

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

September 1, 2020
MINUTES

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

A. OPENING PROCEDURES

1. Call to Order and Welcome

President Burns called the meeting to order at 7:02 p.m.

Members present:

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

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

2. District Mission

President Burns welcomed those in attendance and recited the District Mission; and led members, staff, and audience, in the Pledge of Allegiance.

4. Approval of Agenda

President Burns presented the agenda for approval. Member Fox moved approval.

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

B. REPORTS AND PRESENTATIONS

1. Superintendent's Report

- 1.1. Developer Fees and Collection Report
- 1.2. Use of Facilities
- 1.3. Enrollment Report

2. Distance Learning Update

Superintendent Baranski shared a seven-minute video portraying the steps Educational Services staff has taken to prepare for distance learning. Dr. Stephanie Pierce, Assistant Superintendent of Educational Services, shared the video spotlights staffs' unrelenting commitment to serving our educational community. She explained their understanding of how schooling takes place has changed in a rapid manner; and their hopes and that upon the students return, we return better than before from all of our learning during this time. Dr. Pierces noted that the constant remains the same of serving a learning community and their charge is to ensure children are learning. She explained teachers have embraced this new responsibility to impact learning with optimism even through a distance. Educators motivate students to engage in activities that make the struggle of learning joyful and they grow a love for learning. Dr. Pierce shared the Educational Services department is deeply committed to serving our educational community with a

mindset of empathy, compassion and determination that we can impact student learning even from a distance.

Dawn Minutelli, Director of Curriculum, shared educators are naturally lifelong learners, and this has never been more evident than the past few months. She explained the curriculum team surveyed teachers to determine needs and we have offered sessions around engagement, learning platforms, tips and tricks for teaching in a distance learning format, and a menu of options for self-paced learning. Each of the sessions offered were grounded in best practices for instruction. Just like in the classroom, it focused on providing opportunities for students to collaborate, and to make learning visible. Recent survey data showed teachers would like more support with adapting our core curriculum to a virtual environment, building culture in a virtual environment, increasing student engagement and using screen casting to enhance instruction. She noted the Educational Services team will continue to provide ongoing training in these areas and continue to plan professional learning opportunities to meet the needs of all staff.

Dan Prouty, Director of Educational Technology, shared students have a wealth of core digital learning programs (i.e., Wonders, Math Expressions, Savvas History-Social Science, College Preparatory Mathematics, and Amplify English Language Arts). He shared the purchase of iReady math and reading, will serve as a screener to determine student need and provide personalized learning pathways based on assessment data. iReady will supplement the core curriculum, and will be a piece of student's asynchronous/independent learning time. Mr. Prouty explained Lexia, a reading program, targets essential skills students need to be readers, and assesses each student and designs an individualized pathway based on need.

Bonner Montler, Director of Data and Assessment, explained teachers were provided a grade level specific assessment calendar to measure student performance status, and report on areas of strengths and potential areas of learning loss. He shared diagnostic reading and math assessments will be conducted early in September and throughout the year to help teachers plan instruction. Mr. Montler explained all assessments could be administered on-line during school closure with the exception of the BAS reading assessment. He noted Smarter Balanced now allows for the remote test administration of all interim assessments.

Mimi McGinty, Director of Special Education, noted the Special Education Department provided Extended School Year through distance learning this summer. She shared over 200 students attended, which allowed 12 special education teachers additional experience and practice with distance learning. Ms. McGinty explained that at the start of the 2020-2021 school year, after the establishment of SB 98 regulations, the special education department created a tracking tool for each service provider to track service minutes, communication with parents and student engagement. On 8/18, at the annual special education staff welcome back meeting, Distance Learning professional development breakout sessions were offered in the following areas:

- SeaSaw Interactive Training
- IReady through Distance Learning
- Implementing Read 180 and System 44 through Distance Learning
- Creating a Bit Emoji Classroom
- Teletherapy for Speech Pathologists
- Supporting students with Moderate/Severe Disabilities through distance learning

Bernard Yeo, Director of Technology explained an important component of Distance Learning is technology; and noted the District has a comprehensive system to address technology throughout our school district for our staff and students. He explained the District has extended this comprehensive system to support students for distance learning at home. All Santee School District students have access to a personalized iPad to use for learning at home. He explained that to support our families in navigating the use of technology, a computer technician is dedicated to help families with technical issues; and built a Parent Support website with information on systems, apps, and support. Mr. Yeo

noted the District has addressed barriers for internet connectivity for our families with several internet options; and added the Technology team stands ready to serve.

Mike Olander, Director of Pupil Services, shared monitoring and providing support for student engagement is critical for our students, especially during these times. Consistent engagement allows for maintaining a flow of curriculum and academic building blocks. He noted the daily live interactions hosted by our teachers and other school personnel are especially important for monitoring the safety and well-being of children. Mr. Olander explained that as a District, Santee have taken great measures to connect with our students and families in order to identify barriers and provide support for academic, social, emotional and physical needs. He noted that for both distance and in-person learning, the Santee School District uses a multi-tiered system of supports to establish good attendance patterns for our students, as well as to support families who have barriers leading to unsatisfactory attendance. Mr. Olander shared the Pupil Services and Community Collaborative Departments work with the school sites, counselors, and families to provide community and agency resources to support our families and students.

Meredith Riffel, Community Collaborative Director, shared more than 2500 students took the Learning from Home Survey last May. She explained this data, along with the Panorama Survey, which will be administered to Parents, Students and Staff this year, enables us to assess and provide for the social emotional needs of all students. Ms. Riffel explained using tiered levels of support. She shared the Second Step Curriculum is the Social and Emotional Learning program taught to all students by their teacher, a tier 1 intervention. Counselors will connect with all students and provide tier 2 level services for students assessed as having a greater need. Tier 3 resources will be primarily referred to community resources that can offer the therapeutic services students and their families may need. Mrs. Riffel explained distance learning allows parents and the community to become more connected to their child's teacher and the ability to see the learning that is taking place in the virtual classroom. Research shows that greater family participation leads to better academic outcomes for all students. Counselors, collaborative partners Santee School District will offer parent programs virtually much like the popular Coffee with the Counselor programs offered last spring. She noted that together, we can support all students and families and expect a much closer community connection to schools in Santee.

Superintendent Baranski shared her gratitude towards the entire District staff, and parents, for making distance learning possible for all students. She shared it has afforded everyone an opportunity to learn and a different connection for parents in their children's education.

Member El-Hajj shared speaking to some parents whose student(s) still had not been issued iPads. Superintendent Baranski asked that parents call their school if they still do not have an iPad. Member El-Hajj referenced the on-going survey for teacher professional development and inquired how often it was solicited. Dr. Pierce explained she was unsure how it was articulated, but was sure offerings could be based on current need. She noted the long-term distance-learning teachers were recently being surveyed on curriculum content need. Dr. Pierce shared that all prior professional development trainings were recorded and posted online for reference.

Member Levens-Craig noted the public comments mentioned a teacher not having an iPad issued. Dr. Pierce noted that issue had been addressed.

C. PUBLIC COMMUNICATION

President Burns explained that given the current circumstances with COVID-19, the public was given the opportunity to submit comments online or by phone prior to the meeting. There were 16 comments from the public; of which two were anonymous. Copies of the comments were provided to the Board and Superintendent prior to the meeting; and posted on the School Board Meetings website for public review. President Burns acknowledged the receipt of the following comments during the meeting and explained being public meeting, anonymous comments would not be posted.

ID	Name2	Representing	Public Comment(s)
1	Andrea Reyes-Purpero	Love Reyes-Purpero	<p>Hello Board Members & Superintendent Dr. Baranski - I am writing in regards to the upcoming votes on the AM/PM model. I find that there are more convenient options for families specifically regarding commuting children to school around working schedules. Has the board considered a hybrid model in which the children would go to school a few days per week with Friday being an open day for students to seek help. I feel this may satisfy the need to have half of the school occupied for covid distance purposes. Also it will provide a more efficient schedule for cleaning the school particularly if the students go consecutive days. For instance, half of the children on M/T and half of the children attend W/Th. The idea of an AMPM cleaning schedule seems like an unnecessary waste of time and inefficient for custodial work. It may even save money in the sanitary budget. An AMPM schedule may overwhelm our project safe which has limited capacity. It seems less complicated to enforce, the students get a concentrated amount of time in those two days and can come back on Friday for help if necessary. The teachers will get longer class time with students in a pattern that they are more used to then breaking up the timeframes into smaller windows. Curriculum may be affected as the lessons are already planned for a full class period. Parents can focus to help the students with distance learning a few days per week instead of trying to create a 5 day asynchronous schedule. As a working single mom, this AM/PM schedule idea would be difficult to achieve on my own. I hope the board strongly considers full days back in class like Grossmont Unified. It makes more sense for working families, teachers, staff and safety from covid.</p>
2	Karen Smith	Our child and his school community	<p>I urge the Santee School District to consider a return to physical classrooms with extreme caution. As the parent of a middle school child, I am highly concerned about the conditions in the middle school buildings with respect to the possible transmission of the Coronavirus. The Santee Middle school buildings do not have windows that open. This essential creates the same conditions as an indoor shopping mall. I would not feel safe allowing my child to return to a Santee Jr High building unless the same restrictions are in place that are currently guiding the operations of indoor shopping malls. Factoring in the normal behavior of middle school students, even the parameters guiding adults in a shopping mall leaves enormous room for error with regards to students removing masks, and coming into closer contact with each other than they are directed to do. We elected for the return to physical school option for our child this year because that is ultimately where he will thrive. However, we had to make this decision before the plans for a return to campus were fully developed. We made this decision trusting that the Santee School District would not be allowing our child to return to campus under unsafe conditions. We have trusted the Santee School District to provide a safe and enriching learning environment for our children for the past nine years. I am hoping that we can continue to do so.</p>
3	Jean Brittain	Gavin Brittain	<p>HelloEveryone, I have been very involved in my child's education and a very active parent involved in my child's school. I am very concerned with the plan that is being put into place for our students. I chose the option of distance learning and returning to school when safe this year. I chose this option with great hesitation because my child interacts with his grandmother who has cancer and is immunocompromised. Since my son is an 8th grader who has attended his school for 9 years and is hoping to have a promotion celebration in the spring, I chose this plan. This is the only reason I chose this plan and not the long term distance learning. I am now worried about the return to school for many reasons. First and foremost, safety is such a concern to me and I hope that all the plans included in safely returning to campus take those precautions to the extreme. This includes the opening on Sept. 28th and potentially the Nov. 9th for full time. Second, is the am/pm model being a hardship for working parents. With the disruption in a working schedule to pick your child up at 10:30 AM from school with the am model or to drop your child off at school for the pm start time of 11:25 AM. This is a</p>

very inconvenient hybrid model. I wish the district and superintendent would consider a more practical model for working families. This is being done at many other schools in our area and seems like the right thing to do for our school community. My hope is that those working hard to come up with the best plan will consider a plan that includes two full days on and two off and a Friday with office hours for extra help with learning. I feel a model like this will help the teachers, students and families to be able to accomplish the best learning opportunity during this pandemic and get the opportunity to be on campus again. This plan would also eliminate the rush of trying to clean classrooms in between the am and pm times. It also gives the students a full day at schools with some similarity to normalcy. This would be more beneficial to the mental health of the students. I feel that it gives teachers plenty of opportunities to access students and see who needs interventions and who needs monitoring for situations that are not ideal at home. Overall, I feel that this would best benefit everyone involved and should be considered. I also hope you are reconsidering opening full time the week of Nov. 9th since we will only have 9 days of school before Thanksgiving vacation and then returning to school with the potential of families traveling during that time it may be hard to control the increase in Covid cases after the break. I have been extremely involved in this Safe at School Reopening Plan and have asked many questions and have actively listened to many of those involved. I feel that in all my questions I have never been given a solid answer to how this am/pm hybrid model will work. I feel now is the time to make a change and come up with a more innovative idea that will accommodate more families and not inundate our project safe programs with more students because parents will be unavailable in the middle of a work day to stop and pick up a child or drop off a child. Please think about our school community and what they are asking for before you make your final decisions. Thank you.

4 Candace Schmitthenner Long-term Distance Learning

When we disenrolled from our school and selected distance learning for the year, it was with the understanding that we would have the full support of the District and access to an equivalent education, albeit from a remote setting. Unfortunately, what we've experienced is a District that is treating our distance-learning students as second-class students. For starters, the District was completely unprepared for the beginning of the school year for distance learners. When we came to pick up our materials (and waited 45 minutes to do so) we saw many "on-campus" students who were given supplies, textbooks, and all other items needed to commence their school year remotely. Yet we were given only an iPad for both of our children. One of them just received her textbooks at the end of the second week of school, and the other has yet to receive any textbooks. Even worse, we commenced the school year only to learn that our daughter's teacher didn't even have a school-issued iPad, which prevented her from effectively communicating with the kids. In fact, we are now in our third week of school and the teacher still doesn't have a school iPad, which prevented her from pushing apps to the students' iPads, which in turn prevented the students from being able to do math as scheduled today. We've heard that the teachers assigned to long-term distance-learning students didn't even have the students' files. How is it that the District was so unprepared that it didn't have textbooks ready for those who selected distance learning? Or even have an iPad for the teacher? Or have the students' files accessible to the teachers? Our suspicion is that it goes far beyond mere unpreparedness, and really reaches a level of disinterest towards those who did not choose to physically return to campus this year. We were also led to believe that there would be one administrator effectively in charge of the long-term distance-learning program, providing consistency throughout the program. There is not. Because of his teacher assignments, our seventh-grade son has teachers from two different schools, so we are now attached to two different schools with two different principals and other administrators. We are now hearing that materials are going to be picked up from different schools. Plus, our daughter is assigned to yet a third school. This creates confusion over basic everyday issues. Who do we call if our child is going to be sick/absent? Is there a parent handbook for the program? The teachers are working hard to teach our children and

			are doing their best. Unfortunately, they've been held back by a District that hasn't given them the most basic tools and training they need to succeed, apparently because the District has been solely focused on the so-called "returning" students.
5	Igor Sfiligoi		I disagree with the proposed re-opening timeline for return to in-person school attendance. All grades should start in-person attendance (AM/PM mode) as soon as possible; delaying most classes until Sept 28th is not acceptable. The School district has always asserted that in-person would be resumed as soon as allowed, and it is allowed starting today. Delaying by a week is more or less acceptable; delaying by a month is not. I thus strongly encourage the Santee School District to alter the plan and have all of the grades (K-8) re-start in-person education next week. Note: My daughter is attending 3rd grade.
6	Loredana Battisti	Emily Sfiligoi	I disagree with the school decision to start school for grades 1-8 on September 28th. I believe the start date should be as soon as possible. Thanks for your attention.
7	Cameron Williams		When the Santee community expressed a need for long-term distance learning, you wisely and compassionately responded with a plan to meet their needs. Approximately 800 students have committed to distance for the entire year due to concerns of safety. To meet that need, Santee teachers stepped up and said "I too have safety concerns and will teach these students." Now the time has come for students to return to campuses. My wife and I have both chosen to be distance teachers all year, but our campus is about to be flooded with 700 students daily while we barricade ourselves in our classrooms all day. Isn't it time to trust our professionalism and respect our concern for our own families as much as you have respected the concern of students and their parents? Please consider a plan for location flexibility for long-term distance teachers.
8	Amber		To whom it may concern, My name is Amber and both of my children attend Carlton Hills Elementary. I am writing this letter in hopes my voice/opinion will be heard. I am a single Mother that works from home, and to say that virtual/distance learning and working from home is a balancing act is an understatement. I understand that we are trying to keep our children and teachers safe during this pandemic, however if we are in the process of evaluating what onsite learning will look like I hope that the individuals making the decisions are also considering the perspective of working parents. It was brought to my attention that our Educational Board is thinking of implementing an AM and PM schedule for each day of the week, meaning our children would be at school 2 hours per day. This would make it very difficult for my (and others) work schedule, and would mean that the kids would come home with extra work everyday to do on their own. I would like to mention that the assignments that are required to be completed after "LIVE" sessions cause so much tension in our household that half the time it's not even worth the battle, which means my children are not receiving proper education. In my opinion, the ideal onsite plan would be for my children to attend 2-3 full days per week, and the remainder of the week can be virtual/distance learning. This would give me a couple of full days to dedicate to working and the remainder of the week I could balance a flex work schedule. I really need the help, and cannot afford to sign my children up for Project Safe. I hope that this letter does not come off as I am only concerned about "My situation", when in fact I have friends that are also in the same situation and feel the same. We are living in crazy times and I understand we are all trying to do the best we can. I appreciate your time and consideration! -Amber-
9	Janine		
10	Julie Boerman	Teacher	The Rady's video that was shared by the district recommended partitions on student desks, will the district be providing these for the return to in person learning?
11	Stacey Kneeshaw	Parent of a child with special needs	The deficits in learning, specialized therapies, and socialization for students with special needs has been devastating for many families, including ours. The regression we have seen in our son since March 2020 has set him back in his development and social skills. We have not been able to access any therapies privately or through public organizations due to the ban on in person treatment. We highly encourage the Board to consider in

			<p>person instruction and therapies for students with special needs at the earliest possible date. We are advocating for a start date for Special Education K-8 of 9/8/20. Additionally, when the students do return it is important that all services on the IEP be offered in person while following appropriate CDC guidelines.</p>
12	Matt Marsman		<p>I wanted to take an opportunity to publicly thank Laura Barker for her work with assisting her fellow teachers with remote video conferencing in Teams. Laura has given countless hours of her time answering questions while raising their confidence and spirits. Thank you Laura for all that you have done for Santee Teachers and Students.</p>
13	Robin Larson	teachers	<p>Board Members, In the Student Dictionary there are no fewer than 7 definitions of the word "school". That doesn't include fish, or the use of the word as an adjective. Only one of those definitions mentions school as a classroom. At this moment of dramatic societal upheaval requiring all of the innovative and creative thinking we are capable of, all of the imaginative and purposeful use of the many resources available to us, you insist on proceeding with this one narrow and limiting definition of the word. It would appear that you are more interested in "classrooming" children than in "schooling" them. It is a disappointment that you have neither trusted in nor invested in your educational staff in robust and thorough preparation for rigorous online teaching. You sent us all the Distance Learning Playbook, in which the authors firmly posit that Distance Learning, rather than being an inferior educational platform until we can get back to "normal", but a way forward that will dynamically transform the learning experience for teachers and students alike in ways that the classroom cannot. It will be not a singular definition of school, or just an augmentation of our educational system, but an integral component of 21st century learning. We are working hard with families and colleagues. We are not shirking from this steep digital climb, but embracing the opportunity as we move strongly forward. But then we'll have to stop again, apparently sooner than later, and become front line workers taking temperatures, monitoring illnesses like never before, disinfecting classrooms between cohorts - apparently during our lunch times - and spending less time teaching than we are now due to the fact that after we will have had two cohorts on our campuses for only part of their instructional time, who will tend to the critical asynchronous time? We have a safer way forward. Someone could make that tough call. I don't understand how, if we are supposed to be champions of elementary education, making decisions with our children's best interest at the forefront, why we would even think to put them in harm's way, all for the sake of being "classroomed" instead of "schooled". Robin Larson Teacher, PRIDE Academy</p>
14	Brad Adorador	Carlton Oaks Parent	<p>My wife and I would like to express our full support for the plan to allow students to go back to school "in-person". We believe that with necessary mitigations in place that our children will be safe enough from COVID-19 and know if there happens to be a breakout, the school district will have to respond in kind. Again, please consider allowing the children to be able to go back in person for their continued, experiential education vice continuing online schooling which we feel does not benefit them nearly as much. Thank you.</p>
15	Michael Swanson	Our Family	<p>Regarding Section F 1.1 Re-Opening of School Campuses, my wife and I are in favor of immediately re-opening campuses to in-person learning. Our kids attend Rio Seco where they have fabulous teachers and staff. While they are doing their best, the distance learning is not enriching our children and furthering their education at a pace that was commiserate with in-person instruction last year. Our kids are desperate to go back to school to learn from their teachers and interact with their classmates which is the best for their growth and education. Thank you.</p>

D. PUBLIC HEARING

1. 2020-21 Learning Continuity and Attendance Plan (LCP)

President Burns opened the public hearing regarding the District's proposed Learning Continuity and Attendance Plan. There were no comments. The public hearing was closed.

E. CONSENT ITEMS

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

Superintendent

- 1.1. Approval of Minutes
- 1.2. Approval of Memorandum of Understanding between Santee School District and Cox Communications California, LLC for Internet Services for Qualified Families Under its Connect2Compete Program
- 2.1. Approval/Ratification of Travel Requests
- 2.2. Acceptance of Donations, Grants, and Bequests
- 2.3. Approval/Ratification of General Services Agreements
- 2.4. Approval/Ratification of Expenditure Transactions Charged to District Issued Purchasing Cards (P-Cards)
- 2.5. Approval of Reimbursement for Special Education Services
- 3.1. Approval of Services Contract between Santee School District and San Diego County Office of Education (SDCOE) Regarding Participation in the California Regional Environmental Education Community Grant – pulled for separate consideration
- 3.2. Approval of Nonpublic Agency Master Contract with Xcite Steps ABA Agency
- 4.1. Personnel, Regular
- 4.2. Adoption of Resolution No. 2021-08 Reduce and/or Eliminate Classified Non-Management Positions
- 4.3. Approval of Short-Term Services Agreements

President Burns explained he would be abstaining from item E.3.1. Approval of Services Contract between Santee School District and San Diego County Office of Education (SDCOE) Regarding Participation in the California Regional Environmental Education Community Grant, as it posed a conflict of interest because of being employed by the San Diego County Office of Education. He turned the meeting over to Vice President Ryan for a vote. Member Fox moved approval of item E.3.1.

<i>Motion:</i>	<u>Fox</u>	<i>Burns</i>	<u>Abstained</u>	<i>El-Hajj</i>	<u>Aye</u>
<i>Second:</i>	<u>El-Hajj</u>	<i>Ryan</i>	<u>Aye</u>	<i>Fox</i>	<u>Aye</u>
<i>Vote:</i>	<u>4-1</u>	<i>Levens-Craig</i>	<u>Aye</u>		

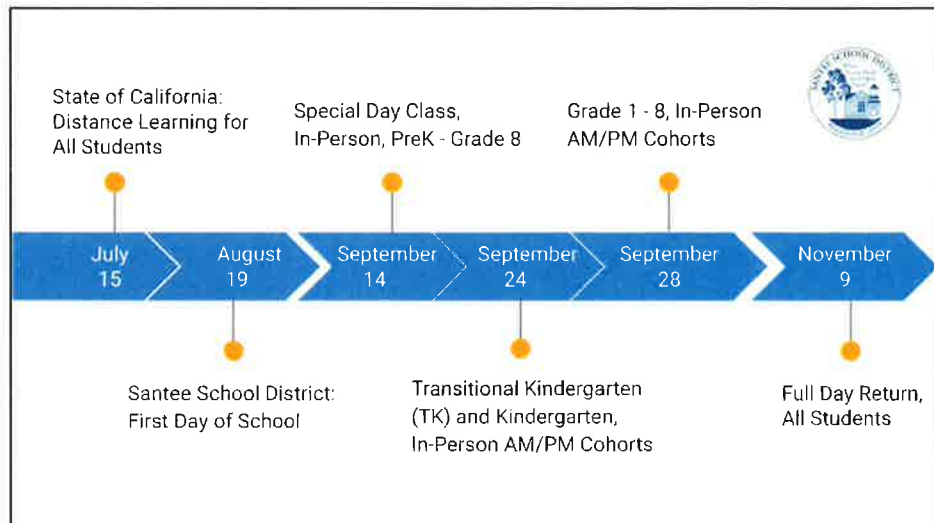
Member El-Hajj moved approval of the remaining Consent Items, with the exception of from item E.3.1. Approval of Services Contract between Santee School District and San Diego County Office of Education (SDCOE) Regarding Participation in the California Regional Environmental Education Community Grant.

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

F. DISCUSSION AND/OR ACTION ITEMS

Superintendent

- 1.1. Re-opening of School Campuses 2020-21
 Superintendent Baranski shared the District was in the process of working on the waiver for in-person instruction, when Administration learned it was being discontinued in anticipation of schools being able to reopen on September 1. She explained information was now being presented for the reopening of the school campuses for in-person learning as requested by 87% of the families that requested to return to the school campuses, once permitted; and noted 13% of the families would remain on distance learning. Superintendent Baranski discussed the recommended timeline for return to in-person instruction as follows.



She explained the proposed return date for special day classes was September 14 to allow those students who receive comprehensive support services (i.e. moderate to severe special needs students). Superintendent Baranski noted transportation routes and communication to parents, was currently pending. She shared teachers were recently notified on Friday of the proposed return and although there is a lot of work to be accomplished, she believed the teachers were ready to begin offering in-person instruction to these students on September 14. Superintendent Baranski proposed the start of the Transitional Kindergarten (TK) and Kindergarten (K) students for in-person am/pm cohorts, as of September 24; and explained these students were new to campus and needed time to acclimate before all rest of the students return. The remaining grades 1-8 students would return for in-person am/pm cohorts, as of September 28.

Superintendent Baranski noted the proposed hybrid am/pm cohort model was different from other districts; and explained why this was the best model for the children of Santee School District that offered daily in-person instruction. She explained that the parent survey noted some parents' needs for in-person instruction varied; and any model would be challenging for all parents. Superintendent Baranski expressed her belief this model was the best and safest way to bring students to in-person learning. She noted the recommended goal date for bringing back all students to a regular, full day of instruction is Monday, November 9. Superintendent Baranski explained that if the proposed timeline is approved, it would be 25 days distance learning for grades TK – K,; and 27 for days of distance learning for grades 1-8.

Member Levens-Craig asked what would hinder the proposed return date of November 9. Superintendent Baranski shared several factors like County and local conditions, positive and/or contact cases, etc., and the six weeks between the hybrid model and the full return to in-person would be another indicator.

Superintendent Baranski shared the District continues to follow the California Department of Public Health: School Industry Guidance, that include 1) hygiene practices; 2) student face coverings (preschool - grade 2, strongly encouraged; and grade 3 - 8, required, unless exempt); 3) staff safety; 4) cleaning; 5) same cohorts, smaller classes; 6) limited sharing; 7) education for families; 8) signs and symptom checking; 9) prevention/intervention; and 10) classroom or school closures.

Superintendent Baranski provided an overview of the am/pm hybrid model as follows and explained this model provides for 2.75 hours more of in-person instruction per week than a 2-day model; contains a consistent, daily structure and routine; and student training will include recess and lunch procedures when we transition to full-time instruction.

AM/PM Hybrid Model

- 11 - 15 students, stable cohort
- 2.75 hours daily, in-person instruction
- Model with the most in-person time
- Daily, independent practice
- Additional intervention and support staff services
- Classroom cleaning between cohorts
- Student training on procedures and expectations

Superintendent Baranski shared site administration has been working on creating the am/pm schedules for children using the following schedules; taking into consideration siblings, transportation, and other student factors. Superintendent Baranski shared the student hybrid model schedules would be posted on Friday, September 11 for families to view. She noted all this information would be posted on the District website.

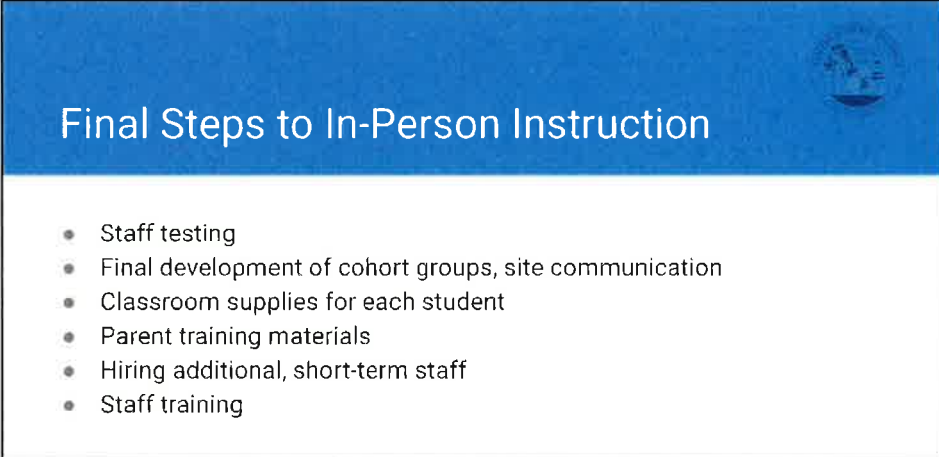
AM/PM Hybrid Model: Times

"AM Students", Cohort A	Cajon Park, Carlton Hills, Chet F. Harritt, Hill Creek, PRIDE Academy	Carlton Oaks, Pepper Drive, Rio Seco, Sycamore Canyon
Arrival/Gate Opens	7:30 AM	8:15 AM
Class Begins	7:45 AM	8:30 AM
Students Dismissed and Lunch Pickup	10:30 AM	11:15 AM
Cleaning of Classrooms	10:30 - 11:25 AM	11:15 - 12:10 PM

AM/PM Hybrid Model: Times

"PM Students", Cohort B	Cajon Park, Carlton Hills, Chet F. Harritt, Hill Creek, PRIDE Academy	Carlton Oaks, Pepper Drive, Rio Seco, Sycamore Canyon
Arrival/Gate Opens/Lunch Pickup	11:15 AM	12:00 PM
Class Begins	11:25 AM	12:10 PM
Students Dismissed	2:10 PM	2:55 PM

Superintendent Baranski explained final steps include the County working with the school districts to finalize the next steps for staff testing; the final development of a cohort groups and the site communicating student schedules to parents; classroom supplies for each student to avoid sharing; parent training material; hiring additional short-term staff, and staff training.



Final Steps to In-Person Instruction

- Staff testing
- Final development of cohort groups, site communication
- Classroom supplies for each student
- Parent training materials
- Hiring additional, short-term staff
- Staff training

Member Fox inquired on the time schedule for special-day class students. Superintendent Baranski explained the start date was for a full-day return of students; this would allow them to receive the services noted on their individual educational plans (IEPs). Member Fox noted the timeline provided a two-week notice to parents and asked if that was sufficient time for staff to execute. Superintendent Baranski shared her confidence in staff and their readiness to meet the proposed timeline. Member Fox inquired on the proposed November 9 start date. Superintendent Baranski shared the proposed timeline allowed six-weeks for preparation from the hybrid to the return to full-time instruction; and coincided with the beginning of the trimester.

President Burns inquired on cleaning between cohorts and keeping students and staff safe. Superintendent Baranski shared there are 55 minutes between cohorts, that will allow teachers to take a lunch break, and using short-term staff and campus aides to assist with classroom clearing. Superintendent Baranski explained that because of the hybrid model, every student will have their own desk and classrooms will only require cleaning of the most commonly touched items (i.e., door handles, etc.).

Member Levens-Craig inquired on the requirement of student facemasks and consequences for non-compliance. Superintendent Baranski shared a condition for attending in-person instruction is wearing a facemask. If a student were defiant, the teacher and/or site administrator would make contact with the parent. Member Levens-Craig clarified that site administration would support teachers if the students were not complying with the conditions; and Superintendent Baranski confirmed the District would follow the required guidelines established by the California Department of Public Health. Member Levens-Craig inquired on substitute teachers. Superintendent Baranski explained the Human Resources is being tasked with making sure consistent substitutes are working on each campus. Member Levens-Craig shared a few school districts had created a video for students on the new procedures they should expect when they return to campus; and in one school parents and students have to acknowledged having viewed it and aware of the procedures. Superintendent Baranski shared being contacted by a parent on making a similar video and would be working with staff on ideas for a video. Member Levens-Craig asked if the District was providing plexi-glass and face shields for teachers based on their comfort level. Karl Christensen, Assistant Superintendent of Business Services, confirmed the District is providing face shields and plexi masks upon request by all teachers; all items are in stock. Member El-Hajj confirmed that although plexi-glass is displayed in some videos, it is only recommended for student desks if they are within six-feet. Mr. Christensen confirmed plexi-glass is only necessary if the distance is within six-feet. Member El-Hajj noted the distance between students varies between 3-

6 feet, according to the different agencies; and confirmed the District is still allowing for 6-foot between desks. Superintendent Baranski explained the recommended distance between students varies by agency; and shared the California Department of Public Health does not provide a number of feet, and refers to the distance between students, "as practical" to create as much space for the students as possible. Superintendent Baranski shared the limited number of students in the hybrid model, will be an issue for social distancing. However, the District would be taking the proper precautions, upon full return to in-person instruction, to prepare for classes that would have higher number of students in the classroom by installing plexi-glass barriers, where needed. Member Ryan shared it was safer to have the same cohorts with the teachers than mixing them.

Member El-Hajj shared she does not understand the reasoning as to the every other month testing of staff; and inquired on consequences if staff is not tested. Superintendent Baranski shared the testing of staff every two months is what is being recommended and noted Administration had not discussed specific details of the recommendation. Member El-Hajj asked if it was mandatory to take the temperature of every child upon entry to campus. Superintendent Baranski shared it is not mandatory but a recommended practice; and noted it provides more assurance to staff, if implemented. Superintendent Baranski reiterated the importance of staff and students staying home when feeling ill.

President Burns asked about the process if during in-person instruction a class is required to close. Superintendent Baranski shared that class would transition into distance learning again with a substitute, if needed.

Member El-Hajj inquired on temperature screening procedures for each site. Superintendent Baranski shared the screenings would be conducted outside the classroom doors. She explained site administrators are working on plans to limit contact between cohorts. Site Administrators will facilitate the arrival of students on their first day to guide them to their classrooms and explain the procedures for temperature screening, lining up, etc. Superintendent Baranski reinforced the importance of keeping students home when they are sick. She shared there is an isolation ward at each school site, in the event a student would trigger/fail the symptom screening. Member El-Hajj asked if the testing at the gate had been considered. Superintendent Baranski shared that option had been considered and that there are procedures that continue to be negotiated. She continued to explain that upon considering the number of gates at each campus, the variance in student enrolment at each campus, etc. it was determined it was best to test outside of the classroom door.

Member Levens-Craig acknowledged that taking temperature, handwashing, etc., will impede into instructional time. She shared hearing different perspectives from teachers and parents. Member Leven-Craig explained these include some parents are comfortable with the District's reopening plans and want to transition from distance learning to in-person learning; and other parents who selected in-person learning are still not comfortable with students returning to campus; and the flexibility for both parents. Superintendent Baranski shared there are spaces available for in-person instruction; and encouraged parents to call the Educational Services Department to inquire on specific grade-level availability, wait lists, etc. Member El-Hajj clarified that if a parent decides to transition their student into a different instructional model, the student would most likely have a different teacher each time. Member Ryan shared the need to establish a timeline for parents to commit to an educational choice.

President Burns inquired about visitors on campus. Superintendent Baranski shared that even during the hybrid period, there will be limited visitors allowed on campus. President Burns confirmed siblings would be kept on the same cohort. Superintendent Baranski confirmed siblings would be on the same cohort. President Burns inquired on students being pulled from their instructional time for RSP services, etc. Superintendent Baranski shared the importance of school site coordination on assembling their schedules to allow for these type of services outside of their 2.75 hours of instruction. She clarified these services would be done virtually, to avoid the mixing of student cohorts. President Burns shared knowing that parents in the community are not teachers, and that the Board never thought it would be making these type of decisions. He noted there are

strong opinions on both sides and it is within the nature of the educational community to want to make people happy; knowing it is an impossible task. President Burns noted the District was adamant about giving the community and parents choices, knowing things will change. He shared the District would try to work with all parents, as allowed. President Burns shared some concerns, as the District goes forward to full opening with some of our larger classrooms. He clarified that in cases where classrooms require plexi-glass barriers, they will be installed and the proper precautions will be taken to make everyone safe. President Burns acknowledged everyone had a different comfort zone, and asked Administration to work with employees on requests that will make them feel safer in their work environment.

President Burns shared considering several hybrid models of instruction and noted the importance of students' daily in-person interaction with their teacher. He acknowledged the teachers' hard work during the distance learning. President Burns explained attending two full days a week equated to a loss of 2.75 hours of instruction per week; a full day of instruction in the current hybrid model.

Member Levens-Craig acknowledged members of audience wanted to address the Board. President Burns explained that due to the current meeting format, members of public wishing to address the Board were asked to do so prior the start of the meeting, as referenced on the meeting agenda. He encouraged members of the public to email the Superintendent and/or Board members.


Member El-Hajj echoed President Burns' sentiments of the selected hybrid model and understanding that there are other models available, but believing this one is one that affects students the most with more in-person contact with teachers, for the most minutes in week. She noted this is what works for Santee. Member El-Hajj shared teachers are working very hard during these uncertain times, and although they want every student to excel, she asked that everyone take a little bit of time to get a routine established. She noted the importance of everyone feeling comfortable being in the classroom; and importance of students knowing routines. Member El-Hajj shared a discussion was needed regarding the upcoming parent conferences and report cards; and the need for compassion towards teachers as they are teaching a hybrid model, preparing for parent conferences, and preparing for full-time return on a very short timeline. She shared not having a solution but suggested maybe conferences be held over a two-week period, as an example. Member El-Hajj noted that testing, during this period to collect trimester data, is also of her concern. She noted the importance of testing, but shared it should not be the only diagnostic for teachers during this time. Member El-Hajj noted her concern of special day students having to wear masks all day when they return to in-person instruction. Superintendent Baranski shared the upper-grade students are encouraged to wear masks but exceptions will be made, as needed. She noted some parents were already working with their doctors in anticipation for a full-day return. Superintendent Baranski noted staff would be thoughtful of this and encouraged outdoor activities where social distancing is possible; and noted this population would be on campus two weeks prior than the start of the hybrid model to acclimate. Member El-Hajj shared receiving various email from parents about start dates and referenced an email from a parent that eluded to waiting until after the effects of Labor Day to make a decision. Member El-Hajj noted she supported the fact that we were allotting sufficient time in between the holiday to start the hybrid model and full return. She shared her idea of phasing in the students by grades.

Member Ryan noted everyone is trying to make decisions with the best interest of the students; including the student educational needs and providing the necessary tools for staff. She noted being employed by an organization being deemed as "essential" and being considered an "essential employee." Member Ryan referenced the videos by the infectious disease doctors from Rady Children's Hospital. She explained one of their major responsibilities is that children are educated; and do what is possible to support staff to make sure this happens. She explained the video provided information from expert infectious disease physicians; of which one has been involved with the Center of Disease Control for over 30. Member Ryan explained the doctors assessed the balancing values of keeping the school closed versus reopening. She noted Rady Children's

Hospital has seen an influx of students on a daily basis due to social and emotional needs.

Balancing Values

<ul style="list-style-type: none">▶ Physical health of child, teachers, families and society in general	<ul style="list-style-type: none">▶ Educational needs of children▶ Social and emotional health of children and families▶ Economic needs▶ Nutritional services▶ Child protective services
School closure	School reopening



Member Ryan expressed her gratitude towards Superintendent Baranski for her presentation, and putting the procedures and protocols in place to protect the students and staff. She acknowledged receiving emails from parents, community members, and staff on the dangers of returning on campus; and the need to return to campus. Member Ryan referenced a case of a 9-year COVID infected child who was exposed by one of his parents. She explained this student attended three different schools, was in contact with about 80 other students and multiple teachers, and no one other than him became infected with COVID-19, after all of the close contact. She shared that although we hear about the spread through the news, scientists are confirming the spread is minimal. The scientists noted the most infections are traced to restaurants and bars; one of lowest being preschool facilities

Member Ryan reiterated that children are not the ones spreading the disease; and noted that Rady Children's Hospital is treating COVID patients and staff is in constant contact with multiple patients on a daily basis. She noted healthcare providers have been practicing what has been presented tonight: wash your hands, social distance, and wear facemask and/or face shield. Member Ryan shared her message to everyone is if you do those three things, the children and staff will be protected. She noted that despite the daily contact, no Rady Children's Hospital employee had tested positive for COVID-19, due to their work. Some employees have tested positive, but contact has been confirmed due to activities outside of work. Member Ryan shared she feels the District can do the same for their staff and students.

Member Ryan moved approval of Administration's recommended reopening timeline. Member El-Hajj inquired on her proposed suggestion of the varying starting dates for the lower grades. President Burns noted that he was comfortable moving forward on Administration's recommendation as presented.

- Tuesday, September 8 : State Preschool
- Monday, September 14: Preschool – grade 8, special day class students
- Thursday, September 24 – Friday, September 25, Entry of AM/PM cohorts, TK - Kindergarten
- Monday, September 28: Entry of AM/PM cohorts, students grades 1-8
- GOAL DATE: Monday, November 9: Full Day Return, All Students

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

Human Resource/Pupil Services

2.1. Ratification of Memorandum of Understanding (MOU) between Santee School District and Santee Teachers Association (STA)

Tim Larson, Assistant Superintendent of Human Resources, presented the Memorandum of Understanding between Santee School District and Santee Teachers Union Association for ratification. Member El-Hajj moved approval.

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

2.2. Ratification of Memorandum of Understanding (MOU) between Santee School District and California School Employees Association and its Santee Chapter #557

Tim Larson, Assistant Superintendent of Human Resources, presented the Memorandum of Understanding between California School Employees Association and its Santee Chapter #557 for ratification. Member Ryan moved approval.

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

G. BOARD POLICIES AND BYLAWS

President Burns noted items F.1.1., F.1.2., and F.1.3., were first readings. He asked Board members to contact Administration if there were any questions and/or concerns.

1.1. First Reading: New Board Policy 3555, Nutrition Program Compliance

1.2. First Reading: New Board Policy 3600, Consultants

1.3. First Reading: Revised Board Policy 5141.52, Suicide Prevention

H. EMPLOYEE ASSOCIATION COMMUNICATION

Melanie Hirahara, STA President, shared being busy with STA concerns and teaching from her classroom. She noted discussing pending concerns at the last meeting and hearing from other teachers that shared the same sentiments. Mrs. Hirahara shared these sentiments were not only her own, but from all Santee teachers.

Mrs. Hirahara explained that at the last meeting, she had shared some issues teachers were encountering; and noted Member El-Hajj had asked for an update on the progress. She acknowledged that at the last meeting, she referenced teachers not being properly trained as required in google needs or Microsoft teams prior to the start of school. She noted more trainings have been provided and teachers have stepped up and provided training for each other to help navigate the first few difficult days. Mrs. Hirahara shared parents were responsive and helpful in many ways. She shared that since the last meeting, technology has been communicating daily with teachers letting them know where they are in the process of technology; getting teachers resources, as needed; curriculum online, etc. She noted the communication has been very helpful to teachers with planning. Mrs. Hirahara added knowing what is happening makes teachers feel secure of where they are in the process, and assists with planning their curriculum.

Mrs. Hirahara shared she is very concerned with the lack of District-wide communication to teachers. She noted the importance of constant and continued communication about current procedures and policies. Mrs. Hirahara shared the importance of bringing teachers into the discussion as the District moves into the hybrid model. She noted an MOU has not even discussed for the hybrid model and noted this was essential to make sure safety protocols were

put in place and teacher workload is considered. Mrs. Hirahara shared teacher workload would increase with the implementation of the hybrid model.

President Burns expressed his gratitude towards Mrs. Hirahara and shared being glad to hear some of the concerns that were presented in the prior meeting had been addressed by the District. On behalf of the Board, he expressed their gratitude towards the teachers and all the hard work they have done to prepare for distance learning; and to all the employees that support the learning process.

I. BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS

Member Levens-Craig acknowledged the over 300 parents that attended the virtual meeting. She shared the importance of a parent's involvement in their child's education. Member Levens-Craig congratulated Mr. Christensen on the birth of his grandchild; and shared it was her granddaughter's eighth-month birthday.

President Burns shared his concern for parents of long-term distance learning students and having to contact several administrators to report an absence, illness, etc. He shared the idea of having a District Administrator be the contact for those parents, and provide parents and staff support. Superintendent Baranski explained that if a parent is having issues with their child, they should contact the teacher first and then the Principal at the site, if needed. For additional support, they would contact Mike Olander, Director of Pupil Services.

Superintendent Baranski shared the District is unable to create a different school for the long-term long distance students. She explained the District would have to apply to create another school to receive a school code, since the enrollment is reported on the California Longitudinal Pupil Achievement Data System (CALPADS). Superintendent Baranski noted the importance for teachers having support, teacher workspace, if needed. She explained some campuses, like PRIDE Academy, did not have any assigned long-term distance-learning teacher because of spacing limitations; and Chet F. Harritt and Sycamore Canyon due to construction. Superintendent Baranski shared the importance of making sure the process is communicated to the parents. President Burns shared he still did not like that, parents had various points-of-contacts; and noted issues like this, needed reassessment. He explained the whole process is stressful enough for parents, and teachers and the District should facilitate the process, as much as possible. President Burns referenced one of the public comments also addressed the issue.

J. CLOSED SESSION

President Burns announced that the Board would meet in closed session for:

1. **Conference with Labor Negotiator** (Gov't. Code § 54956.8)
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 8:51 p.m.

K. RECONVENE TO PUBLIC SESSION

The Board reconvened to public session at 10:05 p.m. and reported no action had been taken.

L. ADJOURNMENT

With no further business, the regular meeting of September 1, 2020 was adjourned at 10:05 p.m.


Etana Levens-Craig, Clerk


Dr. Kristin Baranski, Secretary