



**BOARD OF TRUSTEES
WORKSHOP**

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Interim Superintendent
Larry Perondi

Union High School District

**THURSDAY, AUGUST 16, 2018
5:00 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

Welcome to the meeting of the San Dieguito Union High School District Board of Trustees.

PUBLIC COMMENTS

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the Secretary to the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name before making your presentation.

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

In accordance with the Brown Act, public comments are limited to item(s) on the published agenda. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, www.sduhsd.net and/or at the district office. Please contact the [Office of the Superintendent](#) for more information.

CLOSED SESSION

The Board may meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations which are timely.

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the [Office of the Superintendent](#). Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
WORKSHOP AGENDA**

**THURSDAY, AUGUST 16, 2018
5:00 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA. 92024**

The Governing Board of the San Dieguito Union High School District has scheduled a Board Workshop for Thursday, August 16, 2018, at the above location, in the Board Room.

1. CALL TO ORDER **5:00 PM**

2. PUBLIC COMMENTS REGARDING ITEM #3
In accordance to the Brown Act, public comments are limited to item(s) listed on the agenda. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda. (*See Board Agenda Cover Sheet*)

INFORMATION ITEMS

3. DIVISION UPDATES
 - A. ADMINISTRATIVE SERVICES
 - B. BUSINESS SERVICES
 - C. EDUCATIONAL SERVICES
 - D. HUMAN RESOURCES

4. ADJOURNMENT

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 3, 2018

BOARD MEETING DATE: August 16, 2018

PREPARED BY: Mark Miller, Associate Superintendent
Administrative Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: 2018-19 ADMINISTRATIVE SERVICES
STRATEGIC PROJECTS

EXECUTIVE SUMMARY

The Administrative Services Department oversees many areas in the support of students. This includes, primary support of the district's LCAP goal #4, which addresses student connectedness and social-emotional learning, special education and Section 504, state and national testing, educational technology, athletics, the Learning Commons, and AVID.

During the last several years, the department has taken active measures to review, revise, and implement policies and procedures to align with current law, as well as address student need.

The district suicide prevention policy and procedures were created to align with Assembly Bill 2246. This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities increase help-seeking behavior, decrease suicide risks, identify those at risk of suicide, and decrease suicidal behaviors. Evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind. The procedures include specific steps for prevention, intervention, and postvention. Say Something and Know the Signs will be part of Prevention (education and communication) to our school community. If a student is identified (through ARS or other), the district protocol and forms will be implemented in the Intervention stage. Under our new procedures, to ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Director of School and Student Services serves as the suicide

prevention point of contact for the District. In addition, each school shall identify at least one staff member to serve as the liaison to the Director responsible for coordinating and implementing suicide prevention activities on their specific campus.

In addition, to the suicide prevention policy, the Administrative Services Department updated the district-wide threat assessment procedures and guidelines. In 2016-17, SDUHSD site administrative staff was trained by the San Diego County Office of Education (SDCOE) on utilizing a model threat assessment policy and flowchart to develop guidelines for their specific sites. The primary focus of these policies are to provide schools with “a model policy for the establishment of threat assessment teams, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students.” Our model policy and procedures are based on a synthesis of known best practices also from the evidence-based University of Virginia model as provided in training by SDCOE. They are consistent with the process for identifying, assessing, and managing students who may pose a threat set forth in *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, a 2002 publication of the U.S. Secret Service and the U.S. Department of Education (Fein et al, 2002).

Other work the Administrative Services Department has taken on, include an updated board policy to address bullying, with an updated district website to include resources on bullying prevention. Working with site administration, each middle school has implemented a Digital Citizenship program through Common Sense Media for our middle schools to teach our students how to be responsible and safe digital citizens. In the spring of 2018, the Administrative department leaders initiated a process to identify a scope and sequence for social-emotional learning for all students in the district, and have formulated an advisory group, comprised of parents, district, and site personnel to understand trends and alignment of resources and supports to address needs. To address supports for our students with disabilities, during the 2017-18 school year, the Administrative Services department led the Special Education Task Force and the development of a Special Education Strategic Plan.

Moving forward, during the 2018-19 school year, the Administrative Services Department will focus on three key areas:

Supporting LCAP Goal #4: Student Connectedness and Student Social Emotional Well Being through a Multi-Tiered Systems of Support (MTSS) framework

SDUHSD has committed to build a multi-tiered system of support (MTSS) to meet the academic, behavioral, and social-emotional needs of all students. To support this work, SDUHSD applied for and been awarded the California Scale-Up MTSS Statewide (SUMS) Grant for \$25,000.00 in order to be part of a cohort which will be trained in implementation. This grant will support district implementation of MTSS through a yearlong training (Technical Assistance) series for district team members. With the support of a Scale-Up MTSS grant and Technical Assistance, SDUHSD will seek to evaluate which resources, programs, and initiatives have achieved beneficial outcomes

in addressing Tier 1-3 student needs and design a plan for their consistent and broader implementation. An in-depth analysis of outcome, process and perception data from the LCAP annual update, feedback from the 2017 District/Site Achievement Summit, stakeholder feedback gathered throughout the year as well as the SUMS Technical Assistance Trainings will allow our MTSS team members to review data on the efficacy of current interventions and then determine specifically which evidence-based practices and programs should receive greater focus and attention within the MTSS. This process will also allow our team to identify additional measures needed to track evaluate our systems of intervention and create a plan to collect any additional data needed. We anticipate that a thoughtful examination of intervention efficacy will reveal a need to focus on integrating PBIS implementation, continuing Restorative Justice practice exploration, expanding Wellness opportunities, as well as in-depth training on consistent use and implementation of classroom interventions using the principles of Universally-Designed Learning.

2. Implementation of the Special Education Strategic Plan

District-wide implementation of the Special Education Strategic Plan will be a key priority for our special education department and site leaders. Specific implementation steps are underway to carry out the plan, specifically focusing on ensuring each site leader is clear on the objectives of the plan and have a clear guidance on how the plan will be implemented on their site.

3. Implementation of the Sandy Hook Promise (SHP) Program

SHP is a national non-profit organization founded and led by several family members whose loved ones were killed at Sandy Hook Elementary School on December 14, 2012. In the school setting, their mission is to provide programs and practices that protect children from violence with a specific mission to develop and deliver Mental Health & Wellness Programs that identify, intervene and help at-risk individuals. Through this program, the district will move to adopt two of their programs, which include, the “Say Hello” and “Say Something” programs.

Middle School: START WITH HELLO

Start With Hello (SWH) is designed to bring individuals and communities together to foster looking out for and caring for one another.

SWH asks students, educators, parents and other community leaders who interact with children to take a simple, yet incredibly powerful, action at lunch – making sure that no one eats alone. This simple action, when taught and put into practice, instills the power and reward of social inclusion – that when you see someone alone at lunch (or across any other experience), say hello, introduce yourself, ask them to join you.

Students, teachers and site leaders are given tools on how to break the ice, break down barriers and get to know one another (interpersonal interaction) as well as how to create and sustain an inclusive culture / community.

High School: SAY SOMETHING

The Sandy Hook Promise Say Something initiative, benefits educators, administrators and community based organization leaders as well as parents, by building a culture of “looking out for one another” and reporting possible threats of violence when someone sees, reads or hears something (especially within social media), entire communities will become safer and lives will be saved.

Say Something informs and educates about observable warning signs (written, spoken, photographed, in video) that are often present in behavior that could lead to someone hurting themselves or others as well as educates individuals on how to safely and anonymously report potential threats. Additionally, the program provides tools on how best to promote and reinforce Say Something.

Say Something is an education and awareness program that provides tools and practices to:

- Recognize the signs & signals of a potential threat – especially in social media
- Teach and instill in participants how to take action
- Drive awareness and reinforce the need to Say Something

Through adoption of these programs, the goal and intent is to train administrators, certificated and classified staff, students, and our parent communities on all aspects of the program to ensure consistency and program continuity, site to site.

1. Supporting LCAP Goal #4: Student Connectedness and Student Social Emotional Well Being through a Multi-Tiered Systems of Support (MTSS) framework

To address student connectedness and student social emotional well being, the Administrative Services Department is focused on the alignment of resources and supports currently offered in the district. To support this effort, in March of 2018, the department applied for a grant through the California Department of Education, and in June was selected to participate in a cohort of districts from San Diego and Orange County to develop, align, and improve academic and behavioral resources, programs, supports, and services utilizing a coherent multi-tiered systems of support (MTSS) framework that engages all systems leading to improved student outcomes. This year, we will send a team of administrators from each district site to participate in workshops dedicated to the scaling up the alignment of resources to support student social-emotional well being. In addition to this work, the district has formed a team of counselors, social workers, school psychologists, and administrators, to develop a social-emotional scope and sequence for all students grades 7-12. This group will continue to work towards the completion of a social-emotional learning scope and

sequence, ultimately identifying curriculum and materials to explicitly teach social-emotional learning skills.

2. Implementation of the Special Education Strategic Plan

District-wide implementation of the Special Education Strategic Plan will be a key priority for our special education department and site leaders. Specific implementation steps are underway to carry out the plan, specifically focusing on ensuring each site leader is clear on the objectives of the plan and has clear guidance on how the plan will be implemented on their site.

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Through adoption of these programs, the goal and intent is to train administrators, certificated and classified staff, students, and our parent communities in all aspects of the program to ensure consistency and program continuity, from site to site.

RECOMMENDATION

This item is being submitted as information only.

FUNDING SOURCE

N/A

Administrative Services Department 2018-2019 Strategic Initiatives and Areas of Oversight

Administrative Services Department Team:

Mark Miller, Associate Superintendent
Rick Ayala, Director of Alternative Programs and Athletics
Tiffany Hazlewood, Director of School and Student Services
 Robin Ross, Program Supervisor
 Rachel Page, Program Supervisor
 Erika Munoz, Program Supervisor
 Kellie Maul, Program Supervisor
 Monica Davey, Program Supervisor
 Vacant, Program Supervisor
Melissa Sage, Coordinator of Student Support Services
Vacant, Coordinator of Special Education
Maritza Santander, Information Systems Supports Supervisor
[Site Oversight](#)

2018-19 Key Initiatives

- Initiative # 1: Special Education Strategic Plan Implementation
- Initiative # 2: Multi-Tiered Systems of Supports
- Initiative # 3: Sandy Hook Promise

In addition to these key initiatives, the Administrative Services Department will be responsible for direct oversight of:

- Counseling and Guidance Department Leadership
- Special Education Department Leadership
- School Social Workers
- Formal Assessment Leadership: State of California and College Board Testing Programs
- Educational Technology
- Digital Citizenship
- Attendance and SARB
- Suspensions/Expulsions
- Home and Hospital
- Health Services
- Learning Commons and Library Services
- Athletics
- AVID
- TUPE Grant Oversight
- College Readiness Block Grant
- READI Program
- Intra and Inter District Transfers
- Section 504
- Information Systems Supports: Aeries and Parent Portal
- State Reporting: CALPADS and CBEDS
- Federal Reporting
- Annual Residency Verification
- Enrollment
- Homeless and Foster Youth

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Initiative # 1: Special Education Strategic Plan Implementation

The Special Education Strategic Plan action goals and action steps align to the LCAP.

- Transitions/College/Career/Post-Secondary
- Curriculum
- Curriculum and Instruction/Programs
- Professional Development/Staffing
- Inclusion and Meaningful Student Involvement
- Accountability and Oversight

Implementation Plan


- ⇒ District Implementation Team (*Weekly Meetings*)
 - Associate Supt. of Administrative Services
 - Associate Supt. of Educational Services
 - Director of Student Support Services
 - Coordinator of Special Education
- ⇒ Site Level Implementation Team (*Monthly Meeting with District Team*)
 - Principal
 - Assistant Principal
 - Program Supervisor
 - Special Education Department Chair
- ⇒ Special Education Advisory Group (*Quarterly Meetings*)
 - District Implementation Team
 - Program Supervisor(s)
 - Special Education Department Chair(s)
 - Parent Representative from Each Site

Accountability

- Special Education Advisory Group Report Out
- Principal Site Communication (website, email communication, “Coffee with the Principal”)
- Special Education Newsletter
- Linkage to individual site Single Plans for Student Achievement (SPSA)
- Annual Report to the Board of Trustees by the Administrative Services Department

Initiative # 2: Multi-Tiered Systems of Supports





Addresses SDUHSD LCAP Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.



Multi-Tiered System of Support

<p>Inclusive Academic Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal academic supports Provide supplemental interventions and supports Provide intensified interventions and supports Develop guideline to implement curriculum with universal design for learning (UDL) 	<p>Inclusive Behavior Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal behavior supports Provide supplemental interventions and supports Provide intensified interventions and supports Provide comprehensive behavior supports 	<p>Inclusive Social-Emotional Instruction</p> <ul style="list-style-type: none"> Identify a comprehensive assessment system Create and utilize teams Provide universal social-emotional supports Provide supplemental interventions and supports Provide comprehensive social-emotional development supports
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All Means All

<div style="text-align: center;">  <p>Administrative Leadership</p> </div> <p>Strong & Engaged Site Leadership</p> <ul style="list-style-type: none"> Lead development of a vision Attend instructional meetings and classes Create a leadership team Create opportunities to contribute Use data to guide decisions <p>Strong Educator Support System</p> <ul style="list-style-type: none"> Provide access to instructional coaching Seek input from teachers Make learning opportunities available to all Use data Conduct strengths-based evaluations 	<div style="text-align: center;">  <p>Integrated Educational Framework</p> </div> <p>Fully Integrated Organizational Structure</p> <ul style="list-style-type: none"> Identify who has access Use non-categorical language and practices Use collaborative instruction among peers Use paraeducators to support inclusive education <p>Strong & Positive School Culture</p> <ul style="list-style-type: none"> Foster collaborative relationships Create a shared vision Identify ways for all staff to contribute Ensure all students have access to extra-curricular activities Demonstrate culturally responsive practices 	<div style="text-align: center;">  <p>Family & Community Engagement</p> </div> <p>Trusting Family Partnerships</p> <ul style="list-style-type: none"> Engage with students and families Obtain input and feedback Provide engagement opportunities Facilitate home-school communication Provide information <p>Trusting Community Partnerships</p> <ul style="list-style-type: none"> Engage with the community Identify mutual interests and goals Ensure reciprocity Maintain an open door policy Invite community members to serve 	<div style="text-align: center;">  <p>Inclusive Policy Structure & Practice</p> </div> <p>Strong LEA / School Relationship</p> <ul style="list-style-type: none"> Develop a district-based team Attend school-level meetings Provide district-level professional learning Identify and remove barriers Regularly communicate outcomes <p>LEA Policy Framework</p> <ul style="list-style-type: none"> Link multiple initiatives Review data Review and revise policy Select research-based practices Expand practices into other schools and Districts
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Adapted with permission from: SWIFT Education Center. (2016). *MTSS Placemat*. Lawrence, KS. swiftschools.org

- SDUHSD has committed to build a multi-tiered system of support (MTSS) to meet the academic, behavioral, and social-emotional needs of all students. To support this work, SDUHSD applied for and was awarded the California Scale-Up MTSS Statewide (SUMS) Grant for \$25,000.00 in order to be part of a cohort which will train a district team in the elements of MTSS.
- This grant will support district implementation of MTSS through a yearlong training (Technical Assistance) series for district team members.
- An in-depth analysis of outcome, process and perception data from the LCAP annual update, feedback from the 2017 District/Site Achievement Summit, stakeholder feedback gathered throughout the year as well as the SUMS Technical Assistance Trainings will allow our MTSS team members to review data on the efficacy of current interventions and then determine specifically which evidence-based practices and programs should receive greater focus and attention within the MTSS.
- The district MTSS team will identify additional measures needed to track and evaluate our systems of intervention and create a plan to collect any additional data needed to refine our practices.
- We anticipate that a thoughtful examination of intervention efficacy will reveal a need to focus on integrating Positive Behavior Intervention and Supports (PBIS) implementation, continuing Restorative Justice practice exploration, expanding wellness opportunities, develop a

ITEM 3A

social-emotional scope and sequence for grades 7-12, as well as in-depth training on consistent use and implementation of classroom interventions using the principles of Universally-Designed Learning.

Implementation Teams

- ⇒ District Implementation Team (*Monthly Meetings*)
 - Mark Miller, Associate Supt. of Administrative Services
 - Bryan Marcus, Associate Supt. of Educational Services
 - Melissa Sage, Coordinator of Student Services
 - Rachel Page, Program Supervisor, Special Education
 - Julie Goldberg, TOSA
 - Guen Butler, TOSA
 - CCA: Bernard Steinberger, Assistant Principal
 - LCC: Jeremy Meadows, Assistant Principal
 - SDA: Celeste Barnette, Assistant Principal
 - TPHS: Robert Shockney, Assistant Principal
 - CVMS: Charles Adams, Assistant Principal
 - DGOMS: Miriam Tullgren, Assistant Principal
 - EWMS: Kaitlin Wood, Assistant Principal
 - OCMS: Katie Friedrichs, Assistant Principal
 - PTMS: Patricia Storey, Assistant Principal
 - OCMS: Michelle McNeff, Counselor
 - SDA: Vicki DeJesus, Counselor
 - SDA: Ann Nebolon, Counselor
 - CCA/CVMS: Mako Csapo, School Social Worker
- ⇒ Site Level Implementation Team (*Monthly Meeting with District Team*)
 - Principal
 - Assistant Principal
 - Counselor/Psychologist/Social Worker
 - Department Chair(s)
- ⇒ Social-Emotional Learning Collaborative (*Quarterly Meetings*)
 - District Implementation Team
 - Parent Representative from Each Site

Key Dates and Timeline:**September 2018**

September 18-19, 2018

North County SUMS Cohort Training #1: Foundations of MTSS

- *Understanding why and how MTSS is to be implemented and sustained throughout the State, Region, County, District, and School.*

Principal/Assistant Principal check-in to debrief Training #1

September 25-26: MTSS Site Visit

- *Site Administrative Team Meetings with District Staff to debrief Training #1 and to review site data (attendance, suspensions, expulsions, etc.)*

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October 2018

October 16-17, 2018

North County SUMS Cohort Training #2: Structuring Your MTSS

- *Using data-based conversations to identify priorities and steps needed to achieve sustainable transformation.*

Principal/Assistant Principal check-in to debrief Training #2

October 16-17: 2018, San Diego County Office of Education, PBIS Training

November 2018

November 13-14: MTSS Site Visit

- Site administrative team and District Staff meet to debrief Training #2 and discuss site identification of a site MTSS team, current systems in place, key focus areas, etc.

February 2019

February 7-8, 2019

North County SUMS Cohort Training #3: Engineering Your MTSS

- *Review of tools to help school and districts identify available resources, set clear rules for when to provide additional support, and deliver equitable resources and support when needed.*

Principal/Assistant Principal check-in to debrief Training #3

February 19-20: MTSS Site Visit

- Site administrative team and District staff to debrief Training #3 and to identify next steps for each site.

MTSS Site Team Training (supported by SUMS grant)

March 2019

March 7-8, 2019: North County SUMS Cohort Training #4: Advancing Your MTSS

- *Ensuring attention to the coaching and facilitation that will continue to advance efforts and formatively assess progress to inform next steps.*

Principal/Assistant Principal check-in to debrief Training #4

April 2019

April 23-24: MTSS Site Visits

- Site administrative team and district staff meet to debrief Training #4 and discuss 19-20 MTSS site implementation.

May 2019

May 10, 2018: MTSS Year in Review Team Meeting with Cohort Participants

June 2019

MTSS Site Team Trainings (supported by SUMS grant)

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Initiative # 3: Sandy Hook Promise

Addresses SDUHSD LCAP Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Aligns with SDUHSD's current student safety initiatives overseen by the Administrative Services Department:

District-wide: Suicide Prevention Protocol

During the 2017-18 school year, SDUHSD, took active measures to review, revise, and implement suicide prevention policy and procedures to align with AB 2246. This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities increase help-seeking behavior, decrease suicide risks, identify those at risk of suicide, and decrease suicidal behaviors. Evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind. The procedures include specific steps for prevention, intervention, and postvention. Say Something and Know the Signs will be part of Prevention (education and communication) to our school community. If a student is identified (through ARS or other), the district protocol and forms will be implemented in the Intervention stage.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Director of School and Student Services will serve as the suicide prevention point of contact for the District. In addition, each school shall identify at least one staff member to serve as the liaison to the Director responsible for coordinating and implementing suicide prevention activities on their specific campus. Board Policy 5141.52.

District-wide: Threat Assessment Procedures & Guidelines

In 2016-17, SDUHSD site administrative staff was trained by SDCOE on utilizing a model threat assessment policy *and* Flowchart to develop guidelines for their sites. The primary focus of these policies are to provide schools with "a model policy for the establishment of threat assessment teams, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students." Our model policy and procedures are based on a synthesis of known best practices also from the evidence-based University of Virginia model as provided in training by SDCOE. They are consistent with the process for identifying, assessing, and managing students who may pose a threat set forth in Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, a 2002 publication of the U.S. Secret Service and the U.S. Department of Education (Fein et al, 2002).

What is the Sandy Hook Promise (SHP)?

SHP is a national non-profit organization founded and led by several family members whose loved ones were killed at Sandy Hook Elementary School on December 14, 2012. In the school setting, their mission is to provide programs and practices that protect children from violence with a specific mission to develop and deliver Mental Health & Wellness Programs that identify, intervene and help at-risk individuals.

Key SHP Programs/Initiatives:

Middle School: START WITH HELLO

Start With Hello (SWH) is designed to bring individuals and communities together to foster looking out for and caring for one another.

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- Recognize the signs & signals of a potential threat – especially in social media
- Teach and instill in participants how to take action
- Drive awareness and reinforce the need to Say Something

District-wide: SAY SOMETHING ANONYMOUS REPORTING SYSTEM

In the event of a life threatening emergency, our community should always call 911.

For other non-life threatening safety concerns, The Sandy Hook Promise Anonymous Reporting System allows students and adults to confidentially report safety concerns to help prevent violence and tragedies. Reports can be made anonymously 24/7 through the website, app or by phone, and a crisis center reviews and sends all submissions to law enforcement and/or school administration for intervention.

The tip line features nationally certified, 24/7 Crisis Center with multi-lingual counselors trained in suicide and crisis management to receive and disposition all tips received via app, website and telephone hotline.

District-wide: KNOW THE SIGNS

People who are at-risk of hurting themselves or others often show signs and signals before an act of violence takes place. When you don't know what to look for, it can be easy to miss signs, or dismiss them as unimportant, sometimes with tragic consequences.

It's important to know that one warning sign on its own does not mean a person is planning an act of violence. But when many connected or cumulative signs are observed over a period of time, it could mean that the person is heading down a pathway towards violence or self-harm. By knowing the signs, you have the power to intervene and get help for that person. Your actions can save lives.

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District-wide: SOS SIGNS OF SUICIDE PREVENTION PROGRAM

Training for students and adults about the warning signs of youth suicide and how to intervene before violence or self-harm occurs.

Timeline

August

- Principal meeting debrief on Sandy Hook Promise (1st meeting date - return 7/19)
 - Identify new staff members who need to be trained on Suicide Prevention and Threat Assessment Protocol
- 8/10 Admin/Support Team collaboration half-day
 - Review/Train site administrators on current suicide prevention and threat assessment procedures
 - Update key site contacts & process for suicide prevention and threat assessments
- Principal and site administrative team demo of the Anonymous Reporting System - 911 is offered in the app and the SHP trainings all tell students to contact 911 1st. If they don't call 911, ARS is a back up. All life safety tips that come in at any time will also be included with police. School is notified parallel with law enforcement, helps school to know what is going on with students and be aware of what happened, if it was outside of school so can follow up when student is at school.
- Board Update

September

- Site leaders will set up an implementation meeting with Annie Praino from Sandy Hook Promise for the Say Something and Say Hello modules
- Board agenda for MOU and Contract Approval Completed by district office staff with input from site leaders

October-November

- Site leaders hold implementation meeting with Annie Praino from Sandy Hook Promise for the Say Something and Say Hello modules
 - Backwards map on a launch date for sites, with a goal of district launch after Winter Break
 - Items to be addressed with Annie by site leadership:
 - Set up staff training
 - Set up parent training
 - Set up student training
 - Set up dispatch training
- District office provides communication to principal's to communicate to their communities information on the SHP initiative

December

- Staff, parent, and student training

January

- Launch of Sandy Hook Promise Initiative at sites and launch of ARS mobile app - estab site team for response and begin using SHP Threat Assessment and Intervention program

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 8, 2018

BOARD MEETING DATE: August 16, 2018

PREPARED: Tina Douglas, Associate Superintendent, Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: BUSINESS SERVICES DIVISION UPDATE

EXECUTIVE SUMMARY

Staff will present an update on the Business Services division at the upcoming meeting, as shown in the attached supplement.

RECOMMENDATION:

This item is being submitted as information only

FUNDING SOURCE:

N/A

SAN DIEGUITO UNION SCHOOL DISTRICT

Tina Douglas, Associate Superintendent

DIVISION OVERVIEW

Business Services Division

Business Services oversees the daily operations and management of the school District, supervising all areas of Accounting, Budget, Payroll, Maintenance/Operations, Nutrition Services, Purchasing, Risk Management, Technology, Transportation and Facilities Planning & Construction.

Finance

The Finance Department consists of three areas; accounting, budget, and payroll. These three areas cover the district spending plan for all funds, as well as all payments, including payroll and accounts payable.

- Develops, oversees, monitors and manages budgets for all departments; totaling \$145 million in the general fund and \$39 million in other funds
- Prepares and submits all required financial reports including state budget and grant reporting
- Prepares and reviews multi-year projections forecasting long-term revenue and expenses
- Provides oversight for student organizations, including internal audits
- Processed over 15,000 payroll checks in 2017/2018; totaling more than \$97 million
- Issued over 1,800 W-2's in 2017
- Processed over 11,000 accounts payable checks in 2017/18; totaling more than \$66 million

Maintenance & Operations

The maintenance and Operations department is comprised of Maintenance, Grounds and Custodial Services providing and maintaining the best facilities, services and response time possible. Our staff manages:

- Maintenance
 - 10 campuses, DO, La Costa Valley Sports complex and Transportation Yards
 - 18 Maintenance workers and tradesmen divided into N/S teams
 - Addressed over 7,000 work orders in 2017/18
- Custodial
 - Site-based staff cleans and sanitizes schools/facilities nightly
 - 49 Custodial employees
- Grounds
 - 16 Groundsmen are divided into N/S teams maintaining:
 - Athletic fields, landscaping, storm water compliance and integrated Pest Management
- Facilities Use
 - Responsible for the processing of community use of District facilities

Nutrition Services

Nutrition Services provides the opportunity and encouragement for students to eat nutritiously:

- Participates in the National School Lunch/Breakfast Programs
- Participates in the USDA Food Distribution Program
- Adheres to "Buy American Provision" in Child Nutrition Programs
- Snapshot: As of June 2018- enrollment 12,892; free/reduced 12%
- Operates 9 production kitchens & 1 satellite food service site
- Focus on quality ingredients, appealing menu options using a "speed"
- Serves ~4,000 meals per day and ~728,000 meals per year
- Monthly cycle menu - developed around feedback from 2-5 promotional food tasting events offered during the school year
- Approximately 50 classified personnel
- Manages an annual budget of 2.9 million

Purchasing

The Purchasing Department works with staff, vendors, and contractors to ensure that products and services comply with specifications and legal requirements, provide the greatest value to the district at the lowest prices available, and arrive in a timely fashion.

- Over 2,800 purchase orders processed annually
- Total Purchase orders valuing over \$100 million
- Over 200 bids, contracts, and agreements
- Responsible for the shipping, receiving and processing of all district mail

Risk Management	Technology	Transportation
<p>The safety of students, visitors and staff and the protection of District assets.</p> <ul style="list-style-type: none"> • Leads the District Safety Committee Meetings • Establish protocols related to emergency preparedness • Manages the Districts CA Environmental Reporting System to ensure proper management of hazardous materials • Receives inspection reports, works with inspecting agency to correct deficiencies • Manages certificates of Insurance for student programs and activities • Manages accident reporting, investigations, risk analysis and transfer, insurance, lawsuits, and liability claims against the District • Processes Public Record Requests in accordance with the California Public Records Act <ul style="list-style-type: none"> o Handling approximately 129 PRR in 2017/18 and o Reviewing approximately 19,146 documents in 2017/18 	<p>Supports Technology in Alignment with District strategic goals & objectives including the Professional Development/Training, Educational/ Student Information Systems, Business Applications, Data/Internet Systems & Technical Support.</p> <ul style="list-style-type: none"> • Maintains over 8,000 Chromebooks & 3,500 PC's • Wireless network • Email/Cloud servers • File, Print & SQL Database servers • Food Service system • Integrated Learning Systems (ILS) • Library system • Local work stations, printers & peripherals • Manage servers, routers, switches & software applications • Student Information System • Network Security • Multimedia, Audio Visual and Surveillance systems • District/School website support 	<p>The Transportation Department operates out of two bus yards; LCC & SDA and provides transportation services to students in three distinct areas:</p> <ul style="list-style-type: none"> • Special Education <ul style="list-style-type: none"> o 175 students o 41 bus routes o 25 County schools • Home-to-School <ul style="list-style-type: none"> o 289 student riders o 12 routes • Athletics/Extra Curricular Activities <ul style="list-style-type: none"> o 1,322 trips in 2017/18 <ul style="list-style-type: none"> ▪ 615 District buses ▪ 707 contracted buses <p>Transportation houses a vehicle Maintenance facility that serves all District vehicles and equipment. Driver training is conducted in-house by our certified training staff and currently has an inventory of:</p> <ul style="list-style-type: none"> • 49 buses <p>Employing:</p> <ul style="list-style-type: none"> • 36 Drivers, 3 Aides, 5 Shop and 7 Office Staff

Facilities Planning & Construction

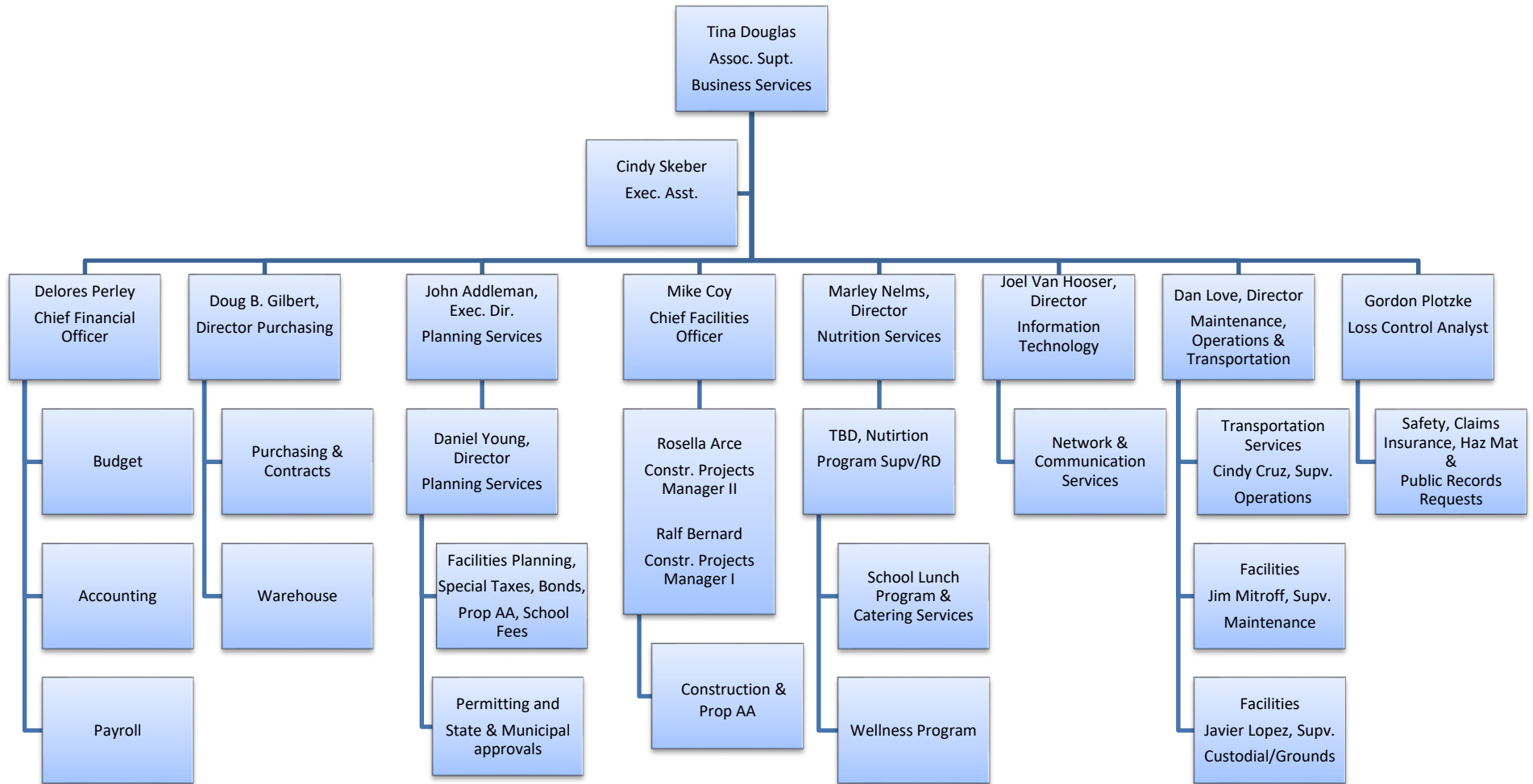
The Facilities Planning and Construction department is responsible for developing and updating the District's Facilities Master Plan and assisting with the District's Deferred Maintenance Plan. This includes the financing, planning and construction management of new school sites and buildings, as well as the modernization of existing school facilities.

- Summer of 2018 - 14 active construction projects across 9 school sites

The Department administers a robust capital funding program, which includes:

- Participation in the State School Building Program
 - o \$38,673,000 submitted to OPSC for approval and funding
 - o \$6,907,500 pending approval by CDE
 - o \$23,151,000 in remaining eligibility
 - o Tracks over 80 development projects and development of 4,966 housing units
- Developer Fee Mitigation 2017/18
 - o Collection of Statutory Level 1 School Fees and Secured Liens
 - Services the collection for the Del Mar, Solana Beach, and Rancho Santa Fe Elementary Districts
 - Met with 325 developers and homeowners, collecting \$1,240,700 to provide for 15 current year projects and future projects
 - o Management of Community Facilities Districts
 - Permitted 343 units across 180 parcels in 5 of the 9 CFDs, adding \$189,408 to levy. 2018/19 levy is \$8,267,238.50
 - Approximately 290 calls serviced in 2017/18, in relation to tax bill
 - In 2017/18, tracked 195 delinquent parcels resulting in 64 collection letters, and 131 payments clearing the delinquency
 - 2016 Special Tax Bond
 - \$22,090,944 in building funds for projects related to growth, sustainability, and safety
 - 4 projects completed, 4 under construction, 7 in planning
- Prop AA - 2012 Voter approved authorization of \$449,000,000 with \$364,040,000 of Bonds issued, remaining authorization of \$84,960,00 (41 projects completed, 9 projects under construction, 4 in planning)
- Approximately 577 contractor prequalification applications annually, includes CUPCCA applications
- Responsible for labor compliance - responded to 23 public record requests related to labor compliance in 2017/18
- Responsible for updating the District's boundary maps and assistance with the public boundary related issues
 - o Approximately 380 calls serviced in 2017/18

BUSINESS SERVICES ORGANIZATIONAL CHART



San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 8, 2018

BOARD MEETING DATE: August 16, 2018

PREPARED: Michael Grove, Ed.D., Associate Superintendent,
Educational Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: EDUCATIONAL SERVICES DIVISION UPDATE

EXECUTIVE SUMMARY

Staff will present an update on the Educational Services division at the upcoming meeting, as shown in the attached supplement.

RECOMMENDATION:

This item is being submitted as information only

FUNDING SOURCE:

N/A

SDUHSD Educational Services Update August 2018

Educational Services Department:

- Associate Superintendent - Michael Grove
- Director of Accountability and Special Programs - Manuel Zapata
- Teacher on Special Assignment (ToSA) for Professional Development - Amy Springstead
- ToSA for Categorical Programs - Julie Goldberg
- ToSA for Science - Jennifer McCluan
- ToSA for Differentiated Instruction and Universal Design for Learning (UDL) - Guen Butler

Educational Services Priorities 2018-19:

- **Priority #1 - Instructional & Assessment Skills:** Develop teachers' skill with and use of instructional & assessment strategies, including technology-based strategies, which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes.
Context: This is an ongoing area of focus for us as we continue to support the development of instructional skills in alignment with the vision of teaching and learning included in state standards and required of students for success in a rapidly changing information economy and society. We work to develop these skills through ongoing professional development, site-based collaboration, and coaching and support from site administrators and ToSA's.
- **Priority #2 - Differentiation for Student Success:** Develop teachers' knowledge of and skill with integrating effective differentiation strategies in the mainstream classroom in support of our English Learners and students with special needs.
Context: This is an ongoing area of focus for us as we continue to support the development of instructional skills related to adapting and differentiating instructional and assessment strategies to meet the unique needs of English Learners and students with special needs in core classes. We work to develop these skills through ongoing professional development, site-based collaboration, and coaching and support from site administrators and ToSA's.
- **Priority #3 - Professional Learning Communities:** Continue to refine our use of the PLC process to increase student learning. Specifically, we will focus on:
 - Engaging in high quality professional collaboration around evidence of student learning in relation to ELO's
 - Exploring means to intervene with and re-teach students who demonstrate that they have not achieved ELO's**Context:** PLC's are one of the primary processes we use to improve student learning through course-alike collaborative teams focused on examining evidence of student learning in relation to clearly identified Essential Learning Outcomes (ELO's). With the transition to new state standards, curriculum, and instructional materials, we recently endeavored to realign our ELO's and related common formative assessments to these new standards and curricula. With this work completed, we now refocus our efforts on examining how well our students achieve ELO's, how we can improve instruction, and

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how we can intervene when students do not learn at the expected levels.

- **Priority #4 - Assessing Instructional Materials & Delivery Models:** Explore and assess the instructional materials available in each subject area, explore potential models for allowing access to instructional materials (traditional hard-copy textbooks, digital materials from publishers, curated OER, etc.), and develop a long-term plan for updating instructional materials, including necessary technology.
Context: With the exception of math, we've not updated our district-adopted instructional materials for almost a decade, and even longer in some instances. Given the rapid changes in knowledge, our evolving social and economic needs, and the emergence of technology as a tool for learning, we need to assess the need for new instructional materials across the curriculum, examine the best means to deliver instructional materials (digital vs. hard copy), and develop a viable strategic plan to update our instructional materials.

- **Priority #5 - NGSS Transition:** Continue our gradual, multi-year transition to Next Generation Science Standards (NGSS) by:
 - Continuing the shift of content across our existing courses to align with new course models
 - Continuing to develop all teachers' instructional and assessment knowledge and skills to align with NGSS expectations
 - Explore potential instructional materials through pilots
 - Educating and seeking feedback from our students and parents

Context: With the recent adoption of new state standards for science (NGSS), we have spent the last two years working on educating our teachers regarding the shifts in content and practice inherent to the new standards, examining various course sequence models, and developing expertise around the instructional and assessment strategies required by the new standards. With a 7-12 course sequence recommendation in place, our next steps will include educating and seeking feedback from our community before making formal recommendations for adoption by the Board, exploration of potential instructional materials aligned to the new standards and course sequence, continuing our gradual shift of content, and continuing the development of our instructional and assessment practices to support improved student learning.

Note: While these are our current priorities, we reevaluate on an annual basis based upon examination of a wide variety of quantitative and qualitative input and adjust accordingly. Additionally, we continue our ongoing work to close achievement gaps at both the site and district levels as outlined in our Single Plans for Student Achievement (SPSA's) and our district Local Control and Accountability Plan (LCAP).

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: August 8, 2018

BOARD MEETING DATE: August 16, 2018

PREPARED BY: Cindy Frazee
Associate Superintendent
Human Resources

SUBMITTED BY: Larry Perondi
Interim Superintendent

SUBJECT: Human Resources Division
Overview for 2018-19

Executive Summary

The Human Resources Division (HR) embraces the District mission of providing a world-class education for all students. It is imperative to support this mission that we recruit, hire, develop and retain the best qualified teachers and support staff available. In order to accomplish this, the department continually reviews and revises practices, policies and procedures to align with educational focus and current law.

SDFA Negotiations and Relations:

The District is currently in negotiations with the San Dieguito Faculty Association (SDFA) for a new three-year contract. The teams have already met on several occasions to review any proposed contract language change. The District and SDFA conduct negotiations through an interest based model of negotiations. We meet on a regular basis with the SDFA leadership to address concerns and collaborate on solutions.

CSEA Negotiations and Relations:

The District and California School Employees' Association (CSEA) will enter into negotiations for a new three-year contract during the 2018-2019 school year. The parties have yet to "Sunshine" their proposals. Human Resources leaders and the

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leadership of CSEA meet bi-weekly to discuss and address any concerns or initiatives that we have in common.

Benefit Committee:

The District recently contracted with Burnham and Associates, Insurance Consultants to complete a benefit renewal and marketing study in collaboration with our two employee associations. This is the first time we have conducted a benefit study in many years. The purpose of the study was to investigate whether we could obtain benefits for our employees at a reduction in rates while maintaining the same provider pool. The committee met in late July to review the responsive proposals. As a result, the committee will interview at least two of the insurance providers on August 15th. The associations will then determine whether they would prefer to retain their current benefit providers or change companies.

Recruitment and Hiring:

During this past spring, the principals and Human Resources implemented agreed-upon enriched modifications to our recruitment, interviewing and hiring processes. Our principals had asked to review our processes. Included in these changes were implementing District hiring committees in the Spring, comprised of representatives from school sites that had open positions in a particular subject area. After the interviews the committees discussed the finalists and determined which finalist would best meet the needs of the district and schools. The focus is to recruit and retain outstanding teachers who could provide exceptional instruction to students at any school in the district. We all concurred that all interviews and hiring is coordinated through Human Resources.

Change in Personnel Commission:

The Governing Board recently approved a new District representative to the Personnel Commission. We are very pleased to have retired superintendent, Justin Cunningham, representing the District on the Commission. The Personnel Commission is comprised of three members. One is appointed by the District, one by the Association (CSEA) and one is a neutral member, who is appointed by the other two members. We currently have an opening for the neutral member and the applicants will be interviewed at an upcoming Personnel Commission meeting. Should the two commission members not agree on the neutral member, the decision is left up to the California State Department of Education.

Janus Decision:

The United States Supreme Court in June ruled that it is unconstitutional to mandate employee membership in associations/unions. At the same time the ruling was due to be released, the State of California passed legislation regarding associations/unions membership and communication. A few highlights of the law SB 866 mandates that employees will work directly with their respective association should they choose not to be a member. It also states that district representatives (administrators, Governing

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Board members) shall not discourage employees from being members of an association, and the associations are responsible for communicating with the district regarding members who want to withdraw from association/union membership.

New Administrator Support:

As we start the new school year we have a combination of six administrators who are new to their position and/or new to the district. In an effort to support the success of these administrators Human Resources will schedule bi-monthly meetings. These meetings will address time-specific topics and also address any questions the administrators have regarding Human Resources.

Middle School Principal Supervision:

As part of my responsibilities, I have the pleasure of supervising the Middle School Principals. This allows me to interface on a regular basis, mentor principals, and provide leadership to our middle schools. In addition, I am able to be visible and interact with our teachers and classified teams. It also allows me to keep current with curricular trends as we strive to hire the highest quality teachers for our students.

RECOMMENDATION:

This item is being submitted as information only.

FUNDING SOURCE:

N/A