

TO: BOARD OF EDUCATION  
FROM: SUPERINTENDENT  
RE: APPROVAL OF MINUTES

ACTION  
06/17/02

RECOMMENDATION NO. A.1

It is recommended that the Board of Education approve the following Minutes:

None

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

TO: BOARD OF EDUCATION  
 FROM: SUPERINTENDENT/LISE REILLY  
 RE: APPROVAL OF INDEPENDENT CONTRACTORS

CONSENT/ACTION  
 6/17/02

RECOMMENDATION NO. A.2

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2001/2002 budget.

<b>Contractor/Contract Dates</b>	<b>Description</b>	<b>Site</b>	<b>Funding</b>
Pam Solomon Patricia Kemalyan P.S. Associates  May 29, - June 30, 2002  Cost: Not to exceed \$3,500	To provide services to plan and develop a grant proposal for the LEAF grant Food and Nutrition Services and Physical Education Division	Food and Nutrition Services	Consultant  13-53100-0-00000-37000-5802-057-2570
Primary Focus  June 5, 2002  Cost: Not to exceed \$500	To provide assemblies for the development of a Character Education program for all students	Rogers	Gift  01-90120-0-11100-10000-5802-006-4060
Primary Focus  June 5, 2002  Cost: Not to exceed \$350	To provide an assembly for the development of a Character Education program for all students	Roosevelt	PTA - \$250  01-90150-0-11100-10000-4310-007-4070  GIFT - \$100  01-90120-0-11100-10000-4310-007-4070
Westside Women's MAFA/Lamina Youth Conference  March 23, 2002  Cost: Not to exceed \$500	To provide services in connection with SMMUSD participation in the Lamina Youth Conference	Ed Services	City of Santa Monica  01-91230-0-19200-10000-5802-030-1300

Contractor/Contract Dates	Description	Site	Funding
Santa Monica Playhouse January 8 - June 11, 2002 Cost: Not to exceed \$5,300	To provide creative dramatics to students	SMASH	Gift 01-90120-0-11100-10000-5802-009-4090

MOTION MADE BY :  
 SECONDED BY :

STUDENT ADVISORY VOTE :  
 AYES :  
 NOES :  
 ABSTENTIONS :

TO: BOARD OF EDUCATION CONSENT  
6/27/02  
FROM: SUPERINTENDENT/LISE REILLY/STEVE CANNELL  
RE: APPROVAL OF CONSOLIDATED APPLICATION PART I 2002-03

RECOMMENDATION NO. A.3

It is recommended that the Board of Education approve the Consolidated Application Part I 2002-2003.

COMMENT: The Consolidated Application Part I is a document that is submitted annually to the California State Department of Education by school districts that receive categorical funding from State and Federal sources.

The purpose of this document is to declare the District's intent to apply for 2002-2003 funding of Consolidated Aid programs. The programs funded through this application are: Title I, Title II (Teacher Quality and Technology), Title III (ELL), Title IV (Safe and Drug Free Schools), Title V (Innovative Programs), School Improvement, Economic Impact Aid (ELL), Miller Unruh Reading, Peer Assistance & Review, Tobacco-Use Prevention Education, School Safety & Violence Prevention and Gun Free Schools Act.

Part I is a document which includes enrollment data and basic indicators of which programs the District qualifies to receive and indicates the District's intention to provide legal assurances of compliance as required by state and federal statute. The document is locally generated by the Coordinator of State and Federal Programs, with the exception of the District's percentage of students living in poverty. This information is calculated by the State based upon the number of students receiving Free and Reduced Lunch.

The Consolidated Application, Part I may be viewed in the Educational Services Department.

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/17/02

FROM: KENNETH R. BAILEY/ VIRGINIA I.HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.4

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from May 29, 2002, through June 11, 2002, for fiscal year 2001/02.

**AGENDA**

**NOTE:** Copies of the purchase order list are not available in the electronic agenda. They are printed in the published agenda and are available for public review in the Office of the Superintendent.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

06/17/02

FROM: SUPERINTENDENT

RE: CERTIFICATED ADMINISTRATIVE APPOINTMENT: DIRECTOR OF  
PROFESSIONAL DEVELOPMENT AND LEADERSHIP

RECOMMENDATION NO. A.5

It is recommended that the Board of Education made the following  
certificate administrative appointment:

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Director, Professional Development and Leadership

MOTION MADE BY:

SECONDED BY:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

COMMUNICATIONS

06/17/02

FROM: SUPERINTENDENT/STAFF

previously 6/6/02

RE: PRESENTATION OF THE STAFF RESPONSES AND  
SUPERINTENDENT'S RECOMMENDATIONS FOR THE DAC YEARLY  
REPORTS

COMMUNICATIONS ITEM NO. C.1

It is recommended that the Board review all attached staff responses to District Advisory Committee reports. It is further recommended that the Board of Education entertain the subsequent recommendations relative to those responses.

These responses and recommendations are in compliance with the Administrative Regulations governing District Advisory Committees, BP1220/AR1220. Following are Staff Responses to District Advisory Committee (s) as listed:

- i Child Care and Development
- i Community Health and Safety
- i Fine Arts \*
- i Intercultural Advisory Council
- i Special Education
- i Sports and Physical Education
- i Technology

\* The Fine Arts Response is not available as part of the printed agenda. It is available on the website as a separate 'PDF' formatted document under 'Board Meetings' 6/17/02: see **FINE ARTS.**

**STAFF RESPONSE TO  
RECOMMENDATIONS FROM THE DISTRICT ADVISORY COMMITTEE  
ON CHILD CARE AND DEVELOPMENT  
(May 28, 2002)**

Recommendation	Cost/Allocation Source	Suggested Implementation Date	Relate to Strategic Plan	Net Effect on Students	Staff Response
SMMUSD should stop referring to itself as a K-12 district or even a pre-K through 12 district. Our preschoolers do, in fact, attend school. SMMUSD is an educational community of lifelong learners.	The only cost is that associated with relinquishing outdated (and inaccurate) perspectives.	Immediately	It enhances all aspects of the strategic plan by being inclusive and recognizing that education sustains the soul of our community and its residents.	Our preschool and after school students, parents, teachers and staff will not be marginalized. This will enhance the educational experience for all. Also, if preschool and after school programs are represented in important organizations like the PTSA and Site Governance there will be better integration of these programs into the core studies program.	<b>Staff concurs and applauds the recommendation with special appreciation for the realistic assessment of cost..</b>
The DAC for Child Care and Development should become the implementing/oversight body for the district's strategic plan to provide universal access to quality early childhood education, family support, and after school programs.	No Direct Cost	June 2002	It will improve the likelihood of achievement of strategic plan goals. It also will increase participation in the process and eliminate duplicative effort.	Quality early childhood education, family support, and after school care programs have been shown to improve school readiness, reduce need for remedial programs, reduce achievement gaps between children from different social and economic circumstances, lower incidence of retention, reduce dropout rates, improve test scores, reduce referral or reliance on special education, and increase likelihood of attending and graduating from college.	<b>Staff agrees that this is an excellent way to increase input and involvement of community members without adding additional an additional burden on DAC and Action group member's time.</b>



Recommendation	Cost/Allocation Source	Suggested Implementation Date	Relate to Strategic Plan	Net Effect on Students	Staff Response
SMMUSD should safe harbor the preschool classrooms at Lincoln and John Adams.	None	Immediately	It is consistent with the strategic goal of universal access to quality, full-inclusion early childhood education	Safe harboring of the space will make it possible for a state funded full-day, full-inclusion, full-year preschool program to use the space. This is vital to providing a quality preschool experience to the children of working parents.	<b>This recommendation is being accomplished with the new Santa Monica Preschool Collaboration involving Easter Seals, SMC, and some children and staff from the District Special Ed preschool. Note that the District contributes space at Lincoln and Adams.</b>
SMMUSD must provide dedicated, appropriate space for after school programs. Where classroom sharing is appropriate or necessary, the district cannot rely on teachers to voluntarily share classroom space with the after school programs. The Board should adopt a policy of requiring sharing to accommodate the needs of the after school program.	There should be no cost associated with requiring increased sharing of existing space. Also, after school programs should receive a fair share of any space that is made available by increased construction or decreases in enrollment.	September, 2002	Will allow provision of higher quality, more integrated after school programs.	Higher quality after school programs will provide opportunities for desirable enrichment or additional instruction. Our after school programs do not have basic necessities like bulletin board space or tables where projects may be left overnight. This lack of dedicated space creates a “second class” feel to the programs, marginalizes after school teachers and staff, and reduces their ability to recognize achievements made in the after school program.	<b>Staff agrees and will do everything possible to ensure that there is appropriate space at each school site for before and after school programs.</b>

Recommendation	Cost/Allocation Source	Suggested Implementation Date	Relate to Strategic Plan	Net Effect on Students	Staff Response
<p>The Washington West site should be renovated to become an early childhood education center.</p>	<p>The cost is unknown. The project could be funded by state bond money and funds from the City.</p>	<p>September 2003</p>	<p>It will provide additional classrooms and other facilities that are crucial to implementing the strategic plan's goal of providing universal access to quality early childhood education programs.</p>	<p>Students will enjoy the long-term benefits of an early childhood education program.</p>	<p><b>Step one in creating an early childhood center is building and outdoor environment for the preschool program. The City will provide funding for the outdoor area, a handicap accessible bathroom, and appropriate ramps. Work is to be accomplished by June 2003.</b>  <b>Step two is to rehab the South building at Washington West to free up more preschool classroom space. The District will pursue facility renovation funds to accomplish the rehab as soon as possible.</b></p>

<b>DAC Recommendation (Community Health &amp; Safety)</b>	<b>Cost</b>	<b>Staff Response</b>	<b>Cost</b>
#1. That Board move district toward conformity with recommendations of Child Nutrition and Physical Activity Committee coming this Fall; that Board continue to support Farmers' Market Salad Bar and Gardening Angels Programs.	\$25,000	With continued support from the City of Santa Monica, the district will continue to offer the Salad Bar and Farmer's Market Program at all sites and will assume full responsibility for the Gardening Angels Program, as well.	\$25,000
#2. That Board commit to continued support for prevention and early intervention programs, including district and contracted counseling services, increased security, conflict resolution and other programs which help remove critical barriers to learning.	\$430,608	The district's prevention/intervention staffing and programming depend almost entirely on federal and state categorical funds, some of which are being cut dramatically. In order to maintain the current level of services, as well as meeting emerging needs (Eg. bullying and sexual harassment prevention,) staff from Student and Family Support Services will seek new sources of funding and develop additional community partnerships.	\$500,000
#3. That Board direct staff to communicate with local law enforcement about district safety plans, including emergency preparedness and traffic safety efforts.	no cost	The District Safety Team will continue to meet weekly, with regularly scheduled participation of Santa Monica Police Department Youth Division senior officer and Community Services representative.	no cost
#4. That Board continue to support nursing services at least at current level to insure that students are properly immunized and have access to health insurance.	no new costs	As a minimum, staff recommends that there be no reduction in school nurse staffing at the school sites and that any Vacancies occurring be filled promptly. We are pleased that Child Development Services will have a full-time nurse next year.	no new costs

**Staff Response to the  
Intercultural Advisory Council  
Report of June 6, 2002**

**Recommendation #1**

Longitudinal data be compiled and thoroughly analyzed for trends in student performance that can inform instruction. We further recommend that data on achievement of students of color be monitored on an on-going basis for determining which settings and instructional methodologies are producing the most success in narrowing the achievement gap.

**Staff Response**

The District has already begun the process of examining data on student performance. This information has been looked at in its disaggregated form at both an individual school site level, as well as on a district-wide basis. Staff recommends that the Director of Assessment and Evaluation include in his/her future work ways to obtain information that will be useful in helping schools to provide students of color with the instructional strategies needed for academic success.

**\* Recommendation #2**

A clear job description for the liaisons, which better reflects their work, be created and disseminated to site personnel

**Staff Response**

As part of the restructuring of the Department of Student and Family Services, a clear and more useful description of the work of the liaisons will be developed.

**Recommendation #3**

School administrators be held accountable for maintaining at their sites a climate that nurtures and supports the liaisons' work of connecting underrepresented families to the school. We recommend that those principal/liaison teams that have been successful in partnering to support students and families be used as resources to help craft the description of the conditions that promote a supportive climate. Additionally, accountability measures and procedures that evaluate schools' performance in outreaching and engaging families need to be developed and reported to the Superintendent annually.

**Staff Response**

Staff will work with successful principal/ liaison teams for information related to the optimum conditions that support the liaisons effectively outreaching and engaging under-represented families. This information will be included in the overall description of the liaisons' work, and will be shared with the Superintendent and site administrators.

**Recommendation #4**

Create opportunities for the liaisons to participate in on-going training in strategies that support their work. Some areas to consider for training include:

- \* Conflict resolution
- \* Cross-cultural communication
- \* Advocacy

**Staff Response**

Staff agrees that ongoing systematic professional development for liaisons is a priority, and looks forward to developing and implementing a comprehensive staff development program. The Department of Student and Family Services will work with sites to plan and deliver appropriate training. The amount of training that will be provided will be contingent upon available resources, as well as sites' willingness to release liaisons for training.

**Recommendation #5**

Schools be required to include in their school level plans, a substantial component that addresses issues related to the diversity needs at their site. In order to create an equitable and inclusive learning community, this component should have objectives that focus on increasing the achievement of students of color as well as increasing cross-cultural understanding.

**Staff Response**

Staff agrees that this recommendation has the potential of assuring that each school addresses this critical issue strategically, and therefore supports this recommendation. We suggest that the Coordinator of State and Federal Projects work with sites to include this in the site level plan writing process.

**Recommendation #6**

Schools be held accountable for the complete support and implementation of District adopted programs such as Project REACH. District administration should make it clear to sites that inattention to REACH and other District-adopted diversity related programs is as unacceptable as inattention to the teaching of reading, math or any other core curricular subject. It is unacceptable because the provision of an inclusive and culturally responsive environment is a fundamental requisite for learning for the diverse population that the schools serve.

**Staff Response**

Staff agrees with this recommendation, and feels that incorporation of a diversity related component in the site level plans will support the implementation of project REACH. Additional strategies to ensure implementation still need to be developed.

**Recommendation #7**

The Board closely monitors the disaggregated enrollment data of each school site to determine if the policy produces decreases in any group. If decreases occur, we urge the Board to reexamine the policy so that adjustment may be made. Without such adjustments, impacted schools will result in de facto segregation.

**Staff Response**

The Board has indicated a desire that the permit policy not have a negative impact on the diversity that exists in District schools. Therefore monitoring the disaggregated enrollment data is a means to be clear about the policy's actual impact on this area. Staff supports the development of a strategy to monitor and review permit and school enrollment numbers. Staff suggests that the Director of Pupil Services establishes and implements this monitor and review process.

<b>SPEAC Recommendation for <u>Athletic Programs</u></b>	<b>Staff Response to SPEAC Recommendations for <u>Athletic Programs</u></b>	<b>Cost/ Allocation Source</b>	<b>Start Date</b>	<b>Effect on Student-Athletes</b>
<p>1. <b><i>Trainers</i></b> - Two full time trainers at Samohi and one at Malibu High are a must. It is time to stop scrambling for funding and for the district to fully fund trainers each and every year. <u>This is a safety issue</u> and has been juggled for too long.”</p>	<p>1. Enhance funding for Athletic Trainers to total of 1.75 FTE trainers at Samohi and .75 FTE trainer at Malibu High. Total of 2.50 FTE’s. District currently provides total of \$15,000 in trainer funding split equally between Santa Monica and Malibu High Schools. Athletic programs required soliciting outside support (\$10,000 donation from Saint Johns) and doing fundraising (\$17,500) to pay balance of current trainer salary. 2.5 FTE’s @ \$3300 avg./mo./ea. = \$8250 x 10 months = \$82,500 – \$15,000 = \$67,500</p>	<p>\$67,500 Athletic Trainer budget enhancement from 2002-03 General Fund.</p>	<p>8/26/02</p>	<p>Samohi training room had 10,000 visits in 2000-2001. Servicing over 1000 student-athletes on 68 teams exceeds capacity of one trainer to adequately cover need. Trainer must choose to travel with teams on road or stay home to cover home teams. 300 student-athletes at Malibu HS don’t have any injury prevention and care services. Unable to fill .375 FTE job. Student-athlete safety quality of care, equity (Title IX) of service availability is questionable at risk at present staffing levels.</p>

<p><b>2. “Walk On Athletic Coaches</b> - grant them instructional assistant status and provide them with 10-hrs/weekly pay during season. The district will then have control over these part time coaches and will be able to mandate proper Safety and skills training. <u>This is a safety issue.”</u></p>	<p>2. Hire “walk-on” Head Coaches as Instructional Assistants in Physical Education (IAPE). Appropriate position requiring more education and training. Based upon current assignment as instructors in 6th period sports physical education classes, under the direction of the Athletic Director, a certificated teacher. Increase compensation to IAPE’s minimum of \$11.61/hr for providing instruction for up to 10 hours weekly during season and off-season Sports PE classes. Pay in addition to Head Coach “Coaching Assistant” pay/stipend from 13 EDU’s (\$220 each EDU). Current cost projection: 8 “walk-on” head coaches currently qualify for this position reassignment. Additional costs estimated at \$35,000 per year.</p>	<p>2. \$35,000 budget enhancement to 2002-03 secondary IAPE budget.</p>	<p>8/26/02</p>	<p>Student-athletes benefit from more consistent training and better quality coaching. Recruitment and retention of experienced, high quality walk-on head coaches increased. Teacher/head coaches assigned Physical Education class / period as head coach (equal to 1/6 of their salary) and receive 13 EDU units in the form of a Head Coaching “stipend”. Currently, “walk-on” head coaches, with the same duties receive “Coaching Assistants”, pay only (at \$7.45 per hour, not to exceed \$2860 per season based on 13 Head Coaching EDU’s). Santa Monica High School’s walk-on head coaches oversee assistant coaches and their own student-athletes in after school, weekend practices and competitions. They also are required to meet and provide instruction and supervision during 6<sup>th</sup> period Sports Physical Education classes</p>
<p><b>3. “Transportation</b> - Athletics still does not receive sufficient financial support for transportation. It is time to fully fund athletic transportation properly or to find creative ways to improve this decade long problem. <u>This is a safety issue.”</u></p>	<p>3. Provide district sponsored transportation for all school sponsored athletic team travel. Investigate cost savings (\$70 per van vs. \$300 per avg. bus trip) efficiency and scheduling flexibility of contracting with local rental car company to make safe 10-12 passenger vans available to coaches to drive teams to and from events. Approximately 50% of all high school teams have fewer than 24 student-athletes.</p>	<p>45% cost savings from contracting for 2 vans vs. use of school bus. Some savings could be offset by increased use by school teams.</p>	<p>8/26/02</p>	<p>Players and teams with fewer players could leave school later (less missed school time) and return home earlier (more time for homework) because they are not restricted to school bus scheduling difficulties. Gives coaches more control over transportation and eliminates liability problems of students driving and /or parents driving other student-athletes.</p>

<b><u>SPEAC Recommendation for Physical Education Programs</u></b>	<b><u>Staff Response to SPEAC Recommendations for Physical Education Programs</u></b>	<b><u>Cost/ Allocation Source</u></b>	<b><u>Start Date</u></b>	<b><u>Effect on Students</u></b>
<p><b>1. "Physical Education classes - Class size reduction</b> is needed but . . . as usual, it won't happen. So ... let's add an instructional assistant to each elementary school to assist in instruction each day. This is an educational and a safety issue."</p>	<p>1. Enhance funding for Instructional Assistants in Physical Education (IAPE) to assist elementary Physical Activity Program Specialists and effectively reduce class sizes from 40:1 to 20:1 in grades 1-3 at each elementary school sites.</p>	<p>1. \$65,000 budget enhancement to 2002-03 elementary IAPE budget.</p>	<p>8/26/02</p>	<p>Elementary program currently staffed by "para-educators" - classified staff with minimal education, motivation and training capacity. Learning outcomes, safety and quality of instruction would improve dramatically for every student from effect of smaller class sizes which research says includes: more successful trials, one-to-one contact, more time on task, greater % of class time engaged in physical activity.</p>
<p><b>2. Instructional Technology</b> - provide (secondary Physical Education) instructors with the latest in technology to cut prep time and help provide more educational time in each class. With the size of our classes this is essential.</p>	<p>2. Provide Personal Digital Assistants (PDA) with corresponding desktop computer access new PE software, support and training for each secondary Physical Education teacher. Can cut 75% of current class time spent on "roll taking" and "fitness / skill assessment" procedures which are exacerbated by class sizes of 50-60:1 in secondary schools. Cost per teacher estimated at \$500-\$1000 depending on access to a desktop computer, services and support. \$750 avg. x 15 middle school teachers = \$11,250.</p>	<p>2. \$11,250 minimum investment for middle school staff. Digital High School grants ready to equip 2 HS sites with PDA's. General Fund source for balance needed for middle school programs.</p>	<p>8/26/02</p>	<p>Students benefit from 25% more class time dedicated to instruction and physical activity. Allows integration of Fitgram into weekly student assessment protocols. Improving student assessment protocols, accuracy and use of objective data assists students in self-assessment, monitoring and planning. Evidence indicates that PDA use can improve instructional practices, student motivation and performance.</p>



**3. “The .80-cent issue - Hmmm . . .** How many books does each academic department buy it's students for .80 cents? Let's provide an equitable amount for physical education departments throughout the district to buy equipment and supplies in order to provide an outstanding academic program. How many English teachers are out fund-raising to buy the latest spelling book for Students. Educational Vision and Equity of Vision - The curriculum and training for Physical Education staff should be uniform throughout the district and, under no circumstances, should the quality of program depend on the "richness" of surrounding community or a department's willingness to fund raise for their school.”

3. Provide equitable funding for instructional materials, equipment and supplies to all secondary Physical Education and elementary Physical Activity programs by providing \$5 per student for this purpose. Eliminate need for certificated secondary teachers in core curriculum subject area to spend as many as 100 hours each school year planning and leading fundraising events in order to purchase basic supplies, replace old, worn out equipment and purchase innovative PE curriculum equipment. Centralizing purchase and distribution of elementary Physical Activity instructional materials, equipment and supplies will maximize economy of scale; “volume” discounts and helps standardize access to new curriculum units. Elementary instructional materials, equipment and supplies budget total estimated at \$23,000 for 4600 elementary school students – all take PE/Physical Activity classes. Secondary Physical Education instructional materials, equipment and supplies budget totals \$26,000 for 5200 secondary school students taking secondary Physical Education courses.

\$49,000 (distributed among 15 schools by enrollment) from existing Instructional Materials and Supplies budgets (General Fund) allocation for 9800 students in grades 1-10 for 2002-03 school year.

8/26/02

Student physical activity, motor skill and fitness performance levels will increase as students have access to more diverse and engaging types of quality equipment, supplies and instructional materials in sufficient quantity to allow quality instruction in class sizes of 50-60:1 per instructor in secondary and 30-40:1 in elementary school programs.

Staff will be able to focus energies on professional development, improving and integrating new curriculum and instructional practices rather than on how to organize and direct their next fund raising event. Students benefit from increased motivation and improved instruction by teachers and instructors.

**Annual Report of the District Advisory Committee on Special Education  
To the Board of Education,  
Santa Monica-Malibu Unified School District  
May 2, 2002**

**Executive Summary**

The District Advisory Committee on Special Education seeks to advise the Board of Education in its understanding of how to best meet the needs of our diverse population of students. With a current membership of 12 parents, teachers and community members, the Committee has been successful in attracting the public to our monthly meetings and our special educational events and has also worked closely with Assistant Superintendent Tim McNulty and his staff.

Mr. McNulty models for our special educators the importance of compliance with the letter and also the spirit of the law. It is the hope of the Committee that Mr. McNulty's successor will provide the same strong leadership and support of parents as part of the team. Despite budget constraints resulting from the continued under-funding of IDEA, Mr. McNulty has provided teachers and specialists with new materials and training, including a research-based literacy program. He has produced a new Procedure Manual for staff and an IEP Survey that will be sent to parents of identified students before the end of the school year.

The full scope of Mr. McNulty's accomplishments cannot be adequately addressed in this report, but he has been fully supportive of, and a collaborator in, our Committee's efforts this year. We need to be mindful of the important role the Weintraub Report played in bringing Mr. McNulty to us and in defining the work that needed to be done. As Mr. McNulty leaves us, the Weintraub Report should serve as a guide to those areas where work still needs to be done.

**Accomplishments**

This year the Committee hosted TASK (Team Advocates for Special Kids) in offering a parent education meeting dedicated to "Understanding the Individual Education Plan." TASK will offer another such event for us in early June when the subject will be "Transitioning to Adult Life." In November we sponsored a question and answer session for parents with Superintendent John Deasy. Subsequent meetings featured a presentation by Ann Keller on the District's new *Language!* literacy program at which we were joined by newly appointed Assistant Superintendent Peggy Harris. In March, Prof. Ivor Weiner of Cal State University, Northridge led a lively discussion on inclusive education.

In an effort to reach out and engage in the larger community regarding our concerns, our Committee members have contributed to the Strategic Plan process and have interacted with members of the Tech DAC and the Childcare DAC. We have also been invited to report at the meetings of the PTA Council, which sends representatives to our monthly meetings. By June our

Committee expects to have completed a Parent Handbook for distribution to all parents of students with IEPs.

At his first meeting with the Board of Education, Superintendent Deasy asked Board members to consider a question: "If we believe that all children can learn, what do we do when they don't?" The following recommendations are made in the hope that we can work together to serve the educational needs of our children and that, as Mr. McNulty has said, we are a community that truly believes "All means all."

## **Recommendations**

1. The Committee recommends that the Board of Education call for the reorganization of the District administrative hierarchy and place the Department of Special Education under Education Services when that department is complete. Under Ed Services, Special Education would cease to be seen as a place or a program separate from others but rather as a menu of services. The message inherent in this would be that all children are part of the District's educational program despite the need of some for special services. If we truly support efforts toward inclusion, breaking down of the wall between general and special education would provide benefits to all children.

### **Staff Response**

Staff concurs with the recommendation of the Special Education Advisory Committee (SEDAC). During the 2001/02 school year the Superintendent began the process of reorganizing the administrative hierarchy of the central office. If the fiscal climate improves, the Education Services Department will not be fully staffed until sometime during the 2003/04 school year. At the time the Education Services Department becomes fully staffed, planning must take place to provide for the transfer of the Special Education Division from the Student Services Department to the Education Services Department for 2004/05 school year.

2. To help prevent the over-identification of students receiving Special Education services, the Committee recommends that the Board call for District-wide early assessments by general education teachers beginning in kindergarten. Instruments for early identification of students who can be expected to require support are readily available and are already in use in some schools. By identifying students in need before they fall too far behind their peers, students can be given support in general education, reducing requests for assessments.

### **Staff Response**

The Special Education Department is currently in the planning process for early identification of pre-school age children requiring special services due to handicapping conditions. The Santa Monica-Malibu Pre School Collaborative is a unique linkage between Special Education and the services of Child Development Services, Head Start, Easter Seals and Santa Monica College. The vision and

practices of the collaborative will support the early “child find” of children receiving services throughout the district.

The District must adopt a process for referral and identification of students who are unable to meet the California State standards. Teachers must be provided with training in recognizing the signs of student difficulty, cultural influences of behavior in the classroom, and appropriate accommodations and strategies for the curriculum prior to referral to special education. The most common concerns stem from the inability to make appropriate progress in reading, handwriting and demonstrating behaviors in the classroom that match teacher expectations. Training should be provided to teachers in effective strategies that teach and support children who developmentally, culturally or differently abled.

3. The Committee recommends that the Board encourages and supports all efforts toward and designed to achieve an inclusive educational environment in which students with disabilities can be successful in general education classrooms. This will also help to achieve the District to realize its goal of serving students currently in non-public schools in a more cost-effective manner. In this spirit we ask the Board to:

**Staff Response**

Staff concurs with the recommendation for the Board of Education to support all efforts toward achieving an inclusive instructional environment. Student Services Department administrators are currently working with individuals from the Lili Clair foundation to develop a “state of the art” staff development and certification program for instructional aides who provide inclusion support for students with severe disabilities. It is the goal of the program design team to begin training during the first semester of the 2002/03 school year.

- A. Develop greater programmatic expertise within Special Education. Invest in training and affiliate with local institutions of higher learning to create opportunities for teachers and administrators to become familiar with current research and best practices in all areas.

**Staff Response**

Staff concurs with the recommendation. There are many ways in which professionals can be encouraged to expand their expertise of current and new issues, strategies and curriculum for students. The Special Education Division should encourage staff to affiliate with professional organizations and university contracts that can provide the most current information regarding effective research in strategies and methodologies to teach students with disabilities. The Special Education Division supports continuous training that is required to provide current programs and strategies for integrating students into inclusive schools. All teachers will benefit from specialized training regarding accommodations for students in their classrooms who are differently abled.

- B. Require that all general education teachers be trained to teach students with special

needs. We can begin by dedicating one in-service day a year to addressing issues that will facilitate inclusion.

**Staff Response**

The Special Education Department agrees that all general education teachers need to be trained to work with special needs students in their classrooms. The proposed one day in service can take place before school begins or as a buy back day during the school year. The in service must be coordinated with the Director of Staff Development who will oversee all staff development in the school district.

- C. Continue to support the important commitment the Board has already made to measures that will help the District retain and develop Instructional Aides, whose work is essential to supporting students and their teachers in general education classrooms. The Committee commends the Board for helping move Instructional Aids toward full-time positions instead of part-time. We ask that the Board direct Mr. McNulty to attend a Personnel Commission meeting for classified personnel to improve the process of screening and interviewing candidates. It is the belief of the Committee that there are unique aspects to Special Education that require a modified approach to the intake of applicants. This would not be meant to replace the current process but simply to modify it.

**Staff Response**

Staff concurs with the recommendation for the Board of Education to continue implementation of measures that help recruit, train and retain instructional aides. As a result of meeting with school site staff and Special Education Division staff the Director of Classified Personnel has made the Personnel Commission aware of the need to continually improve the recruitment, screening and interview process for instructional aide candidates. The Director of Classified Personnel, in collaboration with the Assistant Superintendent of Student Services, has invited members of the Special Education Advisory Committee to participate in the interview process.

- D. Place a cap on the class size of Special Day classes, which currently have no limit. This would be in keeping with the District's commitment to class size reduction in grades K-3 and potentially at the secondary level. Studies have shown that caps on SDC class size correlate to the quality of the programs. This would also reduce teacher burnout. We propose that class size for elementary Special Day classes are held to 11 or 12 students. The limit for Special Day – Intensive Services classes should be 8 or 9 students. And middle and high school SDC classes should have no more than 12 in a class.

**Staff Response**

Staff concurs with the recommendation. Because there is no statutory limit to the number of students assigned to a special day class (SDC), the Special Education Division staff have worked hard to keep SDC enrollment at the elementary at or below 12 students and SDC enrollment at the secondary at or below 16 or no more than 12 students per instructional

period. In cases where it has not been possible to maintain a reasonable class size, it is the practice of the District to provide additional instructional aide support until the number of students in the class can be reduced. It is important to know that enrollment numbers are not the sole determiner of what an appropriate class size is for any one particular class. The Special Education division administrators will work with Business division staff during the 2002/03 school year to develop budget standards that will provide criteria for the management of reasonable special day class size.

4. The Committee recommends that the Board express a District policy that encourages and supports the importance of the role parents play as members of the IEP team as was intended by Congress and is stated explicitly in the 1997 reauthorization of IDEA.

**Staff Response**

Staff believes collaboration between home and school and the involvement of other individuals with knowledge in the special education process is a basic building block to an effective program designed for the individual with exceptional needs.

It is the intent of the Santa Monica-Malibu Unified School District that parent involvement be evident in the special education process. In order for this to occur, it is important that the school staff not only notify the parent/guardian of rights specifically provided to the parent/guardians of students who are referred for or who currently receive special education services, but also to encourage the active participation of the parents in the special education process.

The Santa Monica-Malibu Unified School District's Special Education Procedure Manual identifies the importance of parent involvement in the special education process for the child with special needs. The decision and planning process should include the cooperative planning of the parents, educators, and when appropriate, the student.

## **Staff Response to the Technology DAC Report of May 16, 2002**

	<b>DAC Recommendations</b>	<b>Cost</b>		<b>Staff Recommendations/Description</b>	<b>Cost</b>
1.	Elementary Site Support	\$207,000 Ongoing	1.	Staff recommends the added cost of \$207,000. This funding is necessary to support our existing investment in equipment, software, and professional training.	\$207,000 Ongoing
2.	Elementary Librarian Technology Leaders	\$550,000 Ongoing	2.	Staff recommends the added cost of \$500,000 pending increased general fund budget revenues. This funding would provide a certificated librarian at each elementary site to support K-5 schools and provide technology leadership training for all faculty and staff.	\$500,000 Ongoing
3.	Third Year High School Hardware Purchase.	\$136,500 One-time Expense	3.	Staff recommends the final Phase of the original three-year hardware implementation plan for all schools be restored to SAMOHI pending increased general fund budget revenues. This funding would provide additional classroom computers for all students at Santa Monica High School/	\$136,500 One-time Expense

It is crucial that K-5 school sites have minimum levels of technology support to meet current and imminent technology needs. The increasing technology demands at each site have strained district resources. The most crucial area of need for the classroom teacher is the reliable day-to-day operation of classroom computers and the network. Staff concurs that a growing need for additional revenue for technology is necessary to maintain the district infrastructure and to provide technology leadership for curricular support.

It is further recommended that a site Technology Support Assistant position be established by SMMUSD and funded for each site. The current special contract arrangement currently being utilized by all K-5 school sites and some 6-12 school sites should be discontinued.

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/17/02

FROM: SUPERINTENDENT/TIM McNULTY

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.6

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2001-2002 as follows:

NPS/NPA  
2001-2002 Budget 01-65000-0-57500-11800-5825-043-1400

<b>Nonpublic School/Agency</b>	<b>Student DOB</b>	<b>Service Description</b>	<b>Contract Number</b>	<b>Cost Not to Exceed</b>
Elliott Institute	11-18-92	NPS	#93	\$ 26,590
Islandview	05-29-85	NPS	#94	\$ 1,185
FOCUS	04-14-86	NPA	#102	\$ 4,100
Bill Takeshita	08-26-88	NPA	#103	\$ 1,280
Therapy In Action	11-03-89	NPA	#104	\$ 1,530
Therapy In Action	09-20-95	NPA	#105	\$ 85
Therapy In Action	01-18-96	NPA	#106	\$ 85
Therapy West	08-08-97	NPA	#107	# 935
Advanced Kids Contract Increase	Various	NPA	#8 UC02145	\$ 10,000
Lynn Jones <b>Contract Increase</b>	Various	NPA	#53 UC02198	\$ 1,200
Steve Kaufman & Associates <b>Contract Increase</b>	02-08-99	NPA	#97 UC02349	\$ 4,700
HEAR to Talk (Sylvia Rotfleisch) <b>Contract Increase</b>	01-04-99	NPA	#90 UC02315	# 500

**Amount Budgeted NPS/NPA**

**\$ 2,800,000**



Prior Board Authorization as of 06/06/02	<u>\$ 2,605,514</u>
Balance	194,486
Positive Adjustment	<u>\$ 27,300</u>
	221,786
Total Amount for these Contracts	<u>\$ 52,190</u>
 Projected Balance	 \$ 169,596

Adjustment					
NPS/NPA Budget 01-65000-0-57500-11800-5825-043-1400					
There has been a reduction in authorized expenditures of two NPS/NPA contracts for FY 2001-02 in the amount of \$ <b>27,300</b> as of June 17, 2002.					
Nonpublic School / Agency	Service Description	Contract Number	Reduce ©) Eliminate (E)	Adjusted Amount	Comment
FOCUS	NPA	#93 UC-02328	E	\$ 23,800	Changed of NPA services
Kelter	NPA	#91 UC-02316	E	\$ 3,500	Services Ended

Instructional Consultants

2001-2002 Budget 01-65000-0-50010-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Step by Step <b>Contract Increase</b>	01-2 4- 97	Instr. Consultant- Behavior Intervention	#37 UC022 47	\$ 11,220
Step by Step <b>Contract Increase</b>	05-2 9- 93	Instr. Consultant- Behavior Intervention	#23 UC021 60	\$ 12,500
Step by Step <b>Contract Increase</b>	03-2 4- 98	Instr. Consultant- Behavior Intervention	#24 UC021 61	\$ 5,640
Step by Step <b>Contract Increase</b>	07-1 2- 98	Instr. Consultant- Behavior Intervention	#28 UC022 01	\$ 11,040

**Amount Budgeted Instructional Consultants** \$ 500,000  
**Prior Board Authorization as of 06/06/02** \$ 490,368  
**Total Amount for this Contract** \$ 40,400  
**Balance** - \$ 30,768

**Non-Instructional Consultants**

2001-2002 Budget 01-65000-0-57500-11800-5890-043-1400

Non-Instructional Consultant	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	Reimbursement to Parent for placement of school. (Student D.O.B. 12-07-98)	#23	\$ 609
Parent Reimbursement	Reimbursement to Parent for OT services per IEP. (Student D.O.B. 12-07-97)	#24	\$ 5,200

**Amount Budgeted Instructional Consultants** \$ 180,000  
**Prior Board Authorization as of 06/06/02** \$ 161,822  
**Total Amount for this Contract** \$ 5,809  
**Balance** \$ 12,369

COMMENT: According to the Education Code SEC.21 Section

56342, prior to recommending a new or continued placement in a non-public, non-sectarian school, the Individualized Education Program (IEP) Team must submit the proposed recommendation to the local governing board for its review and recommendation regarding the cost of such placement.

The recommendation for these severely handicapped students are made by the District IEP Teams in accordance with State and Federal laws. The mandates of IDEA require non-public school services be provided at no expense to parents if there is not an appropriate public school program available. Funding to come from a SELPA-wide non-public school/non-public agency reserve account.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/MAJOR  
06/17/02

FROM: SUPERINTENDENT

RE: ADOPTION OF RESOLUTION NUMBER 01-23: IN SUPPORT OF  
ADOPTION OF THE 2002-03 CALIFORNIA STATE BUDGET BY JUNE  
30, 2002

RECOMMENDATION NO. A.7

It is recommended that the Board of Education adopt the following resolution, Number 01-23: In Support of Adoption of the 2002-03 California State Budget by June 30, 2002.

COMMENT: As part of his latest spending plan, California Governor Gray Davis has attempted to protect school funding that was guaranteed under Proposition 98. Part of the strategy will require that state legislators to act quickly to adopt a state budget.

In order to close a budget gap that now amounts to \$23.6 billion without abandoning the state's commitment to school funding, Governor Davis has proposed a one-month shift of \$1.7 billion from the current year to next year. If the Legislature does not authorize the shift by June 30, 2002, the strategy will not work and the state will lose the ability to delay allocation of the funds.

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

**Resolution Number 01-23  
In Support of Adoption of the 2002-03 State Budget by June 30, 2002**

**WHEREAS**, the California School Boards Association (CSBA), along with the Association of California School Administrators (ACSA), is strongly urging the State Legislature and the Governor to adopt a state budget by the constitutional deadline of June 30, 2002' and,

**WHEREAS**, the more than 1,000 school districts and county offices of education throughout California rely upon state funding for essential services to six million students; and,

**WHEREAS**, although California faces a \$23.6 billion budget gap, Governor Davis has safeguarded the stability of the K-12 budget; and,

**WHEREAS**, the budget proposal also has protected, many of the highest priority education programs, which are critical to sustain the school reforms that have been implemented; and,

**WHEREAS**, in an effort to close the \$23.6 billion budget gap, the May Revision includes shifting \$1.7 billion in General Fund Revenues to 2002-03 that would have applied toward the 2001-02 Proposition 98 guarantee; and,

**WHEREAS**, this shift is possible under the terms of Proposition 98 provided that the current-year adjustments are enacted by June 30, 2002; and,

**WHEREAS**, should the actions not take place by June 30, 2002, the state will lose its ability to delay allocation of those funds and will need to resort to other options to meet the K-12 funding obligations -- jeopardizing many education programs and services,

**NOW, THEREFORE, BE IT RESOLVED**, that the Governing Board of the Santa Monica-Malibu Unified School District joins CSBA and ACSA to register its strong support that the California State Legislature and Governor Davis adopt a state budget by the constitutional deadline of June 30, 2002. Passed and adopted by the Governing Board of the Santa Monica-Malibu Unified School District, Los Angeles County, State of California, this 17<sup>th</sup> Day of June, 2002

\_\_\_\_\_  
Julia Brownley, President

\_\_\_\_\_  
Brenda Gottfried , Board Member

\_\_\_\_\_  
Maria Leon- Vazquez, Vice President

\_\_\_\_\_  
Mike Jordan, Board Member

\_\_\_\_\_  
Pam Brady, Board Member

\_\_\_\_\_  
Tom Pratt, Board Member

\_\_\_\_\_  
Jose Escarce, Board Member

\_\_\_\_\_  
John Deasy, Superintendent of Schools

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/17/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: AMEND CERTIFICATION OF AUTHORIZED SIGNATURES

RECOMMENDATION NO. A.8

It is recommended that the Board of Education amend the Certification of Authorized Signatures, as presented on December 6, 2001 in Recommendations No. A.32 and A.32a, to remove the signature of Mr. Timothy L. McNulty and add the signature of Ms. Peggy T. Harris. This will be in effect from June 13, 2002 through December 2, 2002.

COMMENTS: Mr. McNulty, the current Assistant Superintendent, Student Services, is retiring on June 13, 2002 and Ms. Harris has been hired to replace him. Ms. Harris needs authorization to sign Los Angeles County Office of Education (LACOE) warrants, orders for salary payment, notices of employment contracts and other documents as directed by the Board of Education.

RECOMMENDATION NO. A.8.a

It is recommended that the attached document "Certification of Signatures" be completed and filed with the County Superintendent of School in accordance with Education Code Section §42633. The signatures will be considered valid for the period June 13, 2002 through December 2, 2002.

RECOMMENDATION NO. A.8.a

RECOMMENDATION NO. A.8.a

MOTION MADE BY:  
SECONDED BY:

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

Santa Monica-Malibu Unified School District  
Addendum to  
**CERTIFICATION OF SIGNATURES**

As secretary to the governing board of the above-named school district, I certify that the signature as shown below is the verified signature of the person authorized to sign warrants, notices of employment, contracts and orders drawn on the funds of the school district. This certification is made in accordance with the provisions of Education Code Sections:

K-12 Districts:           §35143, §42632 and §42633

This approved signature is valid for the period of June 13, 2002 to December 2, 2002  
In accordance with governing board approval dated June 17, 2002.

Signature: \_\_\_\_\_  
Secretary of the Board  
John Deasy

Signature of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

Signature:	
Typed Name:	Peggy T. Harris
Title:	Assistant Superintendent, Student Services

TO: BOARD OF EDUCATION

ACTION  
06/17/02

FROM: SUPERINTENDENT/JOSEPH N. QUARLES/RICK BAGLEY

RE: ADOPT RESOLUTION NUMBER 01-24  
NON-REELECTION OF CERTIFICATED ADMINISTRATIVE  
EMPLOYEE

RECOMMENDATION NO.A.9

It is recommended that the Board of Education adopt Resolution Number 01-24: to not reelect the certificated administrative employee listed for the 2002-2003 school year pursuant to Education Code 44929.21.

EIN: 19-4693

MOTION MADE BY:  
SECONDED BY:

AYES:  
NOES:  
ABSTENTIONS:



RESOLUTION NUMBER 01-

BE IT RESOLVED that the following certificated administrative employee not be reemployed for the 2002-03 school year, and that the Superintendent or his designee be directed to give written notice thereof as required by law:

EIN 19-4693

APPROVED and ADOPTED this 17th day of June, 2002, by the Board of Education of the Santa Monica-Malibu Unified School District.

\_\_\_\_\_  
Julia Brownley, President

\_\_\_\_\_  
Maria Leon-Vazquez,  
Vice President

\_\_\_\_\_  
Pam Brady

\_\_\_\_\_  
Jose Escarce

\_\_\_\_\_  
Brenda Gottfreid

\_\_\_\_\_  
Mike Jordan

\_\_\_\_\_  
Tom Pratt

\_\_\_\_\_  
John Deasy, Superintendent

TO: BOARD OF EDUCATION

ACTION/MAJOR

06/17/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: REAPPOINTMENT OF TERMS TO THE FINANCIAL OVERSIGHT  
COMMITTEE FOR PATRICIA HOFFMAN, GLORIA REISNER AND  
WALTER ROSENTHAL

RECOMMENDATION NO. A. 10

It is recommended that the Board of Education approve the reappointment of Patricia Hoffman, Gloria Reisner and Walter Rosenthal to the Financial Oversight Committee.

COMMENTS: Ms. Hoffman, Ms. Reisner and Mr. Rosenthal have served diligently on the Financial Oversight Committee and their 2-year terms will end as of June 30, 2002. Staff suggests that these community members be reappointed to the Financial Oversight Committee for additional 2-year terms. The four remaining members terms will end on June 30, 2003.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

DISCUSSION

06/17/02

FROM: SUPERINTENDENT

RE: REVIEW OF THE SANTA MONICA-MALIBU UNIFIED SCHOOL  
DISTRICT'S STRATEGIC PLAN

DISCUSSION ITEM NO. D.1

It is recommended that the Board of Education review the final draft of the district's strategic plan, Designing the Classroom of the Future: Excellence in Learning and Equality of Opportunity. It is anticipated that the plan will return to the Board for approval, with any revisions as directed, at the Board of Education meeting, Thursday, June 27, 2002.

COMMENT: A year of incredible work, commitment, intensity, thought and dedication on the part of a diverse cadre of community stakeholders has produced the initial draft of the district's strategic plan that is being presented this evening. The work has been facilitated by Shelley Sweet.

AGENDA

NOTE:

Copies of the 145-page draft document are not available as part of the published agenda nor are they available on the website at this time. A public copy will be available in the office of the Superintendent Friday afternoon, June 14, 2002. A public copy will also be available at the meeting or by written request.

Once approved, the strategic plan will be bound and widely circulated.

TO: BOARD OF EDUCATION

DISCUSSION  
06/17/02

FROM: SUPERINTENDENT

RE: ACCEPTANCE OF THE REPORT FROM THE BOARD-APPOINTED  
PARCEL TAX COMMITTEE

DISCUSSION ITEM NO. D.2

It is recommended that the Board of Education review and discuss the findings of the Parcel Tax Committee relative to the efficacy of placing a request for new parcel tax before the voters on the November, 2002, ballot. It is anticipated that final recommendations and suggested language will be brought before the Board at its meeting of June 27, 2002.

COMMENT: The Ad Hoc Parcel Tax Committee was formed by the Board on May 16, 2002, with the following charge:

1. The Committee will be established and begin its work no later than May 17, 2002.
2. The Committee is hereby directed to submit its recommendation(s) to the Board no later than the second Board Meeting in June: TBA
3. The Ad Hoc Advisory Committee shall review and analyze projected District revenues and expenditures, and recommend to the Board of Education the advisability of requesting the general public to continue the parcel tax at a recommended rate.
4. The Committee should address the following questions:
  - a. How critical is it for the School District to initiate a second parcel tax as one of its sources of operating revenue
  - b. If a new parcel tax is recommended would any portion of the rate be identified for a categorical expenditure purpose(s). If so, how much for what purpose(s)?
  - c. What would the rate of the new parcel tax be?

TO: BOARD OF EDUCATION

DISCUSSION  
06/17/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: BUDGET PLANNING WORKSHOP FOR THE 2002-03 BUDGET

DISCUSSION NO. D.3

A budget workshop will take place as part of the special Board meeting of Monday, June 17, 2002. The final budget will be adopted at the Board of Education meeting of June 27, 2002.

All school districts in the State of California are required by law to submit a balanced budget to the Office of Education in the county in which they are located.

Due to well-publicized, anticipated budgetary shortfalls, the District must identify those areas which can be reduced or eliminated to comply with producing the mandated balanced budget.

Staff has revised the enclosed expenditure reductions to reflect the Board's discussion on budget revisions for the 2002-03 fiscal year. Items have been switched from Tier One Reductions to Tier Two Reductions and vice-versa, but the total amount of the proposed cuts remains the same, namely \$4,236,741.

Staff recommends that the Board approve the newly-revised Tier One Reductions. Staff further recommends that the Board institute a hiring freeze for those positions listed in Tier Two. If for any reason future budget reductions are required, staff recommends that these reductions be made from the Tier Two list.

**AGENDA**

**NOTE:** Additional budget workshop materials were not available at the time the Agenda was being printed but are available for public review in the Office of the Assistant Superintendent for Fiscal and Business Services.

TO: BOARD OF EDUCATION  
FROM: SUPERINTENDENT/CHRIS CORLISS  
RE: INDEPENDENT STUDY IN PHYSICAL EDUCATION

DISCUSSION  
06/17/02

DISCUSSION ITEM D.4

It is recommended that the Board of Education review and approve the attached, revised ***Guidelines, Application and Agreement For Independent Study Course Credit in Physical Education (ISPE) for the 2002-03 School Year.***

COMMENTS: This item was originally presented at the May 2, 2002 Board Meeting. Staff was directed to revise the Item based upon Board members and public concerns and comments, present to the District Advisory Committee for Sports and Physical Education for review and approval and return for further discussion. The attached revised ***Guidelines, Application and Agreement For Independent Study Course Credit in Physical Education (ISPE) for the 2002-03 School Year*** has been reviewed and approved by the Secondary School Principals and reviewed and approved by the District Advisory Committee for Sports and Physical Education on May 15, 2002.

MOTION MADE BY:  
SECONDED BY:

STUDENT ADVISORY VOTE:  
AYES:  
NOES:  
ABSTENTIONS:

## **Guidelines, Application and Agreement For Independent Study Course Credit in Physical Education (ISPE) for the 2002-03 School Year**

### **Introduction**

A common Districtwide set of Guidelines, an Application /Agreement and review process insures that all ISPE applicants and agreements conform to current District Independent Study in Physical Education policies. A centralized review procedure by an ISPE Review Committee made up of 3 secondary principals and 2 secondary Physical Education department chairs will provide the expertise, oversight, consistency and continuity in granting ISPE credit. The intent is that all applicants receive a fair and consistent review of their ISPE Application by ISPE Review committee.

### **ISPE Application Procedure and Timeline**

- A 2002-03 ISPE Application can be requested in person at any secondary school site in the Principals Office or from the SMMUSD Educational Services Office located at 1638 Seventeenth Street, Santa Monica, CA 90404.
- The Application shall be completed and submitted to School Principal or Educational Services Office located at 1638 Seventeenth Street, Santa Monica, CA 90404 no later than July 1, 2002.
- The Principal's ISPE Committee shall convene no later than July 15, 2002 to review all applications submitted for the 2002-03 school year.
- Applicants shall be notified in writing of the Committee's decision by July 20, 2002.
- Approved ISPE Applicants shall be sent a 2002-03 ISPE Agreement by July 20, 2002.
- The ISPE Agreement shall be signed and delivered to the administrator of the school site the applicant will attend in the coming semester no later than August 17, 2002.

### **Criteria for Granting Independent Study Agreement in Physical Education**

1. Complete and submit the attached Application/Agreement for ISPE by the Application deadline of **July 1, 2002**.
2. Complete and document a minimum of 10 hours of physical education learning / activity each week as proposed in the ISPE Application.
3. Proposed ISPE activity/course of study is not available as part of school's regular curriculum, athletic and/or school sponsored club programs.
4. ISPE course of study is directed and administered by a qualified instructor who meets minimum District educational and student safety standards as determined by ISPE Review Committee.

5. Applicant agrees to meet the following ISPE Agreement requirements:

- ISPE student name appears on a regular Physical Education class roster. Teacher must agree to become the ISPE Supervising Teacher of record.
- ISPE student and ISPE Supervising teacher arrange to meet during the first week of school to review the student's ISPE Agreement and establish future meeting dates (a minimum of one time every 6-week grading period). It is the responsibility of both the ISPE student and Supervising Teacher to contact each other to arrange appointments.
- ISPE student maintains a written weekly ISPE Activity Log and journal entries documenting the ISPE student's learning activities.
- Teacher will review the written log /journal documenting daily ISPE course learning experiences and learning activities and provide a PASS/FAIL grade based upon completion of the ISPE assignment/agreement. Failure to maintain and provide evidence of an up to date written activity log and journal entries may trigger a review of the ISPE agreement and possible termination of ISPE course for credit.
- Missing a scheduled appointment or failure to maintain minimum physical fitness levels as measured by the Fitnessgram each semester will trigger a review of the ISPE agreement.
- Upon successful completion of all requirements of the ISPE Agreement the ISPE student will be given course credit on a PASS/FAIL basis for the required physical education course at the school they attend.



**Application / Agreement to Receive Independent Study Course  
Credit in Physical Education  
2002-03 School Year**

**Instructions for completing the ISPE Application**

Please Print or Type all information clearly. Only this portion of the completed Application should be returned to your site Principal or to:

**Santa Monica – Malibu Unified School District  
Educational Services Department  
Attention: Karen Dahlem / Independent Study  
Physical Education Review Committee  
1638 Seventeenth Street  
Santa Monica, CA 90404**

*A 2002-03 ISPE Application shall be completed by each applicant and submitted to the Independent Study Physical Education Review Committee by no later Monday, July 1, 2002.*

**A. Student Information** (please print)

School Attending in 2002-03 \_\_\_\_\_ Grade Level in 2002-03 \_\_\_\_\_  
Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Student ID # \_\_\_\_\_ Parent/Guardian Name \_\_\_\_\_  
Street Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
Home Phone \_\_\_\_\_ Email \_\_\_\_\_

**B. Information about Proposed ISPE Course of Study**

All parts of this section must be fully completed for the ISPE Application to be considered. Incomplete Applications will not be consider by the ISPE Committee. Printed or typed responses on a separate sheet attached to form are acceptable.

1. Please indicate which semester(s) of study you are applying for:  
\_\_\_\_ Fall                      \_\_\_\_ Spring Year \_\_\_\_
2. Please explain why this proposed ISPE course of study should be considered as a substitute for regular attendance and participation in the required school physical education program. (attach separate sheet if necessary)
3. Please describe how many hours of teacher–instructor directed activity hours the proposed ISPE course of study includes and what they will be used for? Please be specific. A separate sheet may be attached. (Must be a minimum of 10 hours to meet criteria).
4. Please attach copies of any official documentation including transcripts, academic and/or professional training, certification, State, National or International federation

instruction or coaching “levels” of the instructor / coach of proposed ISPE course of study. Resumes will be accepted as documentation for this portion of the application.

5. Please attach a written course description or an outline of the proposed course of study describing the instruction, training and / or competition schedule for the semester in which the student applicant is applying for ISPE course credit.

**I hereby certify that the information provided as a part of this Application is true and accurate. I understand that inaccurate or incomplete applications will not be considered. I agree to abide by all ISPE rules and regulations described in this Application and by the decision of the ISPE Review Committee.**

Parent / Guardian \_\_\_\_\_ Date \_\_\_\_\_  
Student \_\_\_\_\_ Date \_\_\_\_\_

**(Office use only) This Application has been reviewed by the ISPE Committee on \_\_\_\_\_, 2002 and is**  
**\_\_\_\_\_ Accepted OR**  
**\_\_\_\_\_ Denied**  
**due to \_\_\_\_\_.**

ISPE Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

**(Office use only) Teacher of record: \_\_\_\_\_**  
**School Site \_\_\_\_\_**

**I agree to act as the ISPE Supervising Teacher of Record and provide services to the ISPE student.**

Supervising Teacher \_\_\_\_\_ Date \_\_\_\_\_  
School Phone \_\_\_\_\_ Email \_\_\_\_\_

TO: BOARD OF EDUCATION INFORMATION  
6/17/02  
FROM: SUPERINTENDENT /LISE REILLY KATHY McTAGGART  
RE: PROP.10 SANTA MONICA EARLY CHILDHOOD INITIATIVE

INFORMATIONAL ITEM NO. I.1

As lead agency, the district has submitted a proposal to Children and Families First, the Los Angeles County Proposition 10 Commission, for a five-year grant totaling \$6,062,005. The product of several years' work toward unifying the community around the issues of early childhood, this proposal reflects the input of professionals and providers throughout the community as well as that of parents and community members. Should funding be awarded, the Santa Monica Early Childhood Initiative will continue to involve the participation of diverse partners in its implementation.

The Early Childhood Initiative proposes a replicable model of collaborative and coordinated services on behalf of the community's youngest children and their families. The overarching goal of the proposed program is the attainment of school readiness for all children 0-5 born in Santa Monica. This objective will be achieved through the provision of accessible and culturally appropriate parent support and educational opportunities, increased participation in early childhood education, and improved transition from pre-kindergarten to kindergarten.