



# Santee School District

**SCHOOLS:**

- Cajon Park
- Carlton Hills
- Carlton Oaks
- Chet F. Harritt
- Hill Creek
- Pepper Drive
- PRIDE Academy  
at Prospect Avenue
- Rio Seco
- Sycamore Canyon
- Alternative  
Success Program

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

**BOARD OF EDUCATION  
REGULAR MEETING  
A G E N D A  
October 4, 2011**

**District Mission**

*Santee School District, supported by an involved community, an outstanding staff, and a shared vision, assures a quality education that supports students in achieving academic excellence and in developing life skills needed for success in a diverse and changing society.*

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<b>A. OPENING PROCEDURES – 7:00 p.m.</b>	<b>6</b>
1. Call to Order and Welcome	
2. District Mission	
3. Pledge of Allegiance	
4. Approval of Agenda	

**The meeting will be adjourned in memory of Chris Bailey, a Rio Seco third grade teacher.**

<b>B. REPORTS AND PRESENTATIONS</b>	
1. Superintendent's Report	
1.1. Developer Fees Collection Report	8
1.2. Use of Facilities Report	9
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1.4. Schedule of Upcoming Events	11
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**C. PUBLIC COMMUNICATION**

*During this time, citizens are invited to address the Board of Education about any item not on the agenda. Request-to-speak cards should be submitted in advance. The Board may not take action on any item presented. The Board has a policy limiting any speaker to five minutes. All meetings are recorded.*

BOARD OF EDUCATION · Dan Bartholomew, Dustin Burns, Dianne El-Hajj, Ken Fox, Barbara Ryan  
DISTRICT SUPERINTENDENT · Patrick Shaw, Ed.D.

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<b>D. PUBLIC HEARINGS</b>	
1. <b><u>Compliance of Education Code Section 60119: K-12 Textbook and Instructional Materials Funding Realignment Program (IMFRP)</u></b>	16
<b>E. CONSENT ITEMS</b>	
<i>Items listed under Consent are considered to be routine and are acted on by the Board with a single motion. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or public requests specific items be considered separately. Request to speak cards should be submitted in advance.</i>	
<b>Superintendent</b>	
1.1. <b><u>Approval of Minutes</u></b>	19
It is recommended that the Board of Education approve meeting minutes with any necessary modifications.	
1.2. <b><u>Approval of Board Advisory Committee Appointments</u></b>	25
It is recommended that the Board of Education approve the recommended appointments to District Board Advisory Committees.	
<b>Business Services</b>	
2.1. <b><u>Approval/Ratification of Travel Requests</u></b>	28
It is recommended that the Board of Education approve the personnel Travel.	
2.2. <b><u>Approval/Ratification of Revolving Cash Report</u></b>	30
It is recommended that the Board of Education approve/ratify revolving cash checks as listed in the item.	
2.3. <b><u>Acceptance of Donations</u></b>	32
It is recommended that the Board of Education accept donations as listed.	
2.4. <b><u>Adoption of Proclamation for National School Lunch Week</u></b>	33
It is recommended that the Board of Education adopt a proclamation endorsing the week of October 10 -14, 2011 as National School Lunch Week.	
2.5. <b><u>Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement</u></b>	35
It is recommended that the Board of Education approve the Uniform Complaint Report for the quarter ending September 30, 2011 and authorize administration to submit the report to SDCOE.	
2.6. <b><u>Approval of Consultants and General Service Providers</u></b>	36
It is recommended that the Board of Education approve Consultant and General Service Provider agreements as presented.	
2.7. <b><u>Authorization to Procure Design Services and Seek Bids for Re-Roofing of the Child Nutrition Services Building</u></b>	38
It is recommended that the Board of Education authorize administration to procure design for a re-roofing bid package for the Child Nutrition Services Central Kitchen building roof at a cost not to exceed \$12,500 and bid the project for construction to commence over winter break 2012.	

**2.8. Acceptance of Play Structure Grant at Sycamore Canyon School for Preschool** 39

It is recommended that the Board of Education accept the Lowe's grant and approve the purchase of the play equipment for Sycamore Canyon School.

**Capital Improvement Program**

**3.1. Approval of HERS Testing Consultant for Phase 2 Schools** 40

It is recommended that the Board of Education approve the execution of the necessary documents to include HERS duct leakage testing and increase incentive funding contracting with SoCal HERS Raters for Phase 2 schools.

**3.2. Acceptance of Exterior Painting Project at Pepper Drive School as Complete and Authorization/Ratification to File a Notice of Completion** 41

It is recommended that the Board of Education accept the completion of the exterior painting project at Pepper Drive School and authorize/ratify the filing of a Notice of Completion.

**3.3. Acceptance of Re-Carpeting Project at Pepper Drive School as Complete and Authorization/Ratification to File a Notice of Completion** 42

It is recommended that the Board of Education accept the completion of the Re-Carpeting project at Pepper Drive School and authorize/ratify the filing of a Notice of Completion.

**3.4. Acceptance of Asphalt/Paving Project at District Office Parking Lot Compound as Complete and Authorization/Ratification to File a Notice of Completion** 43

It is recommended that the Board of Education accept the completion of the Asphalt/Paving project at the District Office Parking Lot Compound and authorize/ratify the filing of a Notice of Completion.

**Educational Services**

**4.1. Certification and Adoption of Resolution of Sufficiency of Instructional Materials 2011-12** 44

It is recommended that the Board of Education adopt Resolution #1112-05 and Certification of the Statement of Assurance to serve as assurance of compliance with the requirements of Education Code Section 60119.

**4.2. Approval of Student Teaching Agreement with California State University, Northridge** 47

It is recommended that the Board of Education approve the student teaching agreement with California State University, Northridge.

**Human Resources/Pupil Services**

**5.1. Personnel, Regular** 55

It is recommended that the Board of Education approve the listed personnel appointments, change of status, leave requests, resignations and dismissals.

**5.2. Approval of New Job Descriptions for Mild-Moderate and Moderate-Severe Specialized Academic Instructor (Pre-School)** 59

It is recommended that the Board of Education approve these new job descriptions.

<b>5.3.</b>	<b><u>Approval of Increase in Work Hours for Identified Food Service Worker I-A Positions</u></b>	66
	It is recommended that the Board of Education approve the proposed increase in work hours for the identified Food Service Worker I-A positions.	
<b>5.4.</b>	<b><u>Approval of Memorandum of Understanding with Family Forces – Mental Health Systems</u></b>	67
	It is recommended that the Board of Education approve the MOU with Family Forces – Mental Health Systems to provide counseling services for students whose parents are in the military.	
<b>F.</b>	<b>DISCUSSION AND/OR ACTION ITEMS</b>	
	<i>Members of the audience wishing to address the Board about any of the following items should submit a request to speak card in advance.</i>	
	<b>Superintendent</b>	
<b>1.1.</b>	<b>Strategic Planning</b>	72
	It is recommended that the Board discuss and approve the implementation of the proposed strategic planning timeline and process for Santee School District.	
	<b>Business Services</b>	
<b>2.1</b>	<b><u>Approval of Monthly Financial Report</u></b>	80
	It is recommended that the Board of Education approve the Monthly Financial Report.	
	<b>Capital Improvement Program</b>	
<b>3.1.</b>	<b><u>Design Changes for 10 Classroom Additions</u></b>	83
	It is recommended that the Board of Education discuss major design changes for the 10 classroom addition at Hill Creek School, including external stairways, and provide direction to administration for possible change orders during construction.	
<b>G.</b>	<b>BOARD POLICIES AND BYLAWS</b>	
<b>1.</b>	<b><u>Second Reading: Revised BP 3290, Gifts, Grants and Bequests</u></b>	91
	It is recommended that the Board of Education review, approve, and adopt revised Board Policy 3290, “Gifts, Grants and Bequests.”	
<b>H.</b>	<b>BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS</b>	93
<b>I.</b>	<b>CLOSED SESSION</b>	94
<b>1.</b>	<b><u>Conference with Labor Negotiator</u></b> (Govt. Code § 54956.8) <i>Agency Negotiator: Karl Christensen, Assistant Superintendent</i> <i>Employee Organizations: Santee Teachers Association</i>	
<b>2.</b>	<b><u>Public Employee Discipline/Dismissal/Release</u></b> (Govt. Code § 54957)	

- J. RECONVENE TO PUBLIC SESSION** 94
- K. ADJOURNMENT** 94  
The meeting will be adjourned in memory of Chris Bailey, beloved teacher at Rio Seco School.

**Please note:** Per SB 343, the supporting documents for this meeting agenda are available in the lobby at the Santee School District Office, located at 9625 Cuyamaca St., Santee, CA 92071 and will be available for viewing at the meeting.

*The next regular meeting of the Board of Education is scheduled for  
October 18, 2011, at 7:00 p.m. in the Douglas E. Giles Educational Resource Center.*

*Santee School District complies with the Americans with Disabilities Act. If you require reasonable accommodations including alternate formats for this meeting, contact the Superintendent's Office at (619) 258-2304 at least two (2) days before the meeting date.*

Members present:

\_\_\_ Ryan  
\_\_\_ Bartholomew  
\_\_\_ El-Hajj  
\_\_\_ Fox  
\_\_\_ Burns

OPENING PROCEDURES ITEM A.

1. Call to Order and Welcome – 7:00 p.m.

2. District Mission

*Santee School District, supported by an involved community, an outstanding staff, and a shared vision, assures a quality education that supports students in achieving academic excellence and in developing life skills needed for success in a diverse and changing society.*

3. Pledge of Allegiance

4. Approval of Agenda for the October 4, 2011 regular meeting

Agenda Item A.

Reports and Presentations Item B.1. Superintendent's Report  
Prepared by Dr. Patrick Shaw  
October 4, 2011

The following items are presented for Board information:

- 1.1. Developer Fees Collection Report
- 1.2. Use of Facilities Report
- 1.3. Claims Against the District
- 1.4. Schedule of Upcoming Events

Agenda Item B.

**DEVELOPER FEES COLLECTION REPORT**  
**2011-12**  
**CUMULATIVE THROUGH SEPTEMBER 22, 2011**

Residential Rate: \$3.56 per square foot over 500 - effective 4/05/11  
Commercial Rate: \$.29 per square foot - effective 6/16/08  
Self Storage Rate: \$.14 per square foot - effective 4/20/10

COM	RES	ADDRESS	DATE OF COLLECT.	SQUARE FEET	AMOUNT	SCHOOL OF ATTENDANCE
	X	9733 Notnil Court	07/18/11	615	\$2,189.40	HC
	X	9526 St. Andrews Drive	07/18/11	567	\$2,018.52	CO
	X	8321 Big Rock Road	07/21/11	785	\$2,794.60	CFH
X		1800 Joe Crosson Drive	08/02/11	3,016	\$874.64	PD
	X	1992 Los Senderos Drive (McMillin Morningview)	08/08/11	3,206	\$11,413.36	PD
	X	2084, 2144, 2155 Los Senderos Drive (McMillin Morningv	08/08/11	7,537	\$26,831.72	PD
	X	2037 Los Senderos Drive (McMillin Morningview)	08/08/11	2,000	\$7,120.00	PD
	X	7460-7465 Mission Villas Court (Bushy Hill 12)	08/24/11	10,770	\$38,341.20	CFH
	X	2144 Los Senderos (McMillin Morningview)	08/29/11	210	\$747.60	PD
	X	2084 Los Senderos (McMillin Morningview)	08/29/11	195	\$694.20	PD
	X	11402 Cacho Court	08/31/11	560	\$1,993.60	PD
<b>TOTAL PAGE 1</b>					<b>\$95,018.84</b>	

\*Additional square footage (total is over 500 square feet)  
\*\*Fee Exempt - Senior / Elder Care Facility  
\*\*\*Fee Exempt - Less than 500 square feet



Requests For Use Of Facilities - October 4, 2011						
Group	Location	Date	Days	Time	Attendance	Fees Applied
<b>Cajon Park</b>						
US First (First Lego League)	Multi-Purpose	9/8/11 - 5/21/12	Monday	2:30 pm - 4:30 pm	12	
Santana National Little League	Classroom	9/13/11 - 1/4/12	Tuesday	6:00 pm - 9:00 pm	18	
PTSA	Multi-Purpose	9/15/11 - 6/14/12	Thursday	6:00 pm - 8:00 pm		
Girl Scouts	Classroom	10/4/11 - 6/19/12	Tuesday	6:00 pm - 7:30 pm	12	
PTSA	Multi-Purpose	10/4/11	Tuesday	6:00 pm - 7:00 pm	30	
PTA - TDS Council	Classroom	6/13/12	Wednesday	5:45 pm - 8:00 pm	15	
<b>Carlton Hills</b>						
Girl Scouts	Classroom	9/12/11 - 6/25/12	Monday	5:30 pm - 8:00 pm	25	
PTA	Multi-Purpose	9/13/11 - 6/12/12	Tuesday	5:30 pm - 7:30 pm	10	
Cub Scouts	Multi-Purpose	9/29/11 - 5/17/12	Thursday	6:00 pm - 9:00 pm	75	
WHLL	Multi-Purpose	10/18/11 - 1/30/12	Tues - Sun	6:30 pm - 9:30 pm	15	\$30.25/hr Cust. Fee
PTA	Multi-Purpose	10/20/11	Thursday	5:00 pm - 8:30 pm	100	
PTA	Multi-Purpose	11/10/11	Thursday	5:00 pm - 8:30 pm	100	
PTA - TDS Council	Classroom	12/14/11	Wednesday	5:45 pm - 8:00 pm	15	
<b>Carlton Oaks</b>						
Girl Scouts	Classroom	9/7/11 & 9/14/11	Wednesday	6:30 pm - 7:30 pm	15 - 20	
Girl Scouts - Service Unit	Multi-Purpose	9/12/11 - 6/11/12	Monday	6:00 pm - 8:00 pm	25 - 30	
Girl Scouts - Troop 6215	Classroom	9/13/11 - 6/19/12	Tuesday	6:00 pm - 8:00 pm	15	
Girl Scouts	Classroom	9/19/11 - 6/18/12	Monday	6:00 pm - 7:30 pm	15	
PTA	Multi-Purpose	9/20/11	Tuesday	5:00 pm - 7:00 pm	300	
City of Santee Community Services	Multi-Purpose	9/26/11 - 6/18/12	Monday	5:30 pm - 8:00 pm	20	
Girl Scouts	Classroom	9/28/11 - 5/30/12	Wednesday	5:00 pm - 6:00 pm	12	
<b>Chet F. Harritt</b>						
PTA	Classroom	9/15/11	Thursday	5:30 pm - 9:00 pm		
Girl Scouts	Classroom	9/23/11 - 6/8/12	Friday	2:00 pm - 3:15 pm	15 - 20	
Project Safe	Classroom	10/12/11 - 6/20/12	Wednesday	12:00 pm - 5:00 pm	20+	
<b>Hill Creek</b>						
Youth for Christ	Multi-Purpose	9/19/11 - 6/18/12	Monday	2:10 pm - 3:00 pm	20	
PTA - TDS Council	Classroom	2/8/12	Wednesday	5:45 pm - 8:00 pm	15	
<b>Pepper Drive</b>						
Sonshine Haven	Classroom	9/12/11 - 6/11/12	Monday	2:30 pm - 3:30 pm	20	
<b>PRIDE Academy (Prospect Avenue)</b>						
Girl Scouts	Classroom	9/12/11 - 6/25/12	Monday	3:45 pm - 5:45 pm	8 - 10	
Girl Scouts	Classroom	10/10/11 - 6/26/12	Monday	4:30 pm - 6:00 pm	5 - 12	
<b>Rio Seco</b>						
Boy Scouts of America	Multi-Purpose	9/27/11 - 6/19/12	Tuesday	6:00 pm - 8:00 pm	30 - 40	
Girl Scouts	Multi-Purpose	9/29/11 - 6/21/12	Thursday	6:00 pm - 8:00 pm	10	
Girl Scouts - Troop 6017	Multi-Purpose	9/30/11 - 6/15/12	Friday	6:00 pm - 7:30 pm	20	
Girl Scouts	Multi-Purpose	10/3/11 - 4/30/12	Monday	5:00 pm - 6:30 pm	15	
PTA - TDS Council	Classroom	1/11/12	Wednesday	5:45 pm - 8:00 pm	15	
<b>Sycamore Canyon</b>						
PTA - TDS Council	Multi-Purpose	9/21/11	Wednesday	5:45 pm - 8:00 pm	15	
PTA (Fall Carnival)	Entire School	10/15/11	Saturday	7:00 am - 10:00 pm	300	\$30.25/hr Cust. Fee

\*\*\*NOTE: USE MAY BE LIMITED DUE TO MODERNIZATION AT VARIOUS SITES & FALL CARNIVALS TAKE PRECEDENCE OVER GROUPS.

Santee School District  
 ENROLLMENT REPORT  
 9/23/2011  
 Month 1 Week 3

SCHOOL	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	09/23/11 Total Reg	09/24/10 Total Reg	# Diff	% Diff	09/23/11 SDC	09/24/10 SDC	# Diff SDC	% Diff SDC	Prior Week		
																		##### Total All	Total All	Total Diff
Cajon Park	104	96	104	110	115	114	109	110	97	959	990	-31	-3.1%	64	63	1	1.6%	1023	1023	0
Carlton Hills	44	40	43	41	42	44	42	98	91	485	495	-10	-2.0%	29	19	10	52.6%	514	516	-2
Carlton Oaks	77	94	78	91	75	98	94	96	122	825	836	-11	-1.3%	59	53	6	11.3%	884	885	-1
Chet F. Harritt	63	75	56	85	53	56	64	64	64	580	577	3	0.5%	0	9	-9	-100.0%	580	579	1
Hill Creek	72	86	82	93	89	73	87	83	81	746	757	-11	-1.5%	19	18	1	5.6%	765	769	-4
Pepper Drive	102	89	79	77	74	77	80	95	86	759	705	54	7.7%	10	9	1	11.1%	769	770	-1
Prospect	63	58	61	53	60	51	54	69	59	528	484	44	9.1%	0	0	0	0.0%	528	529	-1
Rio Seco	104	88	116	105	101	111	94	125	95	939	898	41	4.6%	48	38	10	26.3%	987	993	-6
Sycamore Canyon	63	59	44	51	47	32	45	0	0	341	328	13	4.0%	1	0	1	100.0%	342	342	0
<b>SUBTOTAL</b>	<b>692</b>	<b>685</b>	<b>663</b>	<b>706</b>	<b>656</b>	<b>656</b>	<b>669</b>	<b>740</b>	<b>695</b>	<b>6162</b>	<b>6070</b>	<b>92</b>	<b>1.5%</b>	<b>230</b>	<b>209</b>	<b>21</b>	<b>10.0%</b>	<b>6392</b>	<b>6406</b>	<b>-14</b>
Alternative School	0	1	6	3	3	4	4	4	7	32	33	-1	-3.0%					32	32	0
Success Academy									2	2	3	-1	-33.3%	1				3	3	0
NPS											0			3	2	1	50.0%	3	3	0
EAK										0	0		0.0%					0	0	0
<b>SUBTOTAL</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>34</b>	<b>36</b>	<b>-2</b>	<b>-5.6%</b>					<b>38</b>	<b>38</b>	<b>0</b>
<b>TOTAL</b>	<b>692</b>	<b>686</b>	<b>669</b>	<b>709</b>	<b>659</b>	<b>660</b>	<b>673</b>	<b>744</b>	<b>704</b>	<b>6196</b>	<b>6,106</b>	<b>90</b>	<b>1.5%</b>					<b>6430</b>	<b>6444</b>	<b>-14</b>

Please note: Special Ed. PK listed below are not reflected in the total count above because they do not receive ADA until they reach 5 years of age.

	PK	
Cajon Park	0	1023
Carlton Hills	1	515
Sycamore Canyon	27	369
<b>Total PK</b>	<b>28</b>	

<b>Total Enrollment Including PK</b>
<b>6458</b>

## Schedule of Upcoming Events

<b>Date</b>	<b>Event</b>
October 18	Board Meeting 7:00 p.m.
November 1	Principal Meeting with the Board - 6:00 p.m. Board Meeting - 7:00 p.m.
November 11	Veterans' Day Holiday Schools and Departments Closed
November 15	Board Meeting - 7:00 p.m.
November 21-25	Thanksgiving Break Schools Closed
November 29	Student Town Hall Meeting with the Board Time and Location To Be Determined
December 5-9	Parent-Teacher Conferences Minimum Days
December 6	Board Meeting - 7:00 p.m.
December 19 through January 2	Winter Break Schools Closed
January 3 (2012)	Board Meeting - 7:00 p.m.
January 16	Martin Luther King Holiday Schools and Departments Closed
January 17 (2012)	Board Meeting - 7:00 p.m.
January 24 (2012)	Board Budget Workshop
February 7	Board Meeting - 7:00 p.m.
February 13	Lincoln Holiday Schools and Departments Closed
February 20	Washington Holiday Schools and Departments Closed
February 21	Board Meeting - 7:00 p.m.

9/28/2011

Reports and Presentations Item B.2.

Spotlight: Professional Leadership  
Team Video

Prepared by Dr. Patrick Shaw  
October 4, 2011

**BACKGROUND:**

During the last school year, the Professional Leadership Team has worked on creating “The Story of Santee School District.” The Professional Leadership Team was divided into five (5) groups (families), each consisting of diverse job responsibilities, in order to obtain outcomes that addressed all facets of the school district. The project culminated as they returned in August with each family assembling and presenting “The Santee Story” in a photo essay.

Tonight, the Superintendent will present the third of the five (5) video presentations resulting from this project.

Agenda Item B.2.

Reports and Presentations Item B.3.  
Prepared by Dr. Patrick Shaw  
October 4, 2011

Spotlight on Learning-Principal Presentation:  
Carlton Hills and Carlton Oaks Schools

**BACKGROUND:**

The Principals are responsible for the instructional leadership at their school site in support of student achievement. This year, the Superintendent has asked each Principal to provide a presentation to the Board sharing their goals and professional development focus for the 2011-12 school year.

Tonight, Carlton Hills Principal, Terry Heck, and Carlton Oaks Principal, Stephanie Pierce, will present to the Board of Education their goals and the programs and practices that are in place to attain the school's goals for student achievement.

Agenda Item B.3.

## PUBLIC COMMUNICATION Item C

During Public Communication, citizens are invited to address the Board of Education about any item not on the agenda. Request-to-speak cards should be submitted in advance. The Board may not take action on any item presented. The Board has a policy limiting any speaker to five minutes. Meetings are recorded.

Agenda Item C.

PUBLIC HEARING Item D.

Agenda Item D.

Public Hearing Item D.1.

Compliance of Education Code Section 60119:  
K-12 Textbook and Instructional Materials  
Funding Realignment Program (IMFRP)

Prepared by Kristin Baranski  
October 4, 2011

**BACKGROUND:**

Education Code Section 60119 requires that a district post a Notice of Public Hearing for ten (10) days and then hold a public hearing and determine through a board resolution as to whether each pupil in the district has, or will have prior to the end of the fiscal year, sufficient textbooks and/or instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

This public hearing is being held to ensure that the intent of Education Code Section 60119 has been met for the 2011-12 school year.

In Consent Item E.4.1., which is placed later in the agenda, the Board will adopt the resolution certifying assurance with Education Code Section 60119.

The public hearing should convene and permit any interested citizens to raise questions or to provide input to sufficiency of the textbooks and instructional materials provided to students.

Agenda Item D.1.



**PLEASE POST  
Until October 4, 2011**

NOTICE OF PUBLIC HEARING

FROM THE

SANTEE SCHOOL DISTRICT

FOR

COMPLIANCE WITH EDUCATION CODE SECTION 60019  
K-12 PUPIL TEXTBOOK AND INSTRUCTIONAL MATERIALS  
FUNDING REALIGNMENT PROGRAM

The Santee School District Board of Education shall hold a public hearing to determine whether sufficient textbooks or instructional materials, or both, in each subject area are consistent with the content and cycles of the curriculum framework adopted by the state board.

**DATE:** Tuesday, October 4, 2011

**TIME:** 7:00 p.m.

**PLACE:** Giles Educational Resource Center  
9619 Cuyamaca Street  
Santee, CA 92071

Posted 09/12/11  
Santee City Clerk's Office  
Santee Library  
Educational Resource Center  
Santee Chamber of Commerce

CONSENT ITEMS Item E.

*Items listed under Consent are considered to be routine and are acted on by the Board with a single motion. There is no Board discussion of these items prior to the vote unless a member of the Board, staff, or public requests specific items be considered separately. Citizens are invited at this time to address the Board about any item listed under Consent.*

Agenda Item E

Consent Item E.1.1. Approval of Minutes  
Prepared by Dr. Patrick Shaw  
October 4, 2011

**BACKGROUND:**

Presented for Board approval –

- September 20, 2011, regular meeting minutes
- September 20, 2011, special meeting minutes

**RECOMMENDATION:**

It is recommended that the Board of Education approve the attached minutes with any necessary modifications.

Motion:

Second:

Vote:

**Item E.1.1.**

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

September 20, 2011  
**MINUTES**

Educational Resource Center  
9619 Cuyamaca Street  
Santee, California

**A. OPENING PROCEDURES**

1. Call to Order and Welcome  
President Ryan called the meeting to order at 7:00 p.m. and led the members, staff and audience in reading the District Mission Statement.  
Members present:  
Barbara Ryan, President  
Dan Bartholomew, Vice President  
Dianne ElHajj, Clerk  
Ken Fox, Member  
Dustin Burns, Member  
Administration present:  
Dr. Patrick Shaw, Superintendent and Secretary to the Board  
Karl Christensen, Assistant Superintendent, Business Services  
Minnie Malin, Assistant Superintendent, Human Resources/Pupil Services  
Kristin Baranski, Director, Educational Services  
Linda Vail, Executive Assistant and Recording Secretary
2. President Ryan invited Mary and Elizabeth Becker, children of Director Christina Becker, to lead the members, staff and audience in the Pledge of Allegiance.
3. Approval of Agenda  
It was moved and seconded to approve the agenda.  
**Motion: El-Hajj Second: Bartholomew Vote: 5-0**

**B. REPORTS AND PRESENTATIONS**

1. **Superintendent's Report**
  - 1.1. Developer Fees Collection Report
  - 1.2. Use of Facilities Report
  - 1.3. Enrollment Report
  - 1.4. Schedule of Upcoming Events
  - 1.5. Schedule of Back to School Nights
2. **Professional Leadership Team Video - Santee School District**  
Dr. Shaw presented the second of five picture stories about Santee School District developed by the Professional Leadership Team.
3. **Spotlight: Community Service Project**  
Pathways Community Church, Riverview Community Church, and Gateway Church  
On August 20, 2011, three church groups coordinated and carried out a tremendous volunteer project: School Beautification Day. Following lots of planning and coordination, hundreds of volunteers descended on six school sites and completed the following projects, and more:
  - Weeding, mulching, sweeping, cleaning,
  - Grading and preparation for installation of an asphalt walkway,
  - Painting PE lockers,
  - Repairing fencing, and
  - Digging holes for installation of shade structures.The Back-to-School Beautification Day community service project was a great benefit to the Santee School District and their goal to make a significant impact in the community was definitely met. Dr. Shaw introduced the project coordinator from each church to be recognized:
  - Pathways Community Church Mike Gilson
  - Riverview Community Church Todd Tolson
  - Gateway Church Mark JappeThe Board thanked Pathways Community Church for heading the volunteer efforts for Back-to-School Beautification Day and the Riverview Community Church and Gateway Church for their participation in this valuable community service project and presented each project coordinator

with a certificate of appreciation. Board members expressed their appreciations for the strong feeling of community in Santee and the great value of the services they provided.

**4. Spotlight: Maintenance and Operations - Summer Projects Report**

Dr. Shaw reported on the great efforts of the Maintenance and Operations Department in preparing all of the schools for the return of teachers and students. All of the department staff went above and beyond, especially at the schools that were modernized over the summer, to make sure teachers were back in their classrooms, offices were in working order, and the schools were ready to greet families on September 6<sup>th</sup>. Christina Becker presented information to the Board about the many projects completed by the Maintenance and Operations department staff beginning with 8<sup>th</sup> grade promotions (moving over 7,000 chairs) and culminating with getting schools ready for the new school year. The Board thanked the employees for their hard work and presented the department with a certificate of recognition.

Site administrators Jerelyn Lindsay, Stephanie Southcott, and Dan Prouty each shared with the Board and the staff how much they appreciate the hard work of the grounds crew, craftworker crew, and custodial crew.

**C. PUBLIC COMMUNICATION**

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

**D. CONSENT ITEMS**

Items listed under Consent are considered to be routine and are all acted on by the Board with one single motion. President Ryan invited comments from the public on any item listed under Consent.

- 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**
- 2.6. **Approval of Agreement with Keenan and Associates to Administer Property and Liability Run Off Claims for Incidents Occurring On or Before June 30, 2011**
- 3.1. **Approval/Ratification of Ninyo & Moore for Geotechnical Services at Hill Creek School for the 10-Classroom Addition Project**
- 3.2. **Removal of Rented Relocatables at PRIDE Academy at Prospect Avenue School**
- 4.1. **Approval of Contract for Nonpublic, Nonsectarian School/Agency Services and Individual Services Agreement for Nonpublic, Nonsectarian School/Agency Services**
- 4.2. **Approval of 2012 Early Admittance to Kindergarten Program**
- 5.1. **Personnel, Regular**
- 5.2. ***Pulled for separate consideration.***
- 5.3. **Approval of Santee Collaborative Reinvestment Plan for the Use of LEA Medi-Cal Funds**
- 5.4. **Approval of Memorandum of Understanding with Jewish Family Services to Provide Parenting Series**
- 5.5. **Approval of Memorandum of Understanding with Home Start Incorporated to Provide Counseling Services for Students Having Experienced Trauma**

It was moved and seconded to approve Consent Items, with the exception of item D.5.2.

**Motion: Burns Second: Fox Vote: 5-0**

**D.5.2. Granting Tenure to Eligible Certificated Employees (Pulled from Consent by Member Burns for separate consideration.)** Member Burns said he believes this item is very special and asked Mrs. Malin to introduce the teachers being considered for tenure. Mrs. Malin introduced the teachers:

Sheila Harris, Cajon Park  
Angela Rust, Carlton Oaks  
Carly Wirth, Pepper Drive

Sandra Coe, PRIDE Academy  
Lea Hallinan, PRIDE Academy  
Tiffani Brown, Rio Seco

Member El-Hajj moved to approve granting tenure to the eligible certificated employees.

**Motion: El-Hajj Second: Burns Vote: 5-0**

**E. DISCUSSION AND/OR ACTION ITEMS**

President Ryan invited comments from the public on any item listed under Discussion and/or Action.

**1.1. Analysis Report Under the California Voting Rights Act (CRVA)**

Dr. Shaw reported that in May 2011, the District, as part of the County Office of Education Census Collaborative Assessment Program (C-CAP), engaged the services of attorney Marguerite Leoni of Nielsen Merksamer Parrinello Gross & Leoni, LLP, to receive an analysis of the demographics based on the 2010 census and a recommendation as to whether or not they should consider implementation of by-trustee-area elections.

As part of the analysis, a "Level 2 'test'" of Santee School District was completed by National Demographics Corporation finding that they were not able to draw any trustee areas that were minority population clusters. Ms. Leoni's findings indicated that Santee's participation in a Level IV review of the Census 2010 Collaborative Assessment Program would not provide additional information for consideration.

Based on the findings that there are no minority clusters among the Santee School District voting population, Board members agreed there is no need to participate in continued reviews.

**F. BOARD POLICIES AND BYLAWS**

**1.1. First Reading: Revised BP 3290 Gifts, Grants, and Bequests**

Revised Board Policy 3290, "Gifts, Grants and Bequests" was provided to the Board for a first reading. The revised policy will return to the next meeting for a second reading and request for approval.

**G. BOARD COMMUNICATION**

Member Burns visited Rio Seco and Pepper Drive last week with Executive Council members. He thanked the principal and staff at both schools for welcoming him during such a busy time. Pepper Drive really looks good with new paint and new carpet and it was nice to see they have a lot of technology in the classrooms. Member Burns asked about a timeline for grass at Cajon Park. Mr. Christensen will check with Christina Becker and get the information to the Board.

Member EL-Hajj reported the ICOC is planning a tour of the modernized schools. President Ryan would like to schedule a second date for a tour. Member Burns believes any future tours should be coordinated with the Board first so Board members could attend with the ICOC. Administration will schedule an alternate date for Board members or ICOC members who are not able to attend on October 19<sup>th</sup>.

Member Ryan opened the discussion about the power outage and wished to debrief with the Board. She attended the District debrief with the Administrators. She was impressed with how all district staff handled the emergency and asked Dr. Shaw to share the process. Dr. Shaw reported he asked all principals to go to sites at 6:30 the next morning to let any parents who came know there was no school. A small crew for the before and after school program was available for any parents who are first responders or had no other alternatives for their children. As a result, in the future we will have a contingency plan for needed before and after school care for children. It was discovered there needed to be more clear language when we discuss "staff" direction, grouping them by their need to report in the event of an emergency.

In the morning he discovered the County Superintendent announced there was no school. At yesterday's Superintendent meeting, Dr. Ward said he does not have jurisdiction over the County's schools but was put on the spot and was also aware from SDG&E of the frailty of the power system as it was coming back on the grid. It would have been helpful for all Superintendents to know that even if the power came back on it was very fragile and may have gone out again. As a result, we are working to coordinate our efforts for communication with the County Office of Education for future events. Dr. Shaw was very proud of Santee School District employees who established the priorities and made sure the schools were safe and ready for Monday morning. He believes it was a good learning experience.

Member Ryan said she attended the debrief for a short while and was impressed with the way Administration handled the emergency event. She shared some of the things her hospital has in place for emergencies and said they may be helpful to consider for the future including using pagers for communication and having generators for back-up power. Member Burns agrees that generators would be good to have in case of an emergency if financially feasible.

President Ryan will be attending a County School Board Association meeting and would like to carry a message about the announcement made by the County Superintendent to close schools without communicating with Superintendents. Member Burns agrees and believes it leaves a false impression that the decision was made at the County level and confusion about who gives the message that schools are closed for Santee School District. Board members understood that the County Superintendent was put on the spot but President Ryan said if Santee would have chosen to operate our schools the next day, it would be a Santee Board decision. Although he stated all child care was closed also, Santee chose to offer care for first responders and parents who had no other options available to them and had to report to work.

Member El-Hajj said there were lessons to be learned about improving communication. She felt left out of the communication loop.

Dr. Shaw reported he believes it is time to revisit the District strategic plan that was developed in 2006 and met with Dr. Sheridan Barker, from the Haines Centre for Strategic Management to discuss a proposal for strategic planning. Dr. Shaw has worked with Dr. Barker on several occasions and feels she always does an excellent job of facilitating. A strategic planning process would include an overview, retreat, executive planning sessions, and monthly leadership planning meetings. A proposed timeline would begin the process in January and put goals into an action plan to roll out for the next school year. He believes it is important to develop the action plans to be ready to implement in the fall of 2012. The cost would be approximately \$24,000 for the services he would recommend. President Ryan said the cost is extremely reasonable. Dr. Shaw will bring a proposal to the Board at the next Board meeting, requesting Dr. Barker to provide the Board with a presentation. Member Burns asked for an example of the strategic planning outcomes Dr. Barker did in Del Mar School District. Dr. Shaw will provide this information as well as sending the information of Dr. Barker's work in National School District.

The Board reviewed the final draft of the ad for the fall 2011 special edition of the ECHO. It is ready for submission.

**H. CLOSED SESSION**

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

**1. Conference with Labor Negotiator (Govt. Code § 54956.8)**

*Agency Negotiator: Karl Christensen, Assistant Superintendent*  
*Employee Organizations: Santee Teachers Association*

**2. Public Employee Discipline/Dismissal/Release (Govt. Code § 54957)**

The Board entered closed session at 8:06 p.m.

**I. RECONVENE TO PUBLIC SESSION**

The Board reconvened to public session at 8:40 p.m. No action was reported.

**K. ADJOURNMENT**

The September 20, 2011 regular meeting adjourned at 8:40 p.m.

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

September 20, 2011

**MINUTES**

Administration Center  
9625 Cuyamaca Street  
Santee, California

**A. CALL TO ORDER AND APPROVAL OF AGENDA**

President Ryan called the meeting to order at 5:30 p.m.

Members present:

Barbara Ryan, President  
Dan Bartholomew, Vice President  
Dianne El-Hajj, Clerk  
Ken Fox, Member  
Dustin Burns, Member

**B. PUBLIC COMMUNICATION**

There were requests to speak from the public.

**C. CLOSED SESSION**

President Ryan announced the Board would enter closed session for:

1. Personnel Matters (Govt. Code Section 54957)

The Board convened to closed session at 5:33 p.m.

**D. RECONVENE TO PUBLIC SESSION**

The Board reconvened to public session at 6:55 p.m. No action was reported.

**E. ADJOURNMENT**

The September 20, 2011 special meeting was adjourned at 6:55 p.m.

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Dianne El-Hajj, Clerk

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Dr. Patrick Shaw, Secretary



Consent Item E.1.2.

Prepared by Dr. Patrick Shaw

October 4, 2011

Approval of Appointment of Members to Board

Advisory Committees

## **BACKGROUND:**

Applications for membership on Board Advisory Committees were distributed to parents and employees, and were available on the District's web page. Submitted applications have been accepted and the Superintendent assigned applicants based on priorities and openings to membership on Board Advisory Committees to fill current vacancies. Membership on a Board Advisory Committee is a two-year term.

The Board advisory committees with vacant positions to be filled are:

- Advisory Council for Instruction (ACI)
- Budget Advisory Committee (BAC)
- Calendar Committee
- Character Education Committee
- Communication Committee
- District Safety Committee
- Facilities Committee
- Special Education Advisory Committee
- Wellness Committee

**Advisory Council for Instruction:** Membership on this committee consists of 9 parents, 9 teachers, a representative each from STA, CSEA and SAA, in addition to 2 administrative staff members and chairpersons from various district committees. Members have selected two-year terms.

**Budget Advisory Committee:** Membership on this committee consists of 15 community members, 2 Board members, 3 district administrators, 3 STA members and 3 CSEA members.

### **Calendar Committee**

This committee is comprised of Employee Association members, District employees, and Board of Education members. Community membership is encouraged.

**Character Education Committee:** Membership on this committee consists of 3 community members, 1 Board member, 1 district administrators, 1 STA member and 1 CSEA member.

**Communication Committee:** Membership on this committee consists of 9 employees and 9 parents (one from each school site), 2 Board members, 1 District administrator, 1 STA representative, and 1 CSEA representative. If there is not a parent applicant from each school, members are recruited by the site administrator and membership is always open.

**\*District Safety Committee:** Membership on this committee consists of 3 district administrators, 7 parents/community members, 1 SAA representative, 1 STA representative, and 1 CSEA representatives (appointed by the associations), and 2 additional staff members.

**\*Facilities Committee:** Membership on this committee consists of 2 community members, 2 Board members, 2 district administrators, 2 county/district facilities professionals, 2 STA members and 2 CSEA members.

\*Because their functions most often overlap, the District Safety Committee and Facilities Committee will work as a combined committee this year as a pilot. If this merge is successful, as anticipated, next year Administration will request to comprise only one committee to serve as a Board Advisory Committee for Facilities and Safety.

**Special Education Advisory Council:**

Membership on this committee consists of 12 parents of diverse disabilities and from various schools, a special education teacher, a classified employee, District administration, and STA and CSEA representatives. Special education parent membership on this committee is welcomed as vacancies occur.

**Wellness Committee**

Membership on this committee consists of 9 teachers and 9 parents (one from each school site), 2 community members, 4 classified employees, 1 Board member, 4 District administrators, 1 STA representative, and 1 CSEA representative.

Administration has tentatively assigned the applicants based on their priority choices listed on their applications. The Superintendent's recommendations are provided in a chart.

**RECOMMENDATION:**

Administration recommends that the Board approve the Superintendent's committee assignments and appoint these applicants to fill vacancies on the various Board Advisory Committees. The applicants represent a wide variance of schools throughout the District.

**FISCAL IMPACT:**

There is usually a negligible fiscal impact dependent on the committee's needs. Any costs are paid from department operating budgets.

**STUDENT ACHIEVEMENT IMPACT:**

Board Advisory Committees provide the Board with valuable input and information from all stakeholders when making decisions that impact student achievement.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.1.2.



Consent Item E.2.1. Approval/Ratification of Travel Requests  
Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

In accordance with BP 3350 of the Board of Education, an employee may attend conventions, conferences, or meetings of boards, committees, and commissions; to travel for the purpose of recruiting personnel; to visit other school districts; to appear before legislative committees; and to perform other out-of-district travel which is in the best interests of the school district and which assists employees to perform their jobs successfully.

In accordance with Sections 35044, 35172, and 35173 of the Education Code, the Board of Education shall provide for payment of travel expenses for any representative of the Board when performing services on behalf of the District. In the summer of 2008, following implementation of the Formatta Software, a network-based paperless forms travel processing solution was introduced District-wide in accordance with BP 3350 and AR 3350.

A list of travel and professional staff events is presented for the Board's review and approval/ratification. Included on the report are dates, names of meetings and locations, and either categorical, grant, or general funding sources that support such travel.

A list of requests for travel which require air travel, and/or an overnight stay and/or are out of the State will be reviewed and approved by the Executive Council or Superintendent and submitted for Board of Education approval **prior** to the travel date.

**RECOMMENDATION:**

It is recommended that the Board of Education approve/ratify the Travel Report for personnel requesting travel on the attached schedule.

This recommendation supports the following District goal:

- Establish a staff development program as the cornerstone of effective instructional programs and employee performance.

**FISCAL IMPACT:**

The estimated travel expenses are \$1,320, as disclosed on the following page.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.1.
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**Board Travel Report - October 4, 2011**

Travel Dates	Attendees	Site or Dept	Conference or Workshop	Location	Sub Cost	Estimated Expenses	Budget	Purpose of Overnight, Out-of-State, Air Travel
Thurs-Fri, 09/22/11 - 09/23/11	Bruce Campbell Tiffany Powell Dianna Danley Andrea Broding	CH/CO CP PD RS	Behavior Intervention Case Manager (BICM) Training and Certification	El Cajon	\$0	\$45	Special Education	This is a 2-day training will focus on creating behavior plans and effectively supporting student needs.
Monday, 09/26/11	DiAnn Albert	PRIDE	Section 504 of the Rehabilitation Act	SDCOE	\$0	\$50	Title I	This workshop will focus on developing Section 504 policies and regulations, providing sample accommodation plans and forms for student discipline, parents' rights/due process, and ways to conduct a 504 meeting. The workshop will provide information on appeals and sample cases.
Wednesday, 09/28/11	Diane Cartier Elysse Starr	CP CO	Multi-Modal Communication Strategies for Children with Complex Communication Needs	San Marcos	\$0	\$198	Special Education	This 3-day workshop will focus on the Pragmatic Organization Dynamic Display (PODD) communication approach. This is a required training to support students utilizing AAC.
Wednesday, 10/12/11	Laura Spencer Andrea Leggate	Ed Services District Library	Professional Growth Training for Certificated and Classified Library Media Educators	San Diego	\$0	\$50	Educational Services	This training will provide standard-based instructional practices using library-media resources.
Monday, 11/07/11	Andrea Broding Mary Shirley Kirsten Stretton Carrie Thompson Bruce Campbell Dianna Danley Ana Hubbell Ed Gigliotti Tiffany Powell	RS    CH/CO PD  CP	Threat Assessment Training	SDCOE	\$0	\$66	Special Education	The objective of this workshop is to prepare participants to identify and assess threats using a set of strategies and pathways to determine credibility and seriousness.

Consent Item E.2.2. Approval/Ratification of Revolving Cash Report  
Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

The Revolving Cash Fund of \$15,000 is used for prompt payment to vendors and saves the costs associated with processing payments of small amounts through the County Superintendent of Schools. The attached report of numerical listings by check number include the issue date, name of payee, a general description of items purchased, and the amount of the check.

**RECOMMENDATION:**

Administration recommends approval of checks #22208 through #22210 on the \$15,000 Revolving Cash Account.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

**FISCAL IMPACT:**

The fiscal impact is \$601.50 as disclosed on the following report.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.2.
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**SANTEE SCHOOL DISTRICT  
REVOLVING CASH REPORT- \$15,000**

<b>Date</b>	<b>Number</b>	<b>Name</b>	<b>Memo</b>	<b>Amount</b>
09/14/11	22208	Walmart	Lorene Foster Children's Fund	141.50
09/20/11	22209	Walmart	Lorene Foster Children's Fund	100.00
09/20/11	22210	North Coastal Consortium for Special Ed	Registration Fee- Diane Cartier and Alysse Starr	360.00
		<b>Total Checks Written</b>		<b>\$601.50</b>
		<b>Total to be Reimbursed</b>		<b>\$601.50</b>

Consent Item E.2.3. Acceptance of Donations  
 Prepared by Karl Christensen  
 October 4, 2011

**BACKGROUND:**

Board of Education policy #3290 specifies that gifts and donations, with a value over \$50, must be officially received by the Board of Education. The following donations have been offered to the District:

<i>Item</i>	<i>Approximate Value</i>	<i>Donated By</i>	<i>Designated For Use At</i>
Funds to Support the Instructional Program and Supplement Classroom Supplies	\$100.00	Sempra Energy Foundation	Carlton Oaks School
	\$1,000 (teacher mini grants of \$100 each)	Wal-Mart	
Funds to Support Rio Seco School's Literacy Center	\$5,000.00	Barona Band of Mission Indians	Rio Seco School
Funds to Support the Instructional Program and Supplement Classroom Supplies	\$824.41	Target – Take Charge of Education	Rio Seco School
<b>TOTAL DONATIONS RECEIVED</b>	<b>\$6,924.41</b>		

**RECOMMENDATION:**

It is recommended that the Board of Education accept the donations listed above for the District and authorize staff to send letters of appreciation on behalf of the governing Board.

This recommendation supports the following District goals:

- Assure the highest level of educational achievement for all students.
- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

**FISCAL IMPACT:**

The donations above are valued at \$6,924.41.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.3.
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Consent Item E.2.4. Adoption of Proclamation for National School Lunch Week  
Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

In 1946 Congress enacted the National School Lunch Act designed to help states begin, maintain, operate, and expand school lunch programs. Since that time, the program has grown and is continuing to follow those guidelines. The American School Food Service Association is requesting that local school districts adopt the attached proclamation designating the week of October 10-14, 2011 as “National School Lunch Week.” This year’s theme is “School Lunch – Let’s Grow Healthy.” This focus will help students understand where food comes from while highlighting that school lunch helps kids grow strong and healthy. Promotional posters and balloons along with the adopted and endorsed proclamation will be displayed at each site in the Child Nutrition Services serving area during the designated week of October 10-14, 2011.

**RECOMMENDATION:**

Administration recommends adoption of the proclamation endorsing the week of October 10-14, 2011 as National School Lunch Week.

This recommendation supports the following District goal:

- Develop social, emotional and health service programs to foster student character and personal well-being.

**FISCAL IMPACT:**

There is no fiscal impact. This item supports the District’s wellness program.

**STUDENT ACHIEVEMENT IMPACT**

Child nutrition programs including school lunch and breakfast programs, are important to the health and education of the students of Santee School District.

Motion:		Second:		Vote:		Agenda Item E.2.4.
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SANTEE SCHOOL DISTRICT PROCLAMATION ENDORSING  
**"NATIONAL SCHOOL LUNCH WEEK"**



- WHEREAS,** The National School Lunch Program has served our nation admirably for over 60 years through advanced practices and nutrition education; and
- WHEREAS,** the National School Lunch Program is dedicated to the health and well-being of our nation's children; and
- WHEREAS,** the National School Lunch Program has been joined through the years by many other excellent child feeding programs; and
- WHEREAS,** there is evidence of continued need for nutrition education and awareness of the value of school feeding programs; and
- WHEREAS,** Santee schools are served from a central production center at 9880 Riverwalk Drive; and
- WHEREAS,** Santee School District invites all family members to join their students for lunch for the reasonable sum of \$3.25/adult (excluding beverage) and \$2.25/child.

**NOW, THEREFORE, BE IT PROCLAIMED** that Santee School District hereby officially proclaims October 10 -14, 2011, "National School Lunch Week – School Lunch, Let's Grow Healthy."

AYES:

NOES:

ABSENT:

October 4, 2011  
Date

\_\_\_\_\_  
Dianne El-Hajj, Clerk of the Board of Education

Consent Item E.2.5. Approval of Uniform Complaint Quarterly Report Required by the Williams Settlement

Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

The Williams Settlement requires school districts to submit quarterly reports to the San Diego County Office of Education (SDCOE) on complaints each district has received related to instructional materials, emergency facilities issues, and teacher vacancies and mis-assignments. The report must include the number of complaints in each area that have been received, resolved, and unresolved. The report must be publicly reported on a quarterly basis at a regularly scheduled meeting of the district’s governing board (Ed Code § 35186(d)) and is due to SDCOE thirty (30) days following the close of each quarter.

<b>SANTEE SCHOOL DISTRICT Uniform Complaint Quarterly Report July 1, 2011 through September 30, 2011</b>			
	<b>Number of Complaints Received in Quarter</b>	<b>Number of Complaints Resolved</b>	<b>Number of Complaints Unresolved</b>
<b>Instructional Materials</b>	0	0	0
<b>Facilities</b>	0	0	0
<b>Teacher Vacancy and Mis-assignment</b>	0	0	0
<b>Total</b>	0	0	0

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Uniform Complaint Report for the quarter ending September 30, 2011 and authorize administration to submit the report to SDCOE.

**FISCAL IMPACT:**

There is no direct fiscal impact but there is staff in-kind time involved in researching, assembling, and developing this report.

**STUDENT ACHEIVEMENT IMPACT:**

The Williams Law mandates that staff engage in procedures that ultimately may have an impact on student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.5.
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**BACKGROUND:**

From time to time, the District contracts with individuals, companies, or organizations to provide various types of services within the following scopes:

- Consultants: Those providing professional advice or specialized technical or training services
- General Service Providers: Those providing general services not fitting the description of a consultant

The Internal Revenue Service requires an analysis of the nature and type of work performed to determine whether the service provider qualifies as an independent contractor to be paid by commercial warrant or an employee to be paid by payroll warrant for withholding and payment of appropriate payroll taxes. This analysis generally involves an assessment of the degree of control the District will have over the service provider's schedule and work methods.

The attached table presents requests for Consultants and General Service Providers. (NOTE: Those providing services on an annual, on-going basis are approved separately by the Board as Annual Contract Renewals)

**RECOMMENDATION:**

It is recommended that the Board of Education approve agreements with Consultants and General Service Providers as presented.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

**FISCAL IMPACT:**

The fiscal impact is disclosed on the attached page.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.6.
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**Consultants and General Service Providers Report  
October 4, 2011**

Vendor Name	Type (Consultant or General Service Provider)	Description of Services	Date(s) of Service	Amount	Funding	Payment Type (Independent Contractor or Employee)
Laura Smith	Consultant	Writing Classes and Support Student Assessment Needs at Alternative Home School - services provided during absence of regular employee	10/05/11 - 06/26/12	\$31.17/hour, not to exceed \$4,000	Alternative School ADA	Employee

Consent Item E.2.7.  
Prepared by Karl Christensen  
October 4, 2011

Authorization to Procure Design Services and Seek  
Bids for Re-Roofing of the Child Nutrition Services  
Building

**BACKGROUND:**

During the winter of 2010, the Child Nutrition Services building experienced numerous roof leaks. Repairs and patching were done in the most severely failed area. A new roof, parapet cap flashing, and mechanical equipment flashing are needed for the entire building. Some architectural services will be needed for flashing details and roofing specifications.

**RECOMMENDATION:**

It is recommended that the Board of Education authorize administration to procure design for a re-roofing bid package for the Child Nutrition Services Central Kitchen building roof at a cost not to exceed \$12,500 and bid the project for construction to commence over winter break 2012. Award of the bid will be brought back as a separate item at a future Board meeting before initiating work.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact to re-roof the Child Nutrition Services Central Kitchen is estimated at \$150,000 to \$200,000 for the project of which architectural services costs are estimated at \$12,500. Final costs will be determined at bid. All costs will be paid from Child Nutrition Services funds.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.7.
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Consent Item E.2.8.  
Prepared by Karl Christensen  
October 4, 2011

Acceptance of Play Structure Grant at  
Sycamore Canyon School for Preschool

**BACKGROUND:**

Sycamore Canyon School applied for and was awarded a Lowe’s grant in the amount of \$10,000 for a much needed play structure for their pre-school programs. This grant is provided through an east coast organization named the National Consumers Panel. Ann Olson, teacher at Sycamore Canyon, submitted the proposal for the grant which was successful.

The grant for this play equipment focuses on supplementing the school’s pre-school program’s needs. Santee School District administration has worked with the school site to apply for and to implement this project and supports it. The equipment costs are approximately \$5,000 and installation with wood chips and border materials are approximately \$5,000. Maintenance and Operations self-forces will do the installation of the equipment.

**RECOMMENDATION:**

It is recommended that the Board of Education accept the Lowe’s grant and approve the purchase of the play equipment for Sycamore Canyon School.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact of materials is estimated at approximately \$10,000, and will be funded from Lowe’s grant proceeds of \$10,000.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.2.8.
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**BACKGROUND:**

San Diego Gas & Electric Company (SDG&E) offers incentive monies for construction projects utilizing energy-efficient lighting and mechanical equipment. District staff and contractors have worked closely with SDG&E representatives on our school modernization designs and the final plans have been submitted to SDG&E for an energy design audit and review. Upon construction completion and operation of the HVAC system, SDG&E representatives will verify that the equipment has been installed as designed and the District will receive an incentive check that will be used to offset utility expenses. An additional incentive savings is achieved with a duct leakage testing option by a Home Energy Rating System (HERS) rater which increases the incentive by approximately an additional \$20,000 per school. SoCal HERS Raters, located in La Mesa, did the testing on Phase 1 schools and is available to do the testing on Phase 2 schools.

**RECOMMENDATION:**

It is recommended that the Board of Education approve administration to execute the necessary documents to include HERS duct leakage testing and increase incentive funding through contracting with SoCal HERS Raters for testing needed for Phase 2 schools.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The energy-saving incentive from SDG&E is increased for the District's projects involved in Phase 2, payable at the completion of each project once the installed design work is verified by representatives of SDG&E. Incentive funds can be used to offset the HERS rater duct leakage costs at less than \$160 per HVAC unit/system estimated at \$5,600 to \$8,000 per campus. A net increased incentive of \$20,000 is anticipated per school in addition to the energy efficiency.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.3.1.
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Consent Item E.3.2.  
Prepared by Karl Christensen  
October 4, 2011

Acceptance of Exterior Painting Project at  
Pepper Drive School as Complete and Authorization /  
Ratification to File a Notice of Completion

**BACKGROUND:**

The exterior painting project at Pepper Drive was completed on August 1, 2011 for a cost of \$38,500. Notice of Completion documents have been/will be filed with the County Recorder. Retention amounts withheld from progress payments will be released after 30 days from the date of recording the Notice of Completion.

**RECOMMENDATION:**

It is recommended that the Board of Education accept the completion of the exterior painting project at Pepper Drive School and authorize/ratify the filing of a Notice of Completion.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact of the contract listed above is \$38,500 paid from Capital Improvement Program funds.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.3.2.
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Consent Item E.3.3.  
Prepared by Karl Christensen  
October 4, 2011

Acceptance of Re-Carpeting Project at Pepper Drive  
School as Complete and Authorization / Ratification  
to File a Notice of Completion

**BACKGROUND:**

The Re-Carpeting project at Pepper Drive School was completed on August 26, 2011 for a cost of \$15,396. Notice of Completion documents have been/will be filed with the County Recorder. Retention amounts withheld from progress payments will be released after 30 days from the date of recording the Notice of Completion.

**RECOMMENDATION:**

It is recommended that the Board of Education accept the completion of the Re-Carpeting project at Pepper Drive School and authorize/ratify the filing of a Notice of Completion.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact of the contract listed above is \$15,396 paid from Capital Improvement Funds.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.3.3.
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Consent Item E.3.4.  
Prepared by Karl Christensen  
October 4, 2011

Acceptance of Asphalt/Paving Project  
at District Office Parking Lot Compound  
as Complete and Authorization / Ratification to File a  
Notice of Completion

**BACKGROUND:**

The Asphalt/Paving project for the District Office Parking Lot Compound was completed on September 19, 2011 for a cost of \$73,790. Notice of Completion documents have been/will be filed with the County Recorder. Retention amounts withheld from progress payments will be released after 30 days from the date of recording the Notice of Completion.

**RECOMMENDATION:**

It is recommended that the Board of Education accept the completion of the Asphalt/Paving project at the District Office Parking Lot Compound and authorize/ratify the filing of a Notice of Completion.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact of the contract listed above is \$73,790 paid from Routine Restricted Maintenance funds.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item E.3.4.
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Consent Item E.4.1.

Certification and Adoption of Resolution of Sufficiency of Instructional Materials 2011-12

Prepared by Kristin Baranski

October 4, 2011

**BACKGROUND:**

In order to comply with the Williams Settlement and to receive funding for the Pupil Textbook and Instructional Materials Funding (Education Code Section 60252), and/or funding for instructional materials from any state source in a fiscal year in which the Superintendent of Public Instruction determines that the base revenue limit per average daily attendance (ADA) for each school district will increase by at least one percent from the prior fiscal year, the governing boards of school districts are subject to the requirements of Education Code Section 60119.

Education Code Section 60119 requires that a district hold a public hearing and determine through a board resolution as to whether each pupil in the district has, or will have prior to the end of the fiscal year, sufficient textbooks and/or instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

The public hearing was held earlier in the meeting tonight to allow for public comment.

Adoption of Resolution #1112-05 and Certification of the attached Statement of Assurance shall serve as assurance to the Superintendent of Public Instruction that the Santee Board of Education has complied, and will comply, with the requirements of Education Code Section 60119 during the 2011-12 school year. This resolution applies to Instructional Materials Funding and the Williams Settlement.

This requirement has been certified each year since 1998.

**RECOMMENDATION:**

Administration recommends adoption of Resolution #1112-05 and Certification of the attached Statement of Assurance to serve as assurance to the Superintendent of Public Instruction that the Santee Board of Education has complied with the requirements of Education Code Section 60119.

This recommendation supports the following District goal:

- Assure the highest level of educational achievement for all students

**FISCAL IMPACT:**

We expect to receive \$341,466 from the State for the Instructional Materials Funding Realignment Program (IMFRP). However, due to State Categorical Flexibility, the District is utilizing approximately \$213,000 for the general fund.

**STUDENT ACHIEVEMENT:**

Students who have access to state-approved textbooks aligned with standards based core content are more likely to have success in student achievement.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.4.1.

Santee School District  
**Resolution #1112-05**

**Resolution on Sufficiency of Instructional Materials**

**WHEREAS**, the governing board of Santee School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on October 4, 2011, at 7:00 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

**WHEREAS**, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that it stated the time, place, and purpose of the hearing, and;

**WHEREAS**, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

**WHEREAS**, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

**WHEREAS**, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

**WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – Pearson grades K-2, Houghton Mifflin grades 3-4, Harcourt grades 5-6, Prentice Hall Pre-Algebra grade 7, Prentice Hall Algebra grade 8, and Saxon Math grades K-8
- Science – McGraw Hill grades K-5, Glencoe grades 6-8
- History – Scott Foresman grades K-5, Glencoe/McGraw Hill grades 6-8
- English/language arts, including the English language development component of an adopted program – Houghton Mifflin grades K-5, Holt grades 6-8, SRA Reach grades 4-8, Into English for English learners grades K-5 and High Point grades 6-8.

**THEREFORE, IT IS RESOLVED** that for the 2011-12 school year the Santee School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

**PASSED AND ADOPTED** by the Board of Education on October 4, 2011 by the following vote:

AYES:  
NOES:  
ABSENT:

STATE OF CALIFORNIA)  
COUNTY OF SAN DIEGO)

I, Dianne El-Hajj, Clerk of the Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date

Consent Item E.4.2.

Approval of Student Teaching Agreement with  
California State University, Northridge

Prepared by Kristin Baranski  
October 4, 2011

**BACKGROUND:**

Santee School District has entered into cooperative agreements with various universities in the past to provide field laboratory classroom placement for student teachers. Santee School District has received an agreement with California State University, Northridge for this purpose in the field of Speech-Language Pathology and Audiology. The terms of the agreement shall commence on July 1, 2011 and continue through June 30, 2014.

**RECOMMENDATIONS:**

Administration recommends that the Board approve the proposed Student Teaching Agreement with California State University, Northridge.

This recommendation supports the following District goal:

- Establish a staff development program as the cornerstone of effective instructional programs and employee performance.

**FISCAL IMPACT:**

There is no fiscal impact to the general fund. No payment will be received from California State University, Northridge for the placement of student teachers in the field of Speech-Language Pathology and Audiology.

**STUDENT ACHIEVEMENT IMPACT:**

This agreement supports student learning by placing student interns in the classroom and provides students with an additional instructional resource.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.4.2.

## CLINICAL PRACTICUM AGREEMENT

This Agreement is between \_\_\_\_\_,  
("Clinical Site") and The Trustees of the California State University on behalf of  
California State University, Northridge ("University"), and is effective as of  
\_\_\_\_\_.

A. Clinical Site is a general acute care hospital, medical center, skilled nursing facility, private practice clinic or is an independent or unified school district.

B. University operates a fully accredited program offering a Master of Science degree in the field of Speech-Language Pathology and Audiology. The graduate program's accreditation is under the standards of the Western Association of Schools and Colleges; and, the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

C. The purpose of this agreement is to provide the graduate training for the Master of Science degree in Communication Disorders and Sciences, emphasis in Speech-Language Pathology and Audiology. The parties will both benefit by making a clinical training program ("Program") available to University students at Clinical Site.

The parties agree as follows:

### I. UNIVERSITY'S RESPONSIBILITIES

A. Student Application. The student shall file an Application for Clinical Privileges. Pertinent information, which shall include the student's name, address, and telephone number, shall be sent to the clinical site. Clinical Site shall regard this information as confidential and shall use the information only to identify each student.

B. Schedule of Assignments. University shall notify the clinical site supervisor of student assignment, including the name of the student, level of academic preparation, and length and dates of proposed clinical experience.

C. Department Faculty. University shall assign members of the department's faculty or University's Clinical Director or University's Distance Learning Coordinator to provide professional mentoring and advice to the Clinical Site's Program Supervisor through the term of this agreement in order to assist in the education of the student.

D. Records. University shall maintain all personnel records for its staff and all academic records for its students.

E. Student Responsibilities. University shall notify students in the program that they are responsible for:



1) Complying with Clinical Site's clinical and administrative policies, procedures, rules and regulations;

2) Arranging for his/her own transportation and living arrangements;

3) Assuming responsibility for personal illnesses, necessary immunizations, tuberculin tests, annual health examinations and other requirements as identified by the Clinical Site;

4) Maintaining the confidentiality of patient information.

a) No student shall have access to or have the right to receive any medical record, except when necessary in the regular course of the clinical experience. The discussion, transmission, or narration in any form by students of any individually identifiable patient information, medical or otherwise, obtained in the course of the program is forbidden except as a necessary part of the practical experience.

b) Neither the University nor its employees or agents shall be granted access to individually identifiable information unless the patient has first given consent using a form approved by clinical site that complies with applicable state and federal law, including the Health Insurance Portability and Accountability Act ("HIPAA") and its implementing regulations.

c) Clinical Site shall reasonably assist University in obtaining patient consent in appropriate circumstances. In the absence of consent, students shall use de-identified information only in any discussions about the clinical experience with University, its employees, or agents.

5) Complying with Clinical Site's dress code and wearing name badges identifying themselves as students.

6) Insurance requirements. See Section 5, Paragraph B.

F. Payroll Taxes and Withholdings. University shall be solely responsible for any payroll taxes, withholdings, and insurance or benefits of any kind for University's employees, if any, who provide services to the Program under this Agreement. Students are not employees or agents of the University and shall receive no compensation for their participation in the Program, from the University. For purposes of this agreement, however, students are trainees and shall be considered members of Clinical Site's "workforce" as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103.

## II. CLINICAL SITE RESPONSIBILITIES

A. Clinical Experience. Clinical Site shall accept from University the student and shall provide the student with supervised clinical experience, meeting the ASHA requirement and any state licensure laws, as applicable.

B. Records and Evaluations. Clinical Site shall maintain complete records and reports on student's performance and provide an evaluation to University on forms the University shall provide.

C. Withdrawal of Students. Clinical Site may request that University withdraw from the program any student whom Clinical Site determines is not performing satisfactorily, refuses to follow Clinical Site's administrative policies, procedures, rules and regulations, or violates any federal or state laws. Such requests must be in writing. Once the University receives the request in writing, the University will take appropriate steps to comply.

D. Emergency Health Care/First Aid. Clinical Site shall, on any day when a student is receiving training at its facilities, provide to that student necessary emergency health care or first aid for accidents occurring in its facilities. Except as otherwise provided in this agreement, Clinical Site shall have no obligation to furnish medical or surgical care to any student.

E. Clinical Site's Confidentiality Policies. As trainees, students shall be considered members of Clinical Site's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. § 160.103, and shall be subject to Clinical Site's policies respecting confidentiality of medical information. In order to ensure that students comply with such policies, Clinical Site shall provide students with substantially the same training that it provides to its regular employees.

F. Clinical Supervisor Requirements. Clinical Site shall provide the Clinical Supervisor with sufficient and specific time in the work schedule to carry out the supervision duties of the student's clinical practicum. The supervision duties fulfill the requirements of the accreditation of the graduate program so that the student will meet requirements for state license, and certification. The minimum requirements for these duties include:

- 1) Allocation of sufficient time to directly observe a minimum of twenty five (25) percent of treatment and assessment sessions of a client or groups of clients by the student during the supervised practicum.
- 2) Allocation of sufficient time to meet directly with the student for purposes of supervision feedback and discussion periodically during the course of supervision.

3) Allocation of sufficient time for the Clinical Site Supervisor to communicate with the University's Distance Learning Clinical Director.

4) Allocation of specific time in order to be present at the clinical site during the period that the student will be providing clinical services under this agreement.

### III. AFFIRMATIVE ACTION AND NON-DISCRIMINATION

The parties agree that all students receiving clinical training pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

### IV. STATUS OF UNIVERSITY AND CLINICAL SITE

The parties expressly understand and agree that the students enrolled in the Program are in attendance for educational purposes, and such students are not considered employees of University for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. Students are considered members of Clinical Site's "workforce" for purposes of HIPAA compliance.

### V. INSURANCE

A. University Insurance. University shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by University's employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. The University shall maintain and provide evidence of workers' compensation and disability coverage as required by law. Insurance shall provide for not less than thirty (30) days notice of cancellation to Clinical Site. University shall provide Clinical Site with evidence of the insurance required under this paragraph upon request of the Clinical Site. University shall promptly notify Clinical Site of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

B. Student Insurance. School shall require that during the term of each student's clinical rotation, each student shall be covered by comprehensive general and professional liability insurance to protect the student, Facility and University against liability arising from any and all negligent acts or incidents caused by the student. Coverage under such insurance shall be with limits not less than \$1 million each claim, \$3 million policy aggregate, on a claim made basis including three (3) years extended reporting period. In addition, University shall require that student procures and

maintains in force health insurance coverage throughout the term of the student's clinical practica at the Clinical Site.

C. Clinical Site Insurance. Clinical Site shall procure and maintain in force during the term of this Agreement, at its sole cost and expense, insurance in amounts that are reasonably necessary to protect it against liability arising from any and all negligent acts or incidents caused by its employees. Coverage under such professional and commercial general liability insurance shall be not less than one million dollars (\$1,000,000) for each occurrence and three million dollars (\$3,000,000) in the aggregate. Such coverage is to be obtained from a carrier rated A or better by AM Best or a qualified program of self-insurance. Clinical Site shall also maintain and provide evidence of workers' compensation and disability coverage for its employees as required by law. Insurance shall provide for not less than thirty (30) days notice of cancellation to University. Clinical Site shall provide University with evidence of the insurance required under this paragraph upon request of the University. Clinical Site shall promptly notify University of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder.

## VI. INDEMNIFICATION.

A. University agrees to indemnify, defend and hold harmless Clinical Site and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from University's sole negligence, or in proportion to the University's comparative fault.

B. Clinical Site agrees to indemnify, defend, and hold harmless University and its affiliates, directors, trustees, officers, agents, and employees, against all claims, demands, damages, costs, expenses of whatever nature, including court costs and reasonable attorney fees, arising out of or resulting from Clinical Site's sole negligence, or in proportion to the Clinical Site's comparative fault.

## VII. TERM AND TERMINATION

A. Term. This Agreement shall be effective as of the date first written above and shall remain in effect for three years.

B. Renewal. This Agreement may be renewed by mutual agreement.

C. Termination. This Agreement may be terminated at any time by the written agreement or upon 30 days' advance written notice by one party to the other, PROVIDED, HOWEVER, that in no event shall termination take effect with respect to currently enrolled students, who shall be permitted to complete their training for any cohort in which termination would otherwise occur.

## VIII. GENERAL PROVISIONS

A. Amendments. In order to ensure compliance with HIPAA, the following provisions of this Agreement shall not be subject to amendment by any means during the term of this Agreement or any extensions: Section I, Paragraph E, subdivisions 4.a), 4.b), and 4.c); Section I, Paragraph F, to the extent it provides that students are members of Practicum Site's "workforce" for purposes of HIPAA; Section II, Paragraph E; and Section IV. This Agreement may otherwise be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by the parties.

B. Assignment. Neither party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

C. Attorney's Fees. In the event that any action is brought by either party to enforce or interpret the terms of this Agreement, the prevailing party shall be entitled to recover its costs and reasonable attorney's fees, in addition to such other relief as the court may deem appropriate.

D. Captions. Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions.

E. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute one and the same instrument.

F. Entire Agreement. This Agreement is the entire agreement between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

G. Governing Law. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of California.

H. Notices. Notices required under this Agreement shall be sent to the parties by certified or registered mail, return receipt requested, postage prepaid, at the addresses set forth below.

I. Pediatric Placements. All pediatric placement contracts will incorporate Exhibit A as part of this agreement.

IX. EXECUTION

By signing below, each of the following represent that they have authority to execute this Agreement and to bind the party on whose behalf their signature is made.

UNIVERSITY  
California State University, Northridge  
Purchasing & Contract Administration  
18111 Nordhoff Street  
Northridge, CA 91330-8231  
Fax: 818/677-6544

CLINICAL SITE  
\_\_\_\_\_  
Print Name of Site  
\_\_\_\_\_  
Print Street Address  
\_\_\_\_\_  
Print City and State  
Phone #: \_\_\_\_\_  
E-Mail: \_\_\_\_\_

Signature By: \_\_\_\_\_  
Name: Deborah Flugum or Designee  
Title: Manager, Purchasing &  
Contract Administration  
Date: \_\_\_\_\_

Signature By: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Print Title: \_\_\_\_\_  
Date: \_\_\_\_\_

Consent Item E.5.2. Approval of New Job Descriptions for Mild-Moderate and Moderate-Severe Specialized Academic Instructor (Pre-School)

Prepared by Minnie Malin  
October 4, 2011

**BACKGROUND:**

Through sub committees comprised of administrators, STA representatives, and special day class pre-school teachers, it was determined that job descriptions and titles should match duties currently being performed and align with teacher credentialing. February 15, 2011, the Board approved the Mild-Moderate Specialized Academic (Grades K-8) Instructor job description, and subsequently approved the Moderate-Severe Specialized Academic Instructor (Grades K-8) job description on May 17, 2011.

Tonight for Board approval, administration presents new job descriptions for Mild-Moderate and Moderate-Severe Specialized Academic Instructor (Pre-School).

**RECOMMENDATION:**

Administration recommends that the Board of Education approve the new job descriptions for Mild-Moderate and Moderate-Severe Specialized Academic Instructor (Pre-School) effective October 5, 2011.

**FISCAL IMPACT:**

This is a personnel item and will not impact the general fund.

**STUDENT ACHIEVEMENT IMPACT:**

It is the District's intention to provide essential information for staff to meet educational and other relevant needs.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.5.2.

## **SANTEE SCHOOL DISTRICT**

### **MILD-MODERATE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**

#### **PRIMARY FUNCTION**

*Under the immediate supervision of the site administrator and general direction of the Director of Special Education, and as a member of the school staff, shall provide an educational program for students eligible for special education at the pre-school level and assist in other school programs as assigned. Shall work with other District employees and parents in creating an overall school environment conducive to learning for the students in the District.*

#### Professional Responsibilities

1. *Compile and analyze data as required for documentation and program planning.*
2. *Comply with state and federal regulations and District procedures regarding implementation of IDEA.*
3. *Maintain accurate special education records and logs for individual students.*
4. *Maintain personal standards of dress and grooming in accordance with District policy.*
5. *Maintain standard of promptness in carrying out assignments.*
6. *Maintain understanding of and implement current educational practices acquired through professional literature, and by attending conferences and site and District meetings.*
7. *Meet obligations as specified by the Education Code and Board Policy.*
8. *Participate in District and school activities such as staff meetings, staff development and trainings.*
9. *Participate in school and community-related activities such as School Site Council, PTA special projects, etc.*
10. *Share responsibility for the effective operation of the school program.*

#### **ESSENTIAL FUNCTIONS**

#### Instructional

1. *Communicate regularly with parents regarding student progress.*
2. *Consult with DIS providers regarding individual student's IEPs.*
3. *Coordinate assessment procedures with IEP team members including staff from early intervention programs, e.g., gather data, conduct evaluation procedures, write evaluation reports, and communicate with parents and teachers.*
4. *Coordinate IEP development, e.g., schedule meeting dates, contact participants, assist parents, and other activities necessary to develop and complete IEPs.*
5. *Coordinate special education services and consult with general education teachers as needed.*
6. *Implement an appropriate behavioral classroom management system and assist general education teachers in implementing behavior goals and plans.*
7. *Participate in consultation and Student Study Team meetings as appropriate.*
8. *Plan, develop, evaluate and implement appropriate Individual Education Program.*
9. *Provide instructional services to individuals, small groups and whole class using research-based materials and interventions in order to fulfill the goals specified on the Individualized Education Programs and grade level curricula.*
10. *Provide resource information/materials to parents and staff and provide in-service training to general education and special education support staff.*
11. *Provide timely and effective early intervention assistance (Response to Intervention Model) for students struggling with academics and/or behavior.*
12. *Serve as Case Manager, of assigned students only, to monitor student progress on a regular basis and manage the review and revision of IEPs.*
13. *Understand and organize subject matter for student learning, including demonstration of knowledge of grade-level content standards and student developmental readiness.*
14. *Use appropriate technology to provide instruction to students and communication with students, parents and staff.*



**MILD-MODERATE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**  
**Page 2**

**ESSENTIAL FUNCTIONS (continued)**

Other Duties and Responsibilities

Under the direction of his/her supervisor, the Specialized Academic Instructor may be assigned to:

1. Administer State and District assessments in accordance with established guidelines.
2. Collaborate with District offices in distributing and collecting paperwork to facilitate communication and adhere to laws and policies.
3. Assist students with social, hygiene, and prevocational skills.
4. Assist with bus boarding and departing.
5. Assist with preparing, serving, and feeding meals and delivering instruction during meals.
6. Plan and coordinate the work of instructional assistants, and as requested by the supervisor, participate in the selection of these employees.
7. Select books, instructional aids, materials and supplies for his/her program, and maintain required inventory records.
8. Assist students through age six with toileting issues as needed.
9. Supervise students in out-of-classroom activities during the assigned working day.
10. Conduct off-site observations which include but not limited to students' home or early intervention program.

**EDUCATION/CREDENTIALS**

Bachelor's degree, including all courses to meet current credential requirements. Credential(s) to meet the requirement of the assignment as established by state and local governing boards.

**EXPERIENCE**

Although teaching experience is recognized as being desirable, successful completion of a student-teaching program will be accepted with above average recommendations from supervisors or other professionals who have observed the teacher's personal characteristics, scholastic attainment and classroom performance.

**KNOWLEDGE AND ABILITIES**

Knowledge:

*Demonstrate knowledge regarding the disabilities of the students served and appropriate research-based materials and instructional methods/strategies to meet their needs.*

*Possess working knowledge of the IEP process as well as a clear understanding of special education regulations and guidelines.*

*Knowledge of student health concerns and ability to perform necessary emergency procedures such as EpiPen administration, allergy response, etc.*

Ability:

*Communicate with competent oral and written English skills.*

*Establish and maintain cooperative and effective working relationships with others.*

*Maintain confidentiality and use discretion.*

*Use tact, patience and courtesy.*

**MILD-MODERATE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**  
**Page 3**

**WORKING CONDITIONS:**

*Environment:*

*Indoor and outdoor work environment.  
Driving between sites.*

*Physical Abilities:*

*Bend at the waist, knee or crouching to assist students.  
After training, restrain students who are physically aggressive.  
Lift non-ambulatory students.  
Hearing and speaking to exchange information and make presentations.  
Hear to respond to discrete differences in sounds.  
Lift and carry books, materials and equipment to execute lessons and presentations.  
See to read, prepare, review and monitor students at student activities.  
Sit or stand for extended periods of time.  
Walk extended lengths to move around campus.*

*Hazards:*

*Potential exposure to communicable diseases and contact with blood and other body fluids.  
Potential exposure to physical injury from aggressive behavior.*

**BOARD ADOPTED:**

## **SANTEE SCHOOL DISTRICT**

### **MODERATE-SEVERE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**

#### **PRIMARY FUNCTION**

*Under the immediate supervision of the site administrator and general direction of the Director of Special Education, and as a member of the school staff, shall provide a functional curriculum for students who have a disability that manifests itself in moderate to severe deficits. A functional curriculum focuses on independent living and vocational skills, emphasizing communication and social skills. Shall assist in other school programs as assigned as well as work with other District employees and parents in creating an overall school environment conducive to learning for the students in the District.*

#### Professional Responsibilities

1. *Compile and analyze data as required for documentation and program planning.*
2. *Comply with state and federal regulations and District procedures regarding implementation of IDEA.*
3. *Maintain accurate special education records and logs for individual students.*
4. *Maintain personal standards of dress and grooming in accordance with District policy.*
5. *Maintain standard of promptness in carrying out assignments.*
6. *Maintain understanding of grade-level content standards and implement current educational practices acquired through professional literature, and by attending conferences and site and District meetings.*
7. *Meet obligations as specified by the Education Code and Board Policy.*
8. *Participate in District and school activities such as staff meetings, staff development and trainings.*
9. *Participate in school and community-related activities such as School Site Council, PTA special projects, etc.*
10. *Share responsibility for the effective operation of the school program.*

#### **ESSENTIAL FUNCTIONS**

#### Instructional

1. *Communicate regularly with parents regarding student progress.*
2. *Consult with DIS providers regarding individual student's IEPs.*
3. *Coordinate assessment procedures with IEP team members including staff from early intervention programs, e.g., gather data, conduct evaluation procedures, write evaluation reports, and communicate with parents and teachers.*
4. *Coordinate IEP development, e.g., schedule meeting dates, contact participants, assist parents, and other activities necessary to develop and complete IEPs.*
5. *Coordinate special education services and consult with general education teachers as needed.*
6. *Implement an appropriate behavioral classroom management system.*
7. *After training, conduct safe physical restraints when a student is in danger of harming self or others.*
8. *Participate in consultation and Student Study Team meetings as appropriate.*
9. *Plan, develop, evaluate and implement appropriate Individualized Education Program.*
10. *Provide instructional services through a functional curriculum to individuals, small groups and whole class using research-based materials and interventions in order to fulfill the goals specified on the Individualized Education Programs.*
11. *Provide Applied Behavior Analysis (ABA), Discreet Trial Training (DTT) and implement picture communication systems and visual schedules.*
12. *Provide resource information/materials to parents and staff and provide in-service training to special education support staff and general education staff as applicable.*
13. *Provide timely and effective early intervention assistance (Response to Intervention Model) for students struggling with academics and/or behavior.*
14. *Serve as Case Manager, of assigned students only, to monitor student progress on a regular basis and manage the review and revision of IEPs.*

## **MODERATE-SEVERE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**

Page 2

### **ESSENTIAL FUNCTIONS**

#### Instructional (continued)

15. Understand and organize subject matter for student learning based on student developmental readiness.
16. Use appropriate technology to provide instruction to students and communication with students, parents and staff.

#### Other Duties and Responsibilities

Under the direction of his/her supervisor, the Specialized Academic Instructor may be assigned to:

1. Perform specialized health care procedures such as catheterization, gastric tube feeding, suctioning, or other services after training and under the monitoring of the District nurse.
2. Assist students with diapering, changing, and other toileting issues; may include lifting students and assisting in transfers.
3. Assist students with social, hygiene, and prevocational skills.
4. Assist with bus boarding and departing.
5. Assist with preparing, serving, and feeding meals and delivering instruction during meals.
6. Plan, train and coordinate the work of instructional assistants, and as requested by the supervisor, participate in the selection of these employees.
7. Select books, instructional aids, materials and supplies for his/her program, and maintain required inventory records.
8. Supervise students in out-of-classroom activities during the assigned working day.
9. Conduct off-site observations which include but not limited to students' home or early intervention program.
10. Administer State and District assessments in accordance with established guidelines.
11. Collaborate with District offices in distributing and collecting paperwork to facilitate communication and adhere to laws and policies.

### **EDUCATION/CREDENTIALS**

Bachelor's degree, including all courses to meet current credential requirements. Credential(s) to meet the requirement of the assignment as established by state and local governing boards.

### **EXPERIENCE**

Although teaching experience is recognized as being desirable, successful completion of a student-teaching program will be accepted with above average recommendations from supervisors or other professionals who have observed the teacher's personal characteristics, scholastic attainment and classroom performance.

### **KNOWLEDGE AND ABILITIES**

#### Knowledge:

- Demonstrate knowledge regarding the disabilities of the students served and appropriate research-based materials and instructional methods/strategies to meet their needs.
- Possess working knowledge of the IEP process as well as a clear understanding of special education regulations and guidelines.
- Knowledge of student health concerns and ability to perform necessary emergency procedures such as EpiPen administration, allergy response, etc.

**MODERATE-SEVERE SPECIALIZED ACADEMIC INSTRUCTOR (PRE-SCHOOL)**

Page 3.

**KNOWLEDGE AND ABILITIES (continued)**

Ability:

*Communicate with competent oral and written English skills.  
Establish and maintain cooperative and effective working relationships with others.  
Maintain confidentiality and use discretion.  
Use tact, patience and courtesy.*

**WORKING CONDITIONS**

Environment:

*Indoor and outdoor work environment.  
Driving between sites.*

Physical Abilities:

*Bend at the waist, knee or crouch to assist students.  
After training, restrain students who are physically aggressive.  
Lift non-ambulatory students and assist in transfers.  
Hear and speak to exchange information and make presentations.  
Hear to respond to discrete differences in sounds.  
Lift and carry books, materials and equipment to execute lessons and presentations.  
See to read, prepare, review and monitor students at student activities.  
Sit or stand for extended periods of time.  
Walk extended lengths to move around campus.*

Hazards:

*Potential exposure to communicable diseases and contact with blood and other body fluids.  
Potential exposure to physical injury from aggressive behavior.*

**BOARD ADOPTED:**

Consent Item E.5.3. Approval of Increase in Work Hours for Identified Food Service Worker I-A Positions

Prepared by Minnie Malin

October 4, 2011

**BACKGROUND:**

On September 6, 2011, the Board approved to change the title for the Food Service Worker I positions located at the school sites to Food Service Worker I-A and increase classification from 19 to 20 due to additional duties for the new breakfast Grab N' Go program. In order to support the new program, it will require Food Service Worker I-A positions to work additional hours in the morning when the program is implemented at specific sites. In collaboration with CSEA, administration recommends that the work hours for specific sites be increased effective the first working day following approval by the Board of Education and ratification by CSEA.

**RECOMMENDATION:**

Administration recommends approval to increase work hours for Food Service Worker I-A positions as follows:

- FSW I-A position at Carlton Hills school shall be increased in work hours from 2.25 to 3.5 hours per day;
- FSW I-A position at Cajon Park school shall be increased in work hours from 2.5 to 3.75 hours per day; and
- FSW I-A position at Rio Seco school shall be increased in work hours from 2.25 to 3.75 hours per.

**FISCAL IMPACT:**

The annual cost to increase work hours for three (3) Food Service Worker I-A positions will be \$13,863. This program is self-supporting and will not impact the general fund.

**STUDENT ACHIEVEMENT IMPACT:**

Nutritional programs are a vital element for student success.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.5.3.

Consent Item E.5.4.

Approval of Memorandum of Understanding with Family Forces – Mental Health Systems

Prepared by Minnie Malin  
October 4, 2011

**BACKGROUND:**

The purpose of Santee School District's counseling program is to increase support for learning in the classroom and support the health and well being of all students. To provide the best care possible, the program also uses the support of outside providers that offer programs free of charge to eligible students and their families. Mental Health Systems provides mental health therapy for students whose parent is in the military and/or have Tricare insurance. They provide this service at school and it focuses on issues that a student may have when a loved one is in the military. Cost for the program is covered by the Family Forces Counseling program, a partnership between Tricare and Mental Health Systems. There is no cost to the student or school.

Therapy sessions are usually held once a week for 30-45 minutes. The average length of therapy varies but the program is usually 20 weeks. School sites provide space for the therapist as available to meet with the child.

It is anticipated that 20 students will be served through this program each year to complement other programs. The program has been offered successfully in both San Diego Unified School District and Lemon Grove School District.

**RECOMMENDATION:**

Administration recommends that the Board of Education approve the Memorandum of Understanding with Mental Health Systems to provide mental health support to students whose parent serves or have served in the military. All students must have written parent permission to participate at the school site.

This recommendation supports the following District goal: Develop social, emotional and health service programs to foster student character and personal well-being.

**FISCAL IMPACT:**

There is no cost to the District or students for this program. The cost for providing therapy will be covered by Family Forces.

**STUDENT ACHIEVEMENT:**

Students will be better prepared to learn in the classroom by providing mental health services.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item E.5.4.

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
MENTAL HEALTH SYSTEMS INC, FAMILY FORCES PROGRAM  
AND  
Santee School District

THIS MEMORANDUM OF UNDERSTANDING is entered into by and between Santee School District, 9625 Cuyamaca St. Santee, Ca. 92071 (“School”); and Mental Health Systems, Family Forces Program (“Provider”) 940 E. Valley Parkway, Suite D, Escondido, California 92025, with respect to the following matters:

- A. The parties of this MOU desire to provide mental health services, including individual, family, and group psychotherapy services, under the Mental Health Systems, Family Forces Program to students who are eligible for Tricare services.
- B. The parties desire to enter into this MOU to set forth their respective responsibilities with respect to the Family Forces Program.

NOW, THEREFORE, the parties agree as follows:

1. **Program Description.** The Family Forces Program shall be operated in accordance with the following:
  - a) PROVIDER shall provide services to students who attend the afore mentioned school pursuant to federal and state law governing mental health service delivery to eligible students.
  - b) Family Forces Program services may include assessment, evaluation, individual, family, and group psychotherapy services, as authorized by federal and state law.
  - c) Family Forces therapists will only be on-site during normal school hours on day/s agreed upon by both parties.
2. **Term and Termination.** The term of services is for fiscal year 2011-2012 with the option of yearly renewal for subsequent years. This MOU may be terminated at any time upon the mutual agreement of the parties or upon thirty-(30) days prior written notice from any party. Those authorized to receive this notice for the parties are set forth below:

For the Provider: Rebecca Culjat, Program Manager, Family Forces program, Mental Health Systems, Inc. 940 E. Valley Parkway, Suite D, Escondido, CA 92025.  
For the District: Dr. Patrick Shaw, Superintendent, or designee, Santee School District, 9625 Cuyamaca St. Santee, Ca. 92071.



3. **School Responsibilities.** The School's responsibilities shall include the following:

- a) Designations of locations to be used by the Family Forces Program for the provision of direct services to students on the dates and times to be agreed upon by the parties.
- b) Facilitate awareness of the Family Forces Program in the school and community via communication, collaboration, and information sharing.
- c) Identification and referral of eligible students with parental consent to Provider for Family Forces services.
- d) Designation of staff to act as a liaison with Provider to assist in the implementation of the Family Forces Program.

4. **Provider Responsibilities.** Provider's responsibilities shall include the following:

- a) Provider shall provide Family Forces Program services to eligible students referred by the School by employing qualified staff, per state and federal regulations.
- b) Submission of monthly reports to the School specifying the number of students referred for services, the number of student served, and the types of services the students and families received, and such additional information as agreed upon by the parties
- c) Designation of staff to act as a liaison with School to assist in the implementation of the Family Forces Program.

5. **Confidentiality.** The parties agree that all information and records obtained in the course of providing services pursuant to this agreement shall be subject to confidentiality and disclosure provisions of applicable federal and state statutes and regulations adopted pursuant thereto.

6. **Indemnification.** PROVIDER agrees to defend, indemnify, and save free and harmless the SCHOOL, its officers, agents, and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from, or alleged to have arisen from PROVIDER'S performance or lack thereof under this Agreement.

District agrees to defend, indemnify, and save free and harmless the PROVIDER, its officers, agents, and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from or alleged to have arisen from SCHOOL'S performance or lack thereof, under this Agreement.



DISCUSSION AND/OR ACTION ITEMS Item F.

*The Board invites citizens to address the Board about any of the items listed under Discussion and/or Action. Citizens wishing to address the Board about a Discussion and/or Action item are requested to submit a Request to Speak card in advance.*

Agenda Item F.

## **BACKGROUND:**

During the 2005-2006 school year Santee School District held its second Strategic Planning retreat for the new millennium. As a result of this retreat district stakeholders were able to establish a vision, a mission, goals, and objectives including action plans to realize those goals. This process supported opportunities for Board members, administration, teaching and classified staff members, as well as community groups to be involved in developing the direction for the District for the next five years. Through the strategic planning process, the Board focused their resources, both fiscal and personnel, towards accomplishing its priorities.

An optimum way for an organization to measure its performance priorities is based on a strategic plan. The goals from the last strategic planning process were developed for this District and are posted on the back wall of the Board room. These include:

### **Educational Achievement**

Assure the highest level of educational achievement for all students.

### **Facilities**

Provide facilities that optimize the learning environment for all students.

### **Fiscal Accountability**

Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

### **Staff Development**

Establish a staff development program as the cornerstone of effective instructional programs and employee performance.

### **Student Well-Being**

Develop social, emotional, and health service programs to foster student character and personal well-being.

It is now time to review our strategic plan for the future, as strategic plans are usually revised, updated, or recreated after three to five years of implementation. A sample timeline is provided that includes a schedule for Administration to begin preparations for this process this year to include, stakeholder input, development, and implementation. This timeline, if approved by the Board, will allow the selection and recruitment of school district stakeholders to be involved in the planning process and to complete the plan prior to budget adoption for the 2012-13 school year.

**RECOMMENDATION:**

Administration recommends the Board of Education discuss and take action to implement a timeline for a strategic planning process to take place in our school district. Administration also recommends the services of Dr. Sheridan Barker from the Haines Center of Strategic Management, at a cost of \$24,000, to assist, guide, and facilitate the Strategic Plan process through the following:

- Overview and Plan-to-Plan Sessions
- Strategic Planning Retreat
- Executive Planning Sessions and Monthly Change Leadership Team Meetings
- Rollout Sessions
- Annual Review and Strategic Plan Update
- Implementation Support
- Materials

Attached is a detailed description of each of these bullets.

This recommendation supports the following District Goals and Core Beliefs:

- ✓ Assure the highest quality of instruction for all students by increasing the amount and quality of core instruction and enhanced enrichment activities.
- ✓ Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.
- ✓ Assure a high level of quality community and parental involvement through a) effective and open two-way communication using tools and media, b) diverse opportunities for on-site involvement, c) volunteer and community friendly atmosphere and d) quality delivery system of information.

**FISCAL IMPACT:**

The cost for the services of Dr. Sheridan Barker from the Haines Center for Strategic Management is \$24,000. Additional costs for teacher substitutes, food, and supplies for the retreat and the development of the action plans would also be incurred at approximately \$2,500.

**ACHIEVMENT:**

The purpose for developing a strategic planning focus is to remind all stakeholders what the priorities of the school district are and to maintain the focus and the critical support systems to enhance and support student achievement.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

Agenda Item F.1.1.

**Santee School District**  
Strategic Planning Timeline  
2012 – 2017

**Strategic Planning Retreat: Winter, 2012 (TBD)**

Options: January 12 – 14, February 2 – 4, February 9 – 11, 2012

**Purpose of Strategic Planning:**

Strategic planning is a collaborative process that enables organizations and communities to (a) learn more about themselves from every angle, (b) identify common beliefs and values, (c) develop a shared mission and future vision, and (d) create meaningful action plans and commitments that will guide the future of Santee School District.

The process described below is grounded in the research-based *Reinventing Strategic Planning* process and powered by *Systems Thinking* © developed by the Haines Centre for Strategic Management. This process is facilitated by Haines Centre Global Partner Dr. Sheridan Barker, Strategic Leadership consultant and former Director of Leadership Services, San Diego County Office of Education.

**Strategic Planning Teams Summary**

<b>Strategic Leadership Team or Change Management Team*</b>	Cabinet 2-3 principals Board Member (if available)	Meets monthly 2012 - 2017	Monitors and ensures implementation of Strategic Plan and Attainment of Goals
<b>Strategic Planning Team</b>	25-30 Santee School District stakeholders	3 day retreat Thursday & Friday evening, Saturday, 8:30am–1:30pm	Develop the Santee SD Strategic Plan, 2012-2017
<b>Action Planning Teams</b>	♦ 5 – 7 people, Core Strategy lead for each team (Strategic Mgmt Team), representatives from strategic planning team and 3 – 4 additional staff and community members	Fall, 2013 Spring, 2012	Annual Update of Strategic Plan Develop Action Plan with 1 year detailed plan, 3 - 5 year projections

\* Name selected is local decision.

**Strategic Planning Calendar**

<b>Phase 1</b>		
<b>Oct ____, 2011</b>	Board Meeting Executive Briefing	Overview of the Strategic Planning Process
<b>4 hour meeting, TBD</b>	Plan-to-Plan (4 hours)	Strategic Leadership Team Meeting/Change Leadership Steering Team (recommend key staff) – then meets monthly throughout the strategic plan preparation and implementation, led by Superintendent.  ♦ <b>Educate:</b> Overall strategic management process ♦ <b>Organize:</b> Finalize timeline, processes, Strategic Planning team membership, internal support team, parallel processes design, budget ♦ <b>Assess:</b> Organizational readiness and implementation issues, key success measures ♦ <b>Tailor:</b> Communication, parallel process, links to budget and site plan development
<b>1.5 hour meetings monthly</b>	Plan-to-Plan	Strategic Leadership Team Meeting/Change Leadership Steering Team: ▪ Continue to refine preparation for strategic planning and strategic management of the plan to ensure success.

Oct - Nov, 2011	Strategic Leadership Team	<p>Recommendation: Key leadership enroll in <i>On Demand 24/7 Access Pass</i> for <i>Becoming a Strategic and Systems Thinker</i> Webinar series. Recognizing that time and money are limited, the most critical sessions are: Part 1 <i>Systems Thinking</i> and Part 2: <i>The Strategic Thinking ABCs Template</i> (\$99 each or \$599 for 7 part series) <a href="http://www.hainescentre.com">www.hainescentre.com</a> Public Events – Webinars</p> <p>Note: Could do this as management meeting / professional development sessions (1.5 hour webinar + discussion)</p>
Nov, 2011 (1 hour)	Board Workshop	Preparation of 2 – 3 organizational principles that guide Board governance. (What are the non-negotiable confines within which the team must operate?)
Nov, 2011	<i>Vital Signs</i> Notebook Prep for Strategic Planning (Internal Environmental Scan data)	<p>Santee SD preparation of <i>Vital Signs</i> notebook with critical district data for participants <b>to consider</b>:</p> <ul style="list-style-type: none"> <li>◆ Copy of current Mission, Core Beliefs and any related guiding documents</li> <li>◆ Longitudinal assessment summaries (Key Measures)</li> <li>◆ Demographics and projections</li> <li>◆ Facilities plan</li> <li>◆ History and key community information</li> <li>◆ Common Core overview</li> <li>◆ <i>Standards of the Teaching Profession</i></li> <li>◆ <i>California Professional Standards for Educational Leaders</i></li> <li>◆ Summary of on-line or other surveys collected</li> <li>◆ Two-page summary of <i>21<sup>st</sup> Century Skills</i>, from P21.org</li> <li>◆ Full .pdf copy of <i>Overview of 16 Trends</i> (see below)</li> <li>◆ <i>A Blueprint for Great Schools</i>, 2011, CDE</li> </ul>
Before January, 2012	Order Materials	<ul style="list-style-type: none"> <li>◆ <b>Graphic History</b> chart 8' x 4', <a href="http://store.grove.com/product_details.html?productid=28">http://store.grove.com/product_details.html?productid=28</a></li> <li>◆ <b>Overview of Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities, and the Whole of Society</b> by Gary Marx – for each member of the Strategic Planning Team and the Board of Trustees</li> </ul> <p>ORDER pdf. version from include in Vital Signs Notebook <a href="http://www.edreadysearch.org/search/item_preview.cfm?assetid=20239">http://www.edreadysearch.org/search/item_preview.cfm?assetid=20239</a></p> <p>NOTE: If there is another document that you would prefer to engage folks in planning for 2023 and beyond, you may use that.</p>
Nov - Dec, 2011	Community Notice	Begin communication about the Strategic Planning Process – Site newsletters, local newspapers, etc. Invite participation (if desired) in providing input, and participating on Strategic Planning team, or Strategic Action teams
Nov - Dec, 2011	Community Input	<ol style="list-style-type: none"> <li>1. Newspaper and school newsletters – articles and invitations</li> <li>2. Presentations to staff, PTA, ELAC, and other school &amp; community groups <ol style="list-style-type: none"> <li>a. Overview of process and outcomes</li> <li>b. Recruitment of volunteers for Strategic Planning Team and Action Planning Teams</li> <li>c. Obtain input from school staff, SCC, parents and community</li> </ol> </li> <li>3. Prepare staff &amp; community survey – online via eCoach.com, Survey Monkey and/or paper <ol style="list-style-type: none"> <li>a. Spanish version needed?</li> <li>b. English version</li> <li>c. Focus group input? Other interviews of key stakeholders?</li> </ol> </li> </ol>

Nov - Dec, 2011	Community input, continued	<ul style="list-style-type: none"> <li>◆ Develop key questions to gather data from stakeholders (survey or interview): <ul style="list-style-type: none"> <li>○ Top three strengths of the district</li> <li>○ Top three critical issues facing the district over the next 5 years</li> <li>○ What do students need to be prepared for 2025 and beyond?</li> </ul> </li> <li>◆ Optional: Interviews with identified organizations and individuals in community: mayor, police chief, worship community, business leaders, Chamber of Commerce, Kiwanis, etc.</li> <li>◆ Prepare data from focus groups and survey input for Strategic Planning Team (Include in Vital Signs Notebook)</li> </ul>
Nov - Dec, 2011	Identify Strategic Planning Team	<ul style="list-style-type: none"> <li>◆ Recruit 25-30 members of school and community, representing diverse perspectives to complement staff and Board member participants, as well as union leadership.</li> <li>◆ Suggestions for Santee: Santana &amp; West Hills High, Grossmont District, Mayor, Police Chief or representative, key businesses, representative staff member from each site, district cabinet, parents representing diverse students, minimum 2 Board members who can commit to the entire retreat (all Board are encouraged to participate).</li> <li>◆ Participation on team (generally) limited to those who can commit to the entire retreat.</li> </ul>
Nov - Dec, 2011 <b>**2 letters if possible</b>	Letter to SP Team	Letter to Strategic Planning Team Welcome, reaffirmation of dates, times and purpose of Strategic Planning, preparation, and expectations. <b>** Send first letter when person confirms, second letter reminder within 10 - 15 days of event</b>
Jan – Feb 2012 (One week prior to retreat)	<i>Vital Signs</i> notebook pick up	Strategic Planning Team picks up <i>Vital Signs</i> notebook & <u>Overview of 16 Trends</u> book to prepare for the Strategic Planning retreat
<b>Week prior to retreat</b>	Final Prep for Mtg. (Coordination)	Strategic Planning Retreat Preparation <ol style="list-style-type: none"> <li>1. Duplicate handouts <ol style="list-style-type: none"> <li>a. Community input</li> <li>b. Retreat note-taking agenda for participants</li> </ol> </li> <li>2. Food <ol style="list-style-type: none"> <li>a. Snacks for tables in paper bowls (pretzels, M&amp;M's etc.)</li> <li>b. Ice chest with cold drinks – soda and bottled water (refilled throughout)</li> <li>c. Thursday evening: Dinner, served about 6:00 p.m. – cookies about 7:30 p.m.</li> <li>d. Friday evening: Dinner, served about 6:00 p.m. – cookies about 7:30 p.m.</li> <li>e. Saturday a.m. (available 30 minutes before start) Continental Breakfast – yogurt, bagels &amp; cream cheese, fruit, coffee. Creamer, sugar &amp; artificial sweetener, hot water for tea and tea bags</li> </ol> </li> <li>3. Baskets on tables: <ol style="list-style-type: none"> <li>a. Water color chart markers</li> <li>b. Pencils</li> <li>c. Post-its (2" square or 2 x 3" rectangle)</li> <li>d. Large Post-it Notes - 1 pad per table (8" x 6" available through Office Depot)</li> </ol> </li> <li>4. Sign-in <ol style="list-style-type: none"> <li>a. Sign-in sheet</li> <li>b. Name tags for each day</li> </ol> </li> </ol>



		<ol style="list-style-type: none"> <li>5. Graphic History chart – ordered from Grove.com <ol style="list-style-type: none"> <li>a. Hang in the room so we can sign &amp; record information on it during the retreat</li> <li>b. Permanent markers for participants to sign Graphic History chart</li> </ol> </li> <li>6. Room Preparation <ol style="list-style-type: none"> <li>a. Digital projector and screen</li> <li>b. Easel and chart pads (1 per table group)</li> <li>c. Table seating for 4-6 people per table</li> </ol> </li> <li>7. Secretary with computer (working in conjunction with the facilitator) <ol style="list-style-type: none"> <li>a. Record key points of proceedings, creates foundation for full District Strategic Plan document.</li> <li>b. Prepare drafts of press releases for school and media</li> <li>c. Compile outcomes for Board item</li> <li>d. Prepare draft of Strategic Plan tri-fold</li> </ol> </li> <li>8. Certificates of Appreciation for participants – hand out Saturday afternoon</li> </ol>
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**Strategic Planning Retreat: 3 days TBD**

<b>Thursday, _____</b> 4:30 – 8:00 p.m.	Three-Day Strategic Planning Team Workshop	<ul style="list-style-type: none"> <li>◆ Welcome, Overview, Introductions, Ground Rules and Planning Parameters.</li> <li>◆ Conduct a <i>Future Environmental Scan</i> – including <i>16 Trends</i></li> </ul>
<b>Friday, _____</b> 4:30 –8:00 p.m.	Three-Day Strategic Planning Team Workshop	<ul style="list-style-type: none"> <li>◆ Review &amp; affirm the <i>Mission</i> of Santee School District.</li> <li>◆ Review &amp; affirm our <i>Core Beliefs</i></li> <li>◆ Develop a <i>Vision of Our Ideal Future</i> for Santee SD</li> </ul>
<b>Saturday, _____</b> 8:30 am– 1:00 pm	Three-Day Strategic Planning Team Workshop	<ul style="list-style-type: none"> <li>◆ Review our <i>Key Success Measures</i></li> <li>◆ Conduct <i>Current State Assessment</i></li> <li>◆ Reaffirm our Core Strategies to ensure achievement of mission and vision.</li> <li>◆ Brainstorm high leverage actions to “close the gap” between <i>Our Current State</i> and <i>Our Desired Future</i> for each <i>Core Strategy</i></li> <li>◆ Closing &amp; Next Steps:</li> <li>◆ Complete Strategic Planning Wall Map</li> </ul>
<b>Within 2 weeks of Retreat</b>	Prep DRAFT of 2012-2017 SANTEE SD Strategic Plan tri-fold	<ul style="list-style-type: none"> <li>◆ Mission                      Key Success Measures</li> <li>◆ Vision                         Core Values</li> <li>◆ Core Strategies to “close the gap” between <i>Current State</i> and <i>Our Desired Future</i></li> </ul>
<b>Within 1 month of Retreat</b>	Strategic Management Team	<ul style="list-style-type: none"> <li>◆ Refine descriptive statement &amp; SMART Goal for each Core Strategy, as well as <i>FROM:TO analysis</i> to guide Action Planning</li> </ul>
<b>March, 2012</b>	SANTEE SD Board Meeting: Lead by the SP Team	<ul style="list-style-type: none"> <li>◆ Presentation of Wall Map and DRAFT Strategic Plan tri-fold</li> <li>◆ Recruit Action Planning Team members for each Core Strategy (Board, if desired, &amp; reps from each site)</li> </ul>

**Phase 2**

<b>Mar, 2012</b> (2 hour training)	Action Planning Team Training	<ul style="list-style-type: none"> <li>◆ Review outcomes, timeline, processes and template for Action Planning Teams</li> <li>◆ Complete initial steps in process in workshop</li> </ul>
<b>Mar - Apr 2012</b>	Completion of DRAFT Action Plans	<p>Action Planning Teams work to complete each Action Plan:</p> <ul style="list-style-type: none"> <li>◆ Year 1 – 3, detailed implementation plan</li> <li>◆ Year 4 – 5, steps projected</li> </ul>

<b>Apr 2012</b>	Strategic Leadership Team	<ul style="list-style-type: none"> <li>◆ Presentation and discussion of Action Plans by Leads</li> <li>◆ Identify district-wide priority actions to create Year 1 Action Plan</li> <li>◆ Create 2012-2013 meeting date calendar for Strategic Leadership Team and annual update of plan (one-page <i>Yearly Comprehensive Map of Implementation – goldenrod?</i>).</li> <li>◆ Develop one-page Core Strategy tracking sheet (pink sheet)</li> <li>◆ Develop one-page District Goal tracking sheet (green sheet)</li> </ul>
<b>Phase 3</b>		
<b>May, 2012</b>	Plan-to-Implement Day (1 day): Strategic Leadership Team	<ul style="list-style-type: none"> <li>◆ <u>Educate:</u> <ul style="list-style-type: none"> <li>○ Why Change fails?</li> <li>○ Menu of Change Structures</li> <li>○ Iceberg Theory of Change</li> <li>○ Rollercoaster of Change</li> </ul> </li> <li>◆ <u>Assess:</u> <ul style="list-style-type: none"> <li>○ Year 1 Strategic Change Process</li> <li>○ Multi-year Cultural Change Effort</li> <li>○ Organizational Systems Design</li> </ul> </li> <li>◆ <u>Organize:</u> <ul style="list-style-type: none"> <li>○ Strategic Management Team processes</li> <li>○ Strategy Sponsorship Teams (SSTs)</li> <li>○ Success Factor Tracking</li> </ul> </li> <li>◆ <u>Tailor:</u> <ul style="list-style-type: none"> <li>○ Rollout/Communicate to Organization</li> <li>○ Implementing Transformational Change</li> </ul> </li> </ul>
<b>May - June, 2012</b>	Strategic Leadership Team	<ul style="list-style-type: none"> <li>◆ Finalize and communicate <i>Santee School District Strategic Plan</i> to all stakeholders</li> <li>◆ Develop communications plan for community and other stakeholders</li> <li>◆ Update SANTEE SD Strategic Plan tri-fold and website to include key actions as appropriate</li> </ul>
<b>Phase 4</b>		
<b>Fall, 2012</b>	All Santee SD leadership groups and staff	Intentionally align all SANTEE SD work and documents with the Strategic Plan and Action Plans including organizational chart, job expectations, evaluation criteria, etc.
<b>Fall, 2012</b> (annually 2012-2017)	Site Administrators	Align school goals, action plans and budgets (Single Plan for Student Achievement) with district Strategic Plan. <b>This may include a 1-day retreat for each site to align and develop new Site Plan--in 2012 only</b>
<b>Jan, 2013</b> <b>(4 hours – ANNUAL EVENT)</b>	Strategic Planning Team (same & new folks as needed from 2011 Team)	Convene 25-30 district and community representatives to: <ul style="list-style-type: none"> <li>◆ Update Environmental Scan</li> <li>◆ Recommit to Mission, Vision, Core Beliefs &amp; Core Strategies</li> <li>◆ Celebrate accomplishments</li> <li>◆ Update Critical Issues list</li> <li>◆ Identify recommendations for future actions, questions for further research</li> </ul>
<b>2012 – 2017</b> <b>Repeat in 2022</b>	Strategic Leadership Team	Monitor and facilitate alignment to ensure all SANTEE SD work is grounded in the Strategic Plan--all meetings, communication, all decisions and all resources (people, time and money)

**Santee School District: Strategic Planning Timeline (Tentative)**

Activity	Jan 2012	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan 2013
x Strategic Planning Retreat	█												
Draft Strategic Plan to Board		█											
Recruit Strategic Action Plan Teams			█										
Parallel Involvement Process (schools & committees)		█	█		█			█					
Draft SMART Goals for Core Strategies			█										
Action Planning Team Training			█										
x Draft Action Plans 2012 - 2017			█										
Identify Key Success Measures			█										
Develop Annual Priorities 2012-13					█								
Prepare Implementation Calendar					█								
Prepare Core Strategy Tracking Sheet					█								
Plan-to-Implement Session					█								
Prepare Annual Site/Dept Plan Tracking							█						
Align Site & Dept plans to District SP							█						
Monthly Change Leadership Team mtgs	█	█	█	█	█	█	█	█	█	█	█	█	█
Annual Strategic Plan update													█

Discussion and/or Action Item F.2.1. Approval of Monthly Financial Report  
Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

Administration has prepared the accompanying Monthly Financial Report covering the period July 1, 2011 through August 31, 2011 for the Board of Education's review and comments. The statements are prepared on a cash and modified accrual basis and include the District's revenue, expenditure, and cash activities.

**RECOMMENDATION:**

It is recommended that the Board of Education approve the Monthly Financial Report, as presented.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

**FISCAL IMPACT:**

The Monthly Financial Report shows a beginning cash balance of \$1,110,392; cash receipts of \$8,717,890; and disbursements of \$5,818,490 are reflected for the period of July 1, through August 31, 2011, resulting in an ending cash balance of \$4,009,793 as of August 31, 2011.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item F.2.1.
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# MONTHLY FINANCIAL REPORT - AUGUST

1

## CASH REPORT FOR JULY AND AUGUST

		Actual	Projected
Beginning Cash Balance as of June 30, 2011		\$1,110,392	\$1,110,392
<b>INCOME</b>			
A. Revenue Limit Sources			
State Aid			
Property Taxes	288,813		
		288,813	
B. Federal Income			
ARRA IDEA	9,234		
Federal Funding	140,597		
		149,831	
C. State Income			
Unres. State Funding	275,484		
Lottery	244,145		
Deferrals	6,259,752		
HTS Transportation	22,554		
Spec Ed Transportation	12,344		
		6,814,279	
D. Local Income			
Other Local Income	48,646		
Spec ED	20,860		
Interest	9,964		
		79,470	
E. Due to/Due from other funds			
F. Debt Proceeds		1,385,497	
<b>TOTAL INCOME</b>		<b>\$8,717,890</b>	<b>\$8,717,890</b>
Beginning Balance Plus Income		\$9,828,283	\$9,828,283
<b>DISBURSEMENTS</b>			
G. Commercial Warrants	\$1,503,072		
H. Payroll Warrants	1,882,245		
I. Statutory Employee Benefits	1,818,221		
J. Health & Welfare	447,945		
K. Other Outgo	167,008		
<b>TOTAL DISBURSEMENTS</b>		<b>\$5,818,490</b>	<b>\$5,818,490</b>
Ending Cash Balance as of August 31, 2011		\$4,009,793	\$4,009,793





## Budget Revisions Through August 31, 2011 2011-12 Revised Budget

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
<b>Beginning Fund Balance</b>	10,121,507	245,571	10,367,078
<b>Estimated Income</b>	32,235,323	11,196,031	43,431,354
<b>Estimated Expenditures</b>	33,690,238	11,319,444	45,009,682
<b>Change in Fund Balance</b>	(1,454,915)	(123,413)	(1,578,328)
<b>Projected Ending Fund Balance</b>	8,666,592	122,158	8,788,750
<b>Less: Designation for Restricted Programs Carryovers</b>	-	122,158	122,158
<b>Less: Designation for Prepaid Expenses</b>	375,869		375,869
<b>Less: Designation for Revolving Cash</b>	15,000		15,000
<b>Less: Designation for Stores Inventory</b>	29,615		29,615
<b>Less: Reserve for Vacation Carryover</b>	221,401		221,401
<b>Less: Reserve for Economic Uncertainty</b>	1,350,290		1,350,290
<b>Less: Reserve for State Budget Uncertainty</b>	-		-
<b>Undesignated/Unappropriated/Unreserved Fund Balance (Uncommitted)</b>	6,674,416	-	6,674,416
<b>Fund 17 Projected End of Year Balance</b>	2,853,197		2,853,197
<b>Projected Reserves</b>	<u>10,877,903</u>	<u>-</u>	<u>10,877,903</u>
<b>As a % Estimated Expense Total</b>	24.17%		
<b>* Projected Reserve % 2012-13</b>	17.03%		
<b>* Projected Reserve % 2013-14</b>	12.57%		

\* Based on latest multi-year projection assumptions



**BACKGROUND:**

The Hill Creek School 10 classroom addition that is currently under construction incorporates several changes in design from the previously constructed additions at Rio Seco, Carlton Hills, and Carlton Oaks schools. Most notable is a shift of stairways from internal and enclosed to external and exposed. This change was implemented due to a sequence of events that occurred in late 2008 and early 2009 and were incorporated into designs submitted to DSA (Division of State Architect) on July 22, 2009 and approved by DSA on May 25, 2010.

On October 6, 2008, Trittipio Architectural Planning (“TAP”) was selected and appointed as the new Architect for the District’s Capital Improvement Program. Soon after appointment, TAP became aware of an October 27, 2008 deadline for submitting final increment drawings to DSA in order to be able to incorporate 2001 building codes (“2001 Code”) for the 10 classroom additions at Hillcreek, Chet F. Harritt and Pepper Drive schools. The 10 classroom addition design site adaptation construction drawings prepared by the previous architect were not far enough along to meet this deadline which then required revision of the design drawings to incorporate new 2007 building codes (“2007 Code”). The 2007 Code included major changes for fire prevention/suppression and to structural requirements for seismic safety. Consequently, the wood framed designs used for the Phase 1 schools now became much more expensive and difficult to build. This was primarily due to two factors: requirements for a more expansive fire sprinkler system and fire separation walls and corridors; and increased value requirements of plywood sheer walls thereby necessitating upgraded plywood and more extensive nailing. Preliminary estimates indicated this would add \$200,000 to \$400,000 to the cost of each 10 classroom addition whereas a structural steel building with metal studs would have the same construction costs but allow a shorter construction period and other long-term benefits.

At that time, industry standards for 2-story educational buildings were shifting from wood framed to steel framed construction. Consequently, discussion ensued regarding value engineering and cost reduction strategies to offset the increased costs from building code changes and steel frame design. In early 2009, TAP and Barnhart brainstormed ideas with the District and discussed various Post Occupancy Evaluation (“POE”) suggestions. The site adapt design from Cajon Valley included enclosed, interior stairways. One POE suggestion was to not enclose the 2 stairways of the building. Estimates indicated that the District could realize a savings of approximately \$30,000 to \$50,000 in construction costs in addition to savings from less HVAC use and maintenance costs. Specifically, the following advantages were noted:

- Construction cost savings:
  - Fewer structural members and less wall and finishes
  - Elimination of rubber nosing and rubber/vinyl covering of the steps

- Elimination of 2 sets of double doors. Previous 10 classroom additions incorporated 6 sets of double doors. The revised design only required 4 sets of double doors.
- Less noise disruption to the instructional program. In order to expedite passing time between classes, the double doors at the top of the stairs were left open. Schools were reporting that this increased the noise level as students transitioned, thereby disrupting instruction occurring in other classrooms.
- Energy savings from less interior space for provision of Air Conditioning.
- Savings in maintenance and cleaning costs. Schools with the previous design experienced increased custodial and maintenance time and costs for repairing walls, cleaning wall stains, and cleaning the rubber/vinyl covering of the stairways.

As a result of this analysis, the change of the stairways from enclosed to external was incorporated in the final designs submitted to DSA in July 2009.

The possible disadvantages for exterior stairways are as follows:

- Exposure of students to inclement weather. The stairways are covered overhead but not on the sides.
- Exposed stairways may reduce aesthetic appeal. Open stairways would be visible while driving down Braverman Drive towards the Hill Creek School building.
- Increased attraction for use/play on weekends or after hours. Exposed stairways with metal railing may be perceived as an attractive play structure for skateboarders.

Administration will discuss a list of Post Occupancy issues for the 10 classroom additions that includes the stairway change as well as numerous other requested aesthetic or efficiency promoting design changes presented at the November 17, 2009 and December 15, 2009 Board meetings.

**RECOMMENDATION:**

It is recommended that the Board of Education discuss major design changes for the 10 classroom addition at Hill Creek School, including external stairways, and provide direction to administration for possible change orders during construction.

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.
- Provide facilities that optimize the learning environment for all students.

**FISCAL IMPACT:**

The fiscal impact is estimated at \$50,000 to \$100,000 per building to initiate change order(s) to enclose the stairways.

**STUDENT ACHIEVEMENT IMPACT:**

This is a fiscal item. All fiscal resources impact student achievement.

Motion:		Second:		Vote:		Agenda Item F.3.1.
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**POST OCCUPANCY EVALUATION ISSUES / PHASE 2 SCHOOLS / 10-CLASSROOM ADDITIONS**

Item Number	Site	Description Safety Priority	Solution / Discussion	IMPLEMENTED	NOT IMPLEMENTED	Safety Issue	Estimated Cost	Status
1	All	Lower Windows for better view	Teachers on the second floor classrooms expressed desire to see out the windows and asked if they could be lowered at their desk area		X		\$7000 in A&E Const. cost TBD	Would need change order for extra services with the architect and design team due to structural impacts. Could be done as a field change directive (fcd) / bulletin to the HC construction, if desired.
2	All	Hang screen well past teaching wall cabinet	Phase 1 screens hung off the teaching wall cabinet causing conflicts. The screens can be easily moved and adjusted by location on the T-bar grid ceiling system. Four classrooms with the hard lids / sloped ceiling need a wall bracket style screen.	X			\$0.	The projection screens are easily modified on the T-bar ceiling grid rooms. The projector location is more difficult to adjust but the projector can be rotated at its location. The screens currently hang 2 ft in front of the teaching wall. The 4 clerestory ceiling upper classrooms have wall mount projectors and are on different walls.
3	All	Projector on wall instead of ceiling	At 4 upper classrooms with sloped ceilings.	X			\$1,200 each cost of projector <\$1,200> saved in constr. wash	A short throw wall mount projector solution was better than the long pole ceiling projector hanging. Construction cost savings pay for cost upcharge of the projectors.
4	All	Don't enclose stairs	POE complaints of noise from interior stairwells into classrooms and corridors, complaints of cleaning and maintenance issues	X			<\$30K-\$50K> Savings exterior Cost of \$50k- \$100k to convert back to enclosed	The stair locations on the exterior of the building made them easily converted to exterior stairs, they have roof coverage and this change was implemented due to its cost saving attribute to meet budget after metal stud steel building code upgrade. Construction cost to enclose stairs and convert finishes to interior would be \$50-\$100k.

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**POST OCCUPANCY EVALUATION ISSUES / PHASE 2 SCHOOLS / 10-CLASSROOM ADDITIONS**

Item Number	Site	Description Safety Priority	Solution / Discussion	IMPLEMENTED	NOT IMPLEMENTED	Safety Issue	Estimated Cost	Status
5	All	Make storerooms larger conference rooms	A bulletin can be issued to combine rm 108 and 107 but the fire riser is in this room so a closet will be needed to enclose it	X			\$1000	Being issued as a bulletin. There is a workroom and an adjacent storage room for which the dividing wall is non-bearing and can be removed. The fire riser is in the storage room and will need a closet around it. This can be issued as an fcd and construction change.
6	All	Acoustic tile in all classrooms	Implemented	X			\$20,000 per site	Implemented
7	All	Ventilation only -No AC interior corridors, closets, storage rooms	Maintenance and long term cost of energy usage and equipment of 2 additional AC units not required by code.	X			<\$15K-\$25K> Savings. If changed back a \$50k change order	Restrooms, storage rooms and closets are all only ventilated per code. On the CP 18 classroom large building there was AC units to corridors and stair wells and the ductwork was exposed and created issues for cleaning and lighting. This 10 classroom version cost saving suggestion since the stairs are exterior was to delete 2 AC units and ventilate only the corridors for the cost savings of energy and maintenance. To add back into the contract via a change order will require mechanical, structural, electrical and architectural impacts and costs.
8	All	Enclose roof access ladder	The RSP room upstairs was the only space for the roof access but it became a nuisance in the room. We created an office area within the RSP pull out room for the roof ladder to be in (7ft by 18ft)	X		X	\$1,000-\$2,500 const. cost.	Best design solution to the problem to create a conference / office space of 7 by 18 vs. a steel cage ladder restriction panel door.
9	All	High light fixtures too hard to reach	Tied to the corridors clerestory and stairwells improving in each phase of additions. Pendent lights used for easier access.	X				Some moved or changed to pendent, wall mount in clerestory and stair areas and exterior stairs helped. Ladder / lift access request from M&O. CP campus has difficult lights to reach due to open corridors at 2 <sup>nd</sup> level. Eliminated in 10 classroom additions.

**POST OCCUPANCY EVALUATION ISSUES / PHASE 2 SCHOOLS / 10-CLASSROOM ADDITIONS**

Item Number	Site	Description Safety Priority	Solution / Discussion	IMPLEMENTED	NOT IMPLEMENTED	Safety Issue	Estimated Cost	Status
10	All	Clocks mounted behind screen	Relocate clock location	X			\$0	Being issued as a bulletin. Clock system is wireless so only an installation change. No cost impact to move to back of the classroom not above teaching wall or behind projector screen.
11	All	No clocks or bells	Added clocks and bells to contract in both phase 1 and phase 2 10 classroom additions	X		X	\$15,000	Implemented in both phase 1 and phase 2 10 classroom additions.
12	All	Knock off mats at vinyl floor	Implemented at all carpeted entries from exterior. Purchased floor entry mats for all main entries	X			\$700 each	Same solution for phase 1 and phase 2 10 classroom additions.
13	All	New tables and chairs in science rooms with legs for floor buddies to protect vinyl floors	Need to purchase	X	X		\$300 per rm in floor buddies for 2 science rooms \$6000 for new tables with legs	Floor buddies purchased after addition and modernization but some desk legs don't accommodate to buddies. Changing furniture / desks types between rooms of carpet and vinyl has been implemented in the past and will continue. New furniture purchase has not been implemented.
14	All	Teaching wall VGA location	Change to a different location or floor box			X	\$500-1,000 per location	Electrical is added to the front of the teaching storage wall cabinet. VGA cabling for projector is costly and restrictive in bends and lengths and cost is \$200-\$400 per cable depending on length. Teachers control location TBD as best. Floor boxes fail often due to water and damage from traffic (not recommended). Could be moved to front of teaching wall cabinet or remain on wall next to it.
15	All	Door stops	Requested HOLD open feature			X	\$10 each	Due to code restrictions on fire doors and corridors we implement installation of such requests on a case by case basis for interior doors within classrooms for better

**POST OCCUPANCY EVALUATION ISSUES / PHASE 2 SCHOOLS / 10-CLASSROOM ADDITIONS**

Item Number	Site	Description Safety Priority	Solution / Discussion	IMPLEMENTED	NOT IMPLEMENTED	Safety Issue	Estimated Cost	Status
								supervision of pull out spaces.
16	All	More white boards	JH-Instruction needs	X			\$0-\$500 each	We have 32 surplus white boards from the modernizations and have supplied extra white boards to teachers upon request to satisfy this issue.
17	All	Science Demonstration Cabinet	Requested for all rooms		X		\$8K/room \$64,000	This island demonstration cabinet with plumbing is beneficial for science classrooms but a very expensive added cost for every classroom and would take up space. The regular classrooms don't have the required additional space that science does. The built in teachers desk in the unit may have been the feature staff liked.
18	All	Hot water in student restrooms	Requested		X		\$2,000	Not required by code. An insta-hot under sinks electric hand washing hot water device could be added with an extra circuit and electrical but these devices break often and are costly to maintain. 8 sinks affected.
19	All	Hot water in staff restroom	Requested		X		\$500	Not required by code. An insta-hot under sink electric hand washing hot water device could be added with an extra circuit and electrical but these devices break often and are costly to maintain. 1 sink affected.
20	All	VP Office Conference Space	Possibly same as 5 above opportunity to create a VP office or conference room of the space room 107 &108 workroom / storage together	X			See 5 above	See 5 above. Being issued as a bulletin.
21	All	Future Security Cameras	Hallway Supervision			X	\$15K	Costly upgrade for all campuses as a future option if needed but has not been implemented district-wide.
Item Number	Site	Description Safety Priority	Solution / Discussion	IMPLEMENTED	NOT IMPLEMENTED	Safety Issue	Estimated Cost	Status
22	All	Bus Mirrors	Hallway Supervision			X	\$400/ school	Item added to interior stair wells for improved supervision. Can be added if still needed.

Board Policies and Bylaws Item G.1.      Second Reading: BP 3290, Gifts, Grants and Bequests

Prepared by Karl Christensen  
October 4, 2011

**BACKGROUND:**

Board Policy 3290 pertains to the receiving of Gifts, Grants, and Bequests. In previous versions of this policy, a threshold of \$50 was included so that gifts and donations above this amount would be reported and officially received by the Board. This threshold was excluded from the latest revision of this Board Policy. Administration recommends re-inserting this threshold in order to promote consistency in the handling of gifts and donations.

**RECOMMENDATION:**

It is recommended that the Board of Education review, approve, and adopt revised Board Policy 3290, "Gifts, Grants and Bequests."

This recommendation supports the following District goal:

- Pursue actively the funding and resources to fulfill our mission and maintain fiscal solvency.

**FISCAL IMPACT:**

All gifts or donations received by schools and/or District employees, exceeding \$50.00 will be reported to the Board of Education for its review and official acceptance.

**STUDENT ACHIEVEMENT IMPACT:**

Donations to the District positively impact fiscal resources and student learning environments.

Motion:		Second:		Vote:		Agenda Item G.1.
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**GIFTS, GRANTS AND BEQUESTS**

The Governing Board may accept any bequest or gift of money or property on behalf of the district. While greatly appreciating suitable donations, the Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students.

All gifts or donations received by schools and/or District employees, exceeding \$50.00 must be reported and officially received by the Board.

Before accepting a gift, the Board shall consider whether the gift:

1. Has a purpose consistent with the district's vision and philosophy;
2. Begins a program which the Board would be unable to continue when the donated funds are exhausted;
3. Entails undesirable or excessive costs;
4. Implies endorsement of any business or product.

The Board shall carefully evaluate any conditions or restrictions imposed by the donor in light of district philosophy and operations. If the Board feels the district will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Gift books and instructional materials shall be accepted only if they meet regular district criteria.

All gifts, grants and bequests shall become district property. Donors are encouraged to donate all gifts to the district rather than to a particular school. At the Superintendent or designee's discretion, a gift may be used at a particular school.

*Legal Reference:*

EDUCATION CODE

1834 Acquisition of materials and apparatus

35162 Power to sue, be sued, hold and convey property

41030 School district may invest surplus monies from bequest or gifts

41031 Special fund or account in county treasury

41032 Authority of school board to accept gift or bequest; investments; gift of land requirements

41035 Advisory committee

41036 Function of advisory committee

41037 Rules and regulations

BOARD COMMUNICATION AND ORGANIZATIONAL BUSINESS Item H.

Agenda Item H.

CLOSED SESSION Item I.

*Citizens wishing to address the Board about a Closed Session item are requested to submit a Request to Speak card in advance. The Board invites citizens at this time to address the Board about any of the items listed under Closed Session*

*The Board will go into Closed Session to discuss:*

- 1. Conference with Labor Negotiator (Govt. Code § 54956.8)**  
*Purpose: Negotiations*  
*Agency Negotiator: Karl Christensen, Asst. Superintendent*  
*Employee Organization: Classified School Employees Association*
  
- 2. Public Employee Discipline/Dismissal/Release (Govt. Code § 54957)**

RECONVENE TO PUBLIC SESSION Item J.

ADJOURNMENT Item K.