u>5-0</u>	<u>Burns</u>	<u>Aye</u>		

F. BOARD POLICIES AND BYLAWS

President Fox presented the second readings for approval; and noted the first readings. With one motion, Member Burns, moved approval of Items F.1.1., 1.2., 1.3, and 1.4.

1.1. Second Reading: Revised Board Policy 5144.1, Suspension and Expulsion/Due Process

Revised Board Policy 5144.1, Suspension and Expulsion/Due Process was presented for a second reading and request for approval. Member Burns moved approval.

1.2. Second Reading: Revised Board Policy 5131, Conduct

Revised Board Policy 5131, Conduct was presented for a second reading and request for approval. Member Burns moved approval.

1.3. Second Reading: Revised Board Policy 6163.4, Student Use of Technology

Revised Board Policy 6163.4, Student Use of Technology was presented for a second reading and request for approval. Member Burns moved approval.

1.4. Second Reading: Revised Board Policy 5030, Student Wellness

Revised Board Policy 5030, Student Wellness was presented for a second reading and request for approval. Member Burns moved approval.

Motion: <u>Burns</u>	<u>El-Hajj</u>	<u>Aye</u>	<u>Levens-Craig</u>	<u>Aye</u>
Second: <u>Ryan</u>	<u>Fox</u>	<u>Aye</u>	<u>Ryan</u>	<u>Aye</u>
Vote: <u>5-0</u>	<u>Burns</u>	<u>Aye</u>		

1.5. First Reading: Revised Board Policy 6170.1, Transitional Kindergarten

Revised Board Policy 6170.1, Transitional Kindergarten, was presented for a first reading.

1.6. First Reading: Revised Board Policy 6190, Evaluation of the Instructional Program

Revised Board Policy 6190, Evaluation of the Instructional Program, was presented for a first reading.

1.7. First Reading: Revised Board Policy 3290, Gifts, Grants, and Bequests

Revised Board Policy 3290, Gifts, Grants, and Bequests, was presented for a first reading.

1.8. First Reading: Revised Board Policy 4354.1, Early Retirement Health Benefits for Management/Confidential Employees

Revised Board Policy 4354.1, Early Retirement Health Benefits for Management/Confidential Employees, was presented for a first reading.

G. EMPLOYEE ASSOCIATION COMMUNICATION

Lori Meaux, Past Santee Teachers Association President, expressed her appreciation to the Board for their collaboration during her tenure as President. She is now Vice President and continues to work closely with the current President, Melanie Hirahara. Mrs. Meaux addressed the Employee Association Communication. She explained staff is asked to present something great and current struggles; and are not being directed on what to say. Mrs. Meaux mentioned she has noticed their message is similar to what had been presented the prior year. She explained this is something that is a current struggle for teachers and that is why they may hear it repeatedly. Mrs. Meaux asked that the Board not feel frustrated because Association members feel like they are being listened too.

Mrs. Meaux congratulated Members Fox, Burns, and Ryan for their re-election and expressed her gratitude for their service. She mentioned the Association feels they have a Board that works really well with them. Mrs. Meaux shared that as they continue in a year with an open contract, and full negotiations, the Association has confidence that they will be able to work together. She expressed the Associations gratitude for working with Superintendent Baranski and explained the Association feels like she has opened the doors of communication. Mrs. Meaux mentioned that knowing their own voices are being heard, as well as through the Superintendent, helps the whole process.

Member Burns expressed his gratitude towards Mrs. Meaux for her tenure as President. He mentioned needing to clarify publicly that the agenda item reads "employee association communication." Member Burns shared that in his opinion, anything that is stated in this section is from the Association. As such, if something is being shared, in during this time that is not the view of the Association, it is not the being reflected in that manner on the meeting minutes. Member Burns mentioned he was approached by various people about the question he posed at the prior meeting. He clarified that he purposely asked the question because to him, this was the Association telling him they prefer smaller class sizes over salary. Member Burns explained this is the time for dialogue between the Association and the Board, not individual teachers. He shared interpreting this dialogue as a concern or priority for the Association. Member Burns clarified he was speaking on his behalf and not on behalf of his colleagues. Mrs. Meaux expressed his gratitude towards Member Burns for his feedback. She explained this practice is something new for them as well and they are looking at the process. Mrs. Meaux shared having a conversation with Superintendent Baranski about having teachers speak after their school's spotlight, but did not want to put a cloud over the school's presentation. Member Burns shared appreciating hearing from the Association; and wanted to clarify his interpretation that this is the Association's time, not a teacher's. Mrs. Meaux shared having a conversation with Mrs. Hirahara about the intent of this item, after the last meeting. She mentioned they both agreed this was not what they envisioned for this time and expressed her appreciation for having this dialogue to clarify.

H. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Superintendent Baranski shared the next steps for the Strategic Planning Focus Group #3; and provided an update on the Board Room technology and infrastructure.

Member Levens-Craig noted the next District Advisory Council meeting is scheduled for February 14; and shared her concern on attendance because of the date. She expressed her gratitude towards the District and Chet F. Harritt for hosting the Chamber group. Member Levens-Craig shared attending Lantern Crest Senior home with Chet F. Harritt students and noted the students handed out handmade Christmas cards to the residents and went around asking them about their favorite holiday memory. She shared they enlightened the residents' faces. Member El-Hajj commended Principal Hicks and Joey Sutera, teacher for organizing this event.

Member Burns shared he has noticed school site administration is coming out of their comfort zones. He explained that at Cajon Park, if the students reached their Santee Santas fundraising benchmark, School Administration would get silly stringed by the students. Member Burns shared each K-6 class at Cajon Park selected a student to silly string Principal Dobbins and Vice Principal Benedetto. He shared this is a great way a connection is made with the students and commended Principal Dobbins and Vice Principal Benedetto.

I. CLOSED SESSION

President El-Hajj announced that the Board would meet in closed session for:

1. **Conference with Labor Negotiator** (Gov't. Code § 54957.6)
Purpose: Negotiations
Agency Negotiators: Tim Larson, Assistant Superintendent
Employee Organizations: Santee Teachers Association (STA); and
Classified School Employees Association (CSEA)

2. **Public Employee Performance Evaluation** (Gov't. Code § 54957)
Superintendent

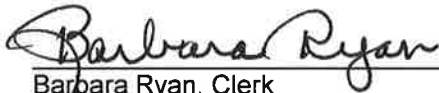
The Board entered closed session at 8:32 p.m.

J. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 9:50 p.m., and no action was taken.

K. ADJOURNMENT

With no further business, the regular meeting of December 18, 2018 was adjourned at 9:50 p.m.



Barbara Ryan, Clerk



Dr. Kristin Baranski, Secretary