

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY
RE: APPROVAL OF MINUTES

ACTION
10/17/02

RECOMMENDATION NO. A.1

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

October 3, 2002

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY

RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

RECOMMENDATION NO. A.2

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

COMMENT: In accordance with the Board of Education policy, the textbook(s) listed below have been on public display for the past two weeks in the Educational Services Department at 1638 17th Street, Santa Monica, CA 90405.

TO BE YOUNG, GIFTED AND BLACK, by Lorraine Hansberry, 12th grade African/American Literature, La Sonja Roberts requesting adoption from Samohi, SUPPLEMENTAL

EL COLOR DE MIS PAPABRAS, by Lynn Joseph, 6th Grade Humanities, Alex Kusion requesting adoption from John Adams, SUPPLEMENTARY

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/03/02

FROM: JOHN E. DEASY

RE: OVERNIGHT FIELD TRIP (S) 2002-03

RECOMMENDATION NO. A.3

It is recommended that the Board of Education approve the special field trip (s) listed below for students for the 2000-01 school year. No child will be denied due to financial hardship.

CORRECTION ONLY

<u>School Grade # of Students</u>	<u>Destination Dates</u>	<u>Principal Teacher</u>	<u>Cost / Paid for</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Point Dume 4th grade 60	Catalina Island 09/27/02 to 09/29/03 <u>10/21/02 to</u> <u>10/23/02</u>	Kris Jennings <u>Margo Dunn</u> Chi Kim	\$240.00 per student paid for by parents & fund raisers	Science	To study the marine environment and ecology with hands on experience.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

CONSENT/ACTION

10/17/02

FROM: JOHN E. DEASY

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO.A.4

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2002/2003 budget.

Contractor/Contract Dates	Description	Site	Funding
Peter Alvet Aug. 19 - Aug. 30 ,2002 Cost: Not to exceed \$3,000	To provide a mural painting on wall surface around Administrative Office	Rogers	Gift 01-90120-0-11100-10000-5802-006-1501
Emergency Medical Consulting October 1, 2002 Cost: Not to exceed \$250	To provide Medica First Aid training to PE staff at Santa Monica High School	Ed Services	PE 01-00000-0-19480-10000-5802-030-1300
Venice Family Clinic Oct. 5, 2002-June 30, 2003 Cost: Not to exceed \$10,000	To provide medical services to Medi-Cal eligible students at SamoHi who have signed parental consent	Samo	General Fund - Health 01-00000-0-11100-31400-5890-030-1300
Peggy Fisher's Gymtastics Oct. 2, 2002 -June 20, 2003 Cost: Not to exceed \$1,800	To provide each Kindergarten Class (six) with 3 sessions each on expressing themselves through movement and a cultural experience with music, art and dance	Franklin	PTA-Gift 01-90150-0-11100-1000-5802-002-4020

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY/PEGGY HARRIS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS

RECOMMENDATION NO. A.5

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2002-2003 as follows:

NPS/NPA

2002-2003 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Pacific Ridge	12-20-87	NPS	#59	\$ 32,200
Vista	06-09-88	NPS	#60	\$ 25,800
Westview	12-23-88	NPS	#61	\$ 32,400
Greg Kimberlin & Associates	02-08-91	NPA	#42	\$ 5,000
Smart Start	04-08-93	NPA	#43	\$ 9,500

Amount Budgeted NPS/NPA 02/03	\$ 2,820,000
Prior Board Authorization as of 10/03/02	<u>\$ 2,700,121</u>
Balance	119,879

Total Amount for these Contracts	<u>\$ 104,900</u>
Balance	<u><u>\$ 14,979</u></u>

Instructional Consultants

2002-2003 Budget 01-65000-0-50010-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Kimberly Hiddleson	02-16-96	Instr. Consultant-Auditory-Verbal Therapy	#7	\$ 8,800
Bill Takeshita	08-26-88	Instr. Consultant-Vision Therapy	#8	\$ 1,200
Bill Takeshita	02-28-92	Instr. Consultant-Vision Therapy	#9	\$ 250
Bill Takeshita (Board approved on 9/5) change vendor to Gary Etting (contract amount \$1080 previously approved)	04-17-85	Instr. Consultant-Vision Therapy	#3	

Amount Budgeted Instructional Consultants 02/03	\$ 120,000
Prior Board Authorization as of 09/19/02	\$ 76,903
Balance	\$ 43,097

Total Amount for these Contracts	\$ 10,250
Balance	\$ 32,847

Non-Instructional Consultants

2002-2003 Budget 01-65000-0-50010-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	04-18-94	Reimbursement to Parent for Speech & Language Therapy per IEP.	#4	\$ 1,000

Amount Budgeted Instructional Consultants	\$ 50,000
Prior Board Authorization as of 09/19/02	\$ 21,955
Balance	\$ 28,045

Total Amount for these Contracts	\$ 1,000
Balance	\$ 27,045

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/CONSENT

10/17/02

FROM: KENNETH R. BAILEY/ VIRGINIA I. HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.6

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from September 26, 2002, through October 7, 2002, for fiscal year 2002/03.

AGENDA

NOTE:

Purchase order list is not available in the electronic agenda. It is printed in the published agenda. It is available for public review in the Office of the Superintendent and as part of the public copies of the agenda, which are available at the meeting.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: JOHN E.DEASY/KENNETH R. BAILEY
RE: ACCEPTANCE OF GIFTS - 2002-03

ACTION/CONSENT
10/17/02

RECOMMENDATION NO. A.7

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$112,850.71 presented to the Santa Monica-Malibu Unified School District.

It is further recommended that the Fiscal/Business Services Office, in accordance with Educational Code §42602, be authorized to increase the 2002-2003 income and appropriations by \$107,900.71, as described on the attached listing.

COMMENT: The value of all non-cash gifts has been determined by the donors.

Also attached for informational purposes is a report itemizing Cumulative Totals of Gifts and Donations for Fiscal Year 2002-2003.

AGENDA

NOTE: The list of gifts is available on the District's website, www.smmusd.org, as a pdf file; to view the gift report:

- 1) go to www.smmusd.org,
- 2) click on Board Meetings"
- 3) scroll to the date for this meeting
- 4) click on "10-17gif.pdf"

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT

10/17/02

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.8

It is recommended that the Board of Education approve/ratify the following Requests for Absence on District Business (Conference and Travel) forms.

COMMENTS: Entries are alphabetical, by employee last name. In addition to the employee's name and site/location, each entry contains the following information: name, location and date (s) of the conference, complete account code, fund and program names, and the total estimated cost as provided by the site administrator. The average cost for substitute teachers is \$130/day. This figure is furnished for informational purposes and does not reflect the actual amount paid for an individual substitute.)

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>AUDET, Amanda</u> Samohi 01-73750-0-11100-31100-5220- 015-4150 General Fund - Resource: Tenth Grade Counseling	Beginning Counselor/Administrator Support Academy Downey, CA October 2, 2002	\$60.00
<u>DAVIS, Jeffrey</u> Facilities Maintenance 01-81500-0-00000-81100-5220- 061-2602 General Fund - Resource: Ongoing & Major Maintenance	Public Pool Operator Training Fullerton, CA October 21 - 22, 2002	\$476.00
<u>DIAZ, Aida</u> State & Federal Projects 01-30100-0-11100-10000-5220- 035-1300 General Fund - Resource: IASA Title I BASIC	CCR Review Los Angeles, CA October 28 - 29, 2002	\$200.00

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	<u>CONFERENCE NAME</u> <u>LOCATION</u> <u>DATE (S)</u>	<u>COST</u> <u>ESTIMATE</u>
<u>FRANKEL, Steven</u> Educational Services 01-00000-0-19510-10000-5220- 030-1300 General Fund - Function: Instruction	Standards for Educational Accountability Systems Cerritos, CA October 17, 2002	\$75.00
<u>HARRIS, Peggy</u> Student & Family Services No Cost to District	Latino Education Summit Sacramento, CA October 6 - 8, 2002	0
<u>HO, Pat</u> Fiscal Services 01-00000-0-00000-72000-5220- 051-2510 General Fund - Function: Other Genl. Admin.	The Essentials of Internal Fiscal Control Downey, CA October 14, 2002	\$105.00
<u>JAGO, Carol</u> Samohi No Cost to District	California Reading Association Sacramento, CA November 8, 2002	SUB ONLY to be paid by CRLP/UCLA
<u>PASTERNAK, Amy</u> Special Education 01-65000-0-50010-31200-5220- 043-1400 General Fund - Resource: Special Education	The Help Group Summit 2002: Neurodevelopmental Advances - Best Practices October 11 - 12, 2002	\$140.00
<u>WHALEY, Tom</u> State & Federal Projects 01-70180-0-17000-10000-5220- 035-1300 General Fund - Resource: Arts Education Partnership Grant	California Arts Assessment Network Meeting Riverside, CA October 23 - 24, 2002	\$250.00
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
NONE		
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>BEARD, Clara</u> <u>HOLLIE, Ada</u> Santa Monica High 01-00000-0-11100-27000-5220- 015-4150 General Fund - Function: School Admin.	U.C. Counselor Conference Irvine, CA September 12, 2002	\$100.00 total

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>BADER, Cheryl</u> <u>BRONSTEIN, Susan</u> Health Services 01-00000-0-11100-31400-5220- 041-1400 General Fund - Function: Health Services	The ABCs of School Nursing Alhambra, CA September 28, 2002	\$115.00 total
<u>COOLEY, Susan</u> + 2 Additional Staff Webster Elementary 01-72600-0-11100-10000-5220- 008-4080 General Fund - Resource: SIP K-6	Tips & Strategies for Meeting Standards & Participating Los Angeles, CA October 1, 2002	\$150.00 total + 2 SUBS
<u>CORRIGAN, Brian</u> <u>GONZALEZ, Jennifer</u> Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - Resource: SIP 7-12 (to be transferred to GATE when available)	A.P. Conference Venice, CA October 5, 2002	\$350.00 total
<u>GARCIA HECHT, Veronica</u> + 4 Additional Staff Educational Services 01-71400-0-11100-10000-5220- 035-1300 General Fund - Resource: GATE		\$875.00 total
<u>JOCHIMS, Katie</u> <u>WINOKUR, Victoria</u> Webster Elementary 01-72600-0-11100-10000-5220- 008-4080 General Fund - Resource: SIP K-6	Challenging Gifted Students in Science & Math Manhattan Beach, CA October 9, 2002	\$150.00 total + 2 SUBS
<u>JONES, Jenny</u> <u>ROSS, Erica</u> State & Federal Projects 01-71400-0-11100-10000-5220- 035-1300 General Fund - Resource: GATE	CMC Conference - Statistics Workshop Palm Springs, CA November 8 - 10, 2002	\$460.00 total
<u>GARCIA-HECHT, Veronica</u> + 8 Additional Staff State & Federal Projects 01-41100-0-11100-10000-5220- 035-1300 General Fund - Resource: IASA Title VI - Innovative Educ. Strategies	AVID 2002 Site Team Conference II Lake Arrowhead, CA December 4 - 5, 2002	\$1,350.00 total + 9 SUBS

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>PAHL, Jarvis</u> <u>WEBB, Suzanne</u> State & Federal Projects 01-72800-0-11100-10000-5220- 035-1300 General Fund - Resource: BTSA	Cluster 4 - Formal Program Review Training Glendale, CA December 4 - 5, 2002	\$240.00 total
Out-of-State Conferences: Individual		
DEASY, John Superintendent No Cost to District	Fall Leadership Institute Santa Fe, NM	0
<u>JAGO, Carol</u> Santa Monica High No Cost to District	MATE Winnipeg, Canada October 25 - 26, 2002	SUB ONLY to be paid by CRLP/UCLA
No Cost to District	National Council of Teachers of English Atlanta, GA November 22, 2002	SUB ONLY to be paid by CRLP/UCLA
Out-of-State Conferences: Group		
NONE		

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02

FROM: SUPERINTENDENT/KENNETH R. BAILEY

RE: ADOPT RESOLUTION NUMBER 02-05 - ASSIGNMENT OF
DELINQUENT TAX RECEIVABLES TO JOINT POWERS AUTHORITY

RECOMMENDATION NO. A.9

It is recommended that the Board of Education adopt Resolution Number 02-05 to approve the assignment of delinquent tax receivables to the California Statewide Delinquent Tax Finance Authority and authorizing execution and delivery of related documents and actions.

COMMENTS: At the October 3, 2002 Board Meeting, a discussion item (Item D.1) was presented to the Board of Education in which the District is being offered the opportunity to join a Joint Powers Authority (JPA), which would purchase the delinquent property taxes within Los Angeles County. The JPA would then be entitled to any interest or penalty payments on these delinquencies. The JPA would be underwritten by Plymouth Financial Company, Inc. who will administer the program and assume all risks. Each member school district will receive 8% of its delinquent tax base within its area.

It is estimated that Santa Monica-Malibu Unified School District would generate approximately \$94,000 per year. In the initial year of operation, the collections will incorporate the tax years 1998 through 2004.

This opportunity presents itself because Los Angeles County is not part of the "Teeter Plan". Currently, 53 of 58 California counties are under the Teeter Plan, in which those counties' Auditor-Controllers pay their school agencies 100% of delinquent tax principal. For this guarantee, those counties are allowed to keep any interest or penalty generated by the delinquent property taxes. In this proposal, the JPA will act as the Auditor-Controller in a Teeter Plan county.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

RESOLUTION NUMBER 02-05
RESOLUTION OF THE BOARD OF EDUCATION OF THE
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT APPROVING
ASSIGNMENT OF DELINQUENT TAX RECEIVABLES TO THE CALIFORNIA
STATEWIDE DELINQUENT TAX FINANCE AUTHORITY AND AUTHORIZING
EXECUTION AND DELIVERY OF RELATED DOCUMENTS AND ACTIONS

WHEREAS, under Section §6516.6(b) of the Government Code of the State of California (the “Law”), a school district is authorized to sell and assign to a joint powers authority any or all of its right, title, and interest in and to the enforcement and collection of delinquent and uncollected property taxes, assessments, and other receivables that have been levied by or on behalf of the school district for collection on the secured, unsecured, or supplemental property tax rolls in accordance with such terms and conditions as are set forth in an agreement with the joint powers authority; and

WHEREAS, the California Statewide Delinquent Tax Finance Authority (the “Authority”) has been formed as a joint powers authority for the purpose of purchasing delinquent ad valorem property taxes in accordance with Section §6516.6 of the Law upon terms and conditions which are acceptable to school districts; and

WHEREAS, under the Law the amount of property tax receipts to be reported in a fiscal year for a school district for revenue limit purposes is equal to 100% of the school district’s allocable share of the taxes distributed to it for the fiscal year, and any additional amounts will not be reported and will be provided directly to the school district; and

WHEREAS, the Authority has proposed to purchase certain ad valorem property taxes levied by the County of Los Angeles (the “County”) and allocated to the District on the secured roll and the supplemental roll which are delinquent as of either July 8, 2002 or October 28, 2002 (the “Tax Receivables”), at a purchase price equal to 108% of the amount of Tax Receivables which have been levied; and

WHEREAS, the Authority has made arrangements to issue and sell a certificate of participation representing a participation interest in all of the Tax Receivables received from the District and from other participating school districts in the County; and

WHEREAS, the Authority has presented the District with a Purchase and Sale Agreement between the District and the Authority, and the governing board of the District wishes to take its action at this time to authorize the sale of the Tax Receivables to the Authority upon the terms and conditions set forth in the Purchase and Sale Agreement, and to approve related documents and actions;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Santa Monica-Malibu Unified School District as follows:

Section 1. Approval of Financing Plan; Sale of Tax Receivables to Authority. The Board hereby approves the financing plan presented to the Board at the meeting at which this Resolution is adopted, and as generally described in the recitals of this Resolution. Pursuant to the financing plan, the Board hereby approves and authorizes the sale of the Tax Receivables to Authority under a Purchase and Sale Agreement (the "Purchase and Sale Agreement") between the District and the Authority. The Board hereby approves the Purchase and Sale Agreement in substantially the form on file with the Secretary of the Board, together with any changes therein or modifications thereof as may be approved by the Assistant Superintendent, Fiscal and Business Services of the District, provided that the execution and delivery of the Purchase and Sale Agreement by the District shall be conclusive evidence of the approval of all changes and modifications to the Purchase and Sale Agreement.

The Assistant Superintendent, Fiscal and Business Services of the District is hereby authorized and directed to approve the final form of the Purchase and Sale Agreement, and to execute the Purchase and Sale Agreement in the name and on behalf of the District. The Board hereby authorizes the delivery and performance of the Purchase and Sale Agreement.

Section 2. Official Actions. The Superintendent, the Assistant Superintendent, Fiscal and Business Services and any and all other officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions, including execution and delivery of any and all assignments, certificates, requisitions, agreements, notices, consents, instruments of conveyance, warrants and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the sale of the Tax Receivables to the Authority and the other transactions described herein. Whenever in this resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf in the case such officer is absent or unavailable.

Section 3. Effective Date. This resolution shall take effect from and after the date of approval and adoption thereof.

PASSED AND ADOPTED this 17th day of October, 2002, by the following vote:

AYES:

NOES:

ABSENT:

President of the Board of Education

ATTEST:

Secretary of the Board of Education

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AWARD OF MUSICAL INSTRUMENTS AND DECLARATION OF SOLE
SOURCE TO THE TUBA EXCHANGE

RECOMMENDATION NO. A.10

It is recommended that the Board of Education authorize the purchase of tubas in the amount of \$31,000 to The Tuba Exchange and declare them the sole source vendor for this purchase.

Funding Information:

Source: General Fund
Currently Budgeted: Yes
Account Number: 01-70180-0-17000-10000-4400-035-1300
01-90120-0-17100-10000-4400-030-1300
Description: Arts Educational Partnership
Gifts

COMMENTS: The tuba serves as the foundation instrument for both the band and orchestra, and has been the number one requested instrument by teachers for many years. Many of the tubas that are currently used in the music program are in a state of disrepair and unusable due to their age. The purchase of these tubas is made available to our music program by generous grants from the Stills Foundation (\$15,000) and CAAN (California Arts Assessment Network) in the amount of \$16,000. By purchasing the eight tubas, students requesting to play the tuba in the secondary school music program, will now have the opportunity to do so.

The Tuba Exchange is the exclusive distributor for St. Petersburg tubas in the United States. A letter is on file in the Purchasing Office for review upon request. A unanimous vote of all Board members present is necessary for the Board of Education to pass a sole source declaration.

MOTION MADE BY:
SECONDED BY:
STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E. DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AMENDMENT TO CONTRACT - CHANGE ORDER #1 - FLEXI-TECH FOR
MUIR/SMASH PLANTER BOX REMOVAL AND DECK REPAIR - BID
#02.07

RECOMMENDATION NO. A.11

It is recommended that the Board of Education authorize change order #1, as an amendment to the contract with Flexi-Tech, in an amount of \$1,800 for the Muir/SMASH Planter Box Removal and Deck Repair.

Funding Information

Source: General Fund
Currently Budgeted: Yes
Account Number: 01-81500-0-00000-85000-6100-061-2600
Description: Special Projects - Repair by Vendor

COMMENT: Change order #1 represents the work listed below:

ORIGINAL CONTRACT	\$ 79,820
CHANGE ORDER #1	\$ 1,800
TOTAL CONTRACT AMOUNT	\$ 81,620

Change Order #1 includes the following changes to the contract:

1. Supply and install one (1) additional drain to the southwest corner of deck. Price includes all labor and materials (\$1,800)

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
FROM: JOHN E.DEASY/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: ACCEPTANCE OF WORK COMPLETED BY FLEXI-TECH FOR
MUIR/SMASH PLANTER BOX REMOVAL AND DECK REPAIR - BID
#02.07

RECOMMENDATION NO. A.12

It is recommended that the Board of Education accept as completed, all work contracted with Flexi-Tech for the Muir/SMASH Planter Box Removal and Deck Repair project.

Funding Information

Source: General Fund
Currently Budgeted: Yes
Account Number: 01-81500-0-00000-85000-6100-061-2600
Description: Special Projects - Repair by Vendor

COMMENT: The contract for the deck repair and planter box removal has been completed. Final inspection and acceptance by District personnel has been received. Formal acceptance of this work by the Board of Education is required before the District can release the final 10% retainage that it is required to hold. The retainage may be released within 35 days after the Board of Education's acceptance.

ORIGINAL CONTRACT	\$ 79,820
CHANGE ORDER #1	\$ 1,800
TOTAL CONTRACT AMOUNT	\$ 81,620

MOTION MADE BY:
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02

FROM: JOHN E.DEASY/KENNETH R. BAILEY/J.W. BERRIMAN

RE: ACCEPTANCE OF SUBSTANTIAL COMPLETION FOR BUDGET
LIMITATION AGREEMENT (BLA) 18, TWO STORY PANELIZED
CLASSROOMS AT MALIBU HIGH SCHOOL

RECOMMENDATION NO. A.13

It is recommended that the Board of Education accept as substantially complete all construction work for BLA 18, two story panelized classrooms at Malibu High School.

Funding Information:

Source: Proposition X Funds and State New
Construction Funds

Currently Budgeted: Yes

COMMENT: The contract is substantially complete. A separate Board agenda will follow to incorporate necessary change orders and provide a final accounting of the BLA. In order to facilitate the release of the retention being held, a notice of completion must be filed with the County Recorder of the County of Los Angeles pending Board approval.

The Proposition X Oversight Committee has reviewed this and concurs with the recommendation.

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02

FROM: JOHN E.DEASY/JOSEPH N.QUARLES/RICK BAGLEY

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.14

ELECTIONS

ADDITIONAL ASSIGNMENTS

<u>Name/Location</u>	<u>Rate</u>	<u>Effective</u>	<u>Not to Exceed</u>
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SUBSTITUTES

<u>REGULAR DAY-TO-DAY</u> (Daily Rate @\$118)	<u>Effective</u>
Altnow, Lisa	10/1/02
Angel, Holly	9/1/02
Beard, Darin	9/1/02
Buccat, Jason	10/1/02
Colvin, Ben	9/1/02
Cramer, Dorothy	9/1/02
Day, Jeanne	9/1/02
DeBenedictis, Gabriella	9/1/02
Delgadillo, Karla	9/1/02
Eisner, Stephen	9/1/02
Estes, Shelley	9/1/02
Fancher, Catherine	9/1/02
Farguhar, Jennifer	9/1/02
Floeck, Michael	10/1/02
Fredal, Ann	9/1/02
Freed, Lesley	9/1/02
Gauthier, Christine	9/1/02
Gonzales, Christian	9/1/02
Hanson, Katharine	9/1/02
Heineman, Stephen	9/1/02
Howard, John	9/1/02
Iorio, Analia	9/1/02
Katz, Janette	9/1/02
Kendrick, Marshanne	9/1/02
Knepper, Jeffrey	9/1/02
Lambertus, Jennifer	9/1/02
Lathanh, Anthony	9/1/02
Lent, Brenda	9/1/02
Malwah, Ambika	9/1/02
Mandell, Harriet	10/1/02
Moore, Kelly	9/1/02
Oliphant, Sarah	9/1/02
Pitchford, Berit	9/1/02
Pourmousa, Nilou	9/1/02
Rasmussen, Robert	9/1/02
Ruby, Debra	9/1/02
Schofield, Jennifer	9/1/02

Seaman, Elizabeth	9/1/02
Tepper, Craig	9/1/02
Tucker, Howard	10/1/02
Wolfson, Melisa	9/1/02

PREFERRED SUBSTITUTE

(Daily Rate @\$139)
Emerson, Susan 9/24/02

LONG-TERM

(Daily Rate @\$180)
Wolfson, Melisa 9/4/02

MOTION MADE BY:

SECONDED BY:

STUDENT ADVISORY VOTE:

AYES:

NOES:

ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/CONSENT
10/17/02
 FROM: JOHN E.DEASY/JOSEPH N. QUARLES/RICK BAGLEY
 RE: SPECIAL SERVICES EMPLOYEES

RECOMMENDATION NO. A.15

It is recommended that the following Special Services Employee contracts be approved in accordance with District policies and salary schedules and be assigned pursuant to BP 4102. Funding for the positions listed are included in the 2002/03 budget.

ELECTIONS

<u>Name/Location</u>	<u>Not to Exceed</u>	<u>Effective</u>	<u>Rate</u>
Alvarez, Joe Will Rogers Elementary, computer technical support, strategizing, consulting network support and administration FUNDING: 01-90150-0-11100-10000-2917-006-1501-75% Reimbursed by PTA 01-00000-0-19100-24200-2917-006-1501-25% Unrestricted Resource	\$12,644	9/04/02-6/30/03	\$32/hr
Baker, Elizabeth Franklin Elementary, teach choral music, movement, rhythm and hand instruments to Kindergarten classes FUNDING: 01-90150-0-11100-10000-2917-002-1501-100% Reimbursed by PTA	\$1,500	09/04/02-6/20/03	\$50/hr
Bergman, Hal McKinley Elementary, Tech Support FUNDING: 01-90120-0-11110-10000-2917-004-1501 Gifts	\$10,000	9/24/02-6/30/03	\$15/hr
Braley, James Roosevelt Elementary School, create, develop, update and maintain web page for Roosevelt FUNDING: 01-90150-0-11100-10000-2917-007-1501 Reimbursed by PTA	\$3,000	9/1/02-6/30/03	\$30/hr
Brotman, Mary Student Services, provide direct services to students with IEPS, Assistant Occupational Therapist FUNDING: 01-65000-0-57700-11900-2120-043-1501-100%	\$27,000	09/01/02-6/30/03	\$2700/mo + mileage reimbursement \$.365/mile

Reimbursed by PTA

Koslow, Kenneth \$75,000 9/05/02-6/30/03 \$75,000/yr +
full medical
and dental
benefits;
ssi/
workers comp;
12 days sick
leave; 12
vacation days
and all
District
Holidays
Facilities Management, Project Manager for several sites for
Prop X program
FUNDING: 21-00000-0-92000-85000-2990-098-1501-100%
Unrestricted Resource

Laskin, Sage \$8,000 8/30/02-6/20/03 \$41.67/hr
Cabrillo Elementary, art instructor
FUNDING: 01-90150-0-11100-10000-2917-017-1501-100%
Reimbursed by PTA

Lightfoot, Marcella \$4,440 9/09/02-6/20/03 \$60/day
Student Services, provide psychology intern services as
directed and supervised by a School District Psychologist
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%
Special Education

Mesner, Vanessa \$62,000 09/01/02-6/30/03 \$6200/mo +
mileage
reimbursement
\$.365/mile
Student Services, provide direct services to students with
IEPS, Occupational Therapist
FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
Spec Ed: Idea Basic Grant

Ochsenbein, Mariam \$62,000 09/01/02-6/30/03 \$6200/mo +
mileage
reimbursement
\$.365/mile
Student Services, provide direct services to students with
IEPS, Occupational Therapist

FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
Spec Ed: Idea Basic Grant

Reutinger, Christopher \$8,000 9/02/02-6/30/03 \$800/mo
Malibu High School, assist instructor with string students;
instruct individual students; assist with conducting
FUNDING: 01-00000-0-17100-10000-2917-010-1501-100%
Unrestricted Resource

Robb, Lynn \$697 6/12/02-6/30/02 \$34.90/hr
Educational Services, assist and advise students and program
administrator on artistic design issues in connection with
the WISE, Cesar Chavez Grant
FUNDING: 01-91310-0-11100-10000-2917-030-1501-100%
Wise/Cesar Chavez Grant

Robb, Lynn \$5,000 9/30/02-6/30/02 \$25/hr
Will Rogers Elementary, art instruction
FUNDING: 01-90150-0-11100-10000-2917-006-1501-100%
Reimbursed by PTA

Romero, Maria Doss \$5,000 9/30/02-6/30/02 \$25/hr
Will Rogers Elementary, art instruction
FUNDING: 01-90150-0-11100-10000-2917-006-1501-100%
Reimbursed by PTA

Rabin, Debbie \$62,000 09/01/02-6/30/03 \$6200/mo +
mileage
reimbursement
\$.365/mile
Student Services, provide direct services to students with
IEPS, Occupational Therapist
FUNDING: 01-33100-0-57500-11900-2917-043-1501-100%
Spec Ed: Idea Basic Grant

Rose, Jennifer \$33,750 09/01/02-6/30/03 \$3375/mo +
mileage
reimbursement
\$.365/mile
Student Services, provide direct services to students with
IEPS, Assistant Occupational Therapist
FUNDING: 01-65000-0-57500-11900-2917-043-1501-100%
Special Education

Za Luminare \$32,000 9/01/02-6/30/02 \$36/hr

(aka Steven Sevigny)
Roosevelt Elementary, computer technician and staff
instruction
FUNDING: 01-90150-0-11100-10000-2917-007-1501-100%
Reimbursed by PTA

Stern, Stacie \$5,520 9/09/02-6/20/03 \$60/day
Student Services, provide psychology intern services as
directed and supervised by a School District Psychologist
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%
Special Education

Williams, Janice \$30,000 7/01/02-6/30/03 \$50/hr
Student Services, assist in department's fiscal accounting
transition to the new SACS system as well as work with the
Assistant Superintendent in building the 2002/03 budget
FUNDING: 01-65000-0-50010-31200-2917-043-1501-100%
Special Education

Yeager, Amy \$16,000 9/09/02-6/20/03 \$30/hr
Cabrillo Elementary, science instructor
FUNDING: 01-90150-0-11100-10000-2917-017-1501-100%
Reimbursed by PTA

MOTION MADE BY:
SECONDED BY:

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY/JOHN SLISS
RE: CLASSIFIED PERSONNEL - MERIT

ACTION/CONSENT
10-17-02

RECOMMENDATION NO. A.16

It is recommended that the following appointments for Classified Personnel (merit system) be approved and/or ratified. All personnel will be properly elected in accordance with District policies and salary schedule.

ELECTION

ANTHONY, ANGELA	ADMINISTRATIVE ASSISTANT 8.0 HRS/10+10 DAYS MCKINLEY RANGE: 29 STEP: 01	09-13-02
CARRILLO, CYNTHIA	CAFETERIA WORKER I 3.0 HRS/SY SAMOHI RANGE: 11 STEP: 01	09-27-02
FRANCO, ALICIA	CAFETERIA WORKER I 3.0 HRS/SY MCKINLEY RANGE: 11 STEP: 01	09-30-02
JOHNSTON, HOLIDAY	INST ASST - SPECIAL ED 5.0 HRS/SY ADAMS RANGE: 20 STEP: 01	09-30-02
LAMONEA, HANNA	INST ASST - CLASSROOM 3.2 HRS/SY CABRILLO RANGE: 18 STEP: 01	09-12-02
PERALTA JR., CARLOS	INST ASST - CLASSROOM 6.0 HRS/SY SMASH RANGE: 18 STEP: 01	09-30-02
VISSANI-LESKO, SONIA	INST ASST - SPECIAL ED 6.0 HRS/SY GRANT RANGE: 20 STEP: 01	09-23-02

PROMOTION

COJAN, CARMEN	CAFETERIA WORKER II 5.0 HRS/SY ROOSEVELT FR: CAFETERIA WORKER I	09-03-02
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PROFESSIONAL GROWTH

LONG,
RAYMOND PHYSICAL ACTIVITIES SPEC 06-01-02
ROGERS

WORKING OUT OF CLASS

DONOVAN,
MARC SKILLED MAINTENANCE WORKER 10-01-02
8.0 HRS/12 MAINTENANCE
FR: CUSTODIAN I DAY

MCCARTHY,
JENNIFER ACCOUNTING TECHNICIAN 09-03-02
8.0 HRS/12 FISCAL
FR: ACCOUNTING ASSISTANT II

INCREASE IN HOURS

FRIEDKIN,
JOELLEN ACCOMPANIST 09-25-02
8.0 HRS/SY MALIBU
FR: 3.0 HRS/SY

GERHARDT,
DEBRA INST ASST - CLASSROOM 09-09-02
3.5 HRS/SY FRANKLIN 06-20-03
FR: 3.4 HRS/SY

GISS,
WENDY INST ASST - CLASSROOM 09-05-02
5.0 HRS/SY WEBSTER
FR: 3.0 HRS/SY

LA BRIE,
MARILYN OFFICE SPECIALIST 08-27-02
6.0 HRS/10 GRANT
FR: 4.0 HRS/10

MCKEEVER,
MARISSA INST ASST - SPECIAL ED 09-23-02
6.0 HRS/SY LINCOLN
FR: 3.5 HRS/SY

RUGGLES,
MICHAEL INST ASST - SPECIAL ED 09-01-02
3.5 HRS/SY MCKINLEY
FR: 3.0 HRS/SY

WOLTERS,
MARIO INST ASST - SPECIAL ED 09-01-02
7.5 HRS/SY FRANKLIN
FR: 6.0 HRS/SY

YADEGARI,
SHOLEH INST ASST - CLASSROOM 09-09-02
3.0 HRS/SY FRANKLIN 06-20-03
FR: 2.95 HRS/SY

VOLUNTARY REDUCTION IN HOURS

OCHOA, BARBARA	INST ASST - CLASSROOM 1.7 HRS/SY FRANKLIN FR: 2.8 HRS/SY	09-03-02
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MEDICAL LEAVE OF ABSENCE

ESTRADA, FRANK	LEAD CUSTODIAN SAMOHI	10-02-02 11-15-02
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UNPAID LEAVE OF ABSENCE

BIREN, SARA	COMMUNITY LIAISON ED SERVICES	09-27-02 11-06-02
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INVOLUNTARY TRANSFER

COPLIN, KELLY	I/A SIGN LANG INTERPRETER 6.0 HRS/SY LINCOLN FR: 6.0 HRS/SY FRANKLIN	09-01-02
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SUMMER ASSIGNMENT

BROOKS, ROSALEE	ADMINISTRATIVE ASSISTANT PERSONNEL SERVICES	08-01-02 08-16-02
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COOPER, RAYMOND	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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GONZALES, ERNIE	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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SMITH, DUNELL	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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TANGUM, CATHY	CAMPUS SECURITY OFFICER SAMOHI	08-22-02 08-23-02
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TEMP/ADDITIONAL

BEAVERS, MARCUS	CUSTODIAN I NSI SAMOHI	08-12-02 06-30-03
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BUNAYOG, JESSE	ACCOUNTING ASSISTANT II SAMOHI	07-01-02 10-31-02
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CAVIN, KRISTEN	INST ASST - CLASSROOM ADAMS	09-30-02 06-20-03
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CONSTANZA, SIUGEN	BIL COMMUNITY LIAISON MALIBU	09-04-02 06-20-03
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DE ALMIEDA, SUZANNE	SR OFFICE SPECIALIST LINCOLN	09-23-02 06-20-03
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DE CORDOVA, ANGEL	GARDENER SAMOHI	09-01-02 06-30-03
ESCALERA, ROSALIE	INST ASST - BIL ED SERVICES	09-12-02 10-31-02
GRIFFIS, CRYSTAL	SR OFFICE SPECIALIST LINCOLN	09-23-02 06-20-03
HUMPHREYS, ANTONIA	TRANSLATOR FOOD SERVICES	09-03-02 06-30-03
HUMPHREYS, ANTONIA	TRANSLATOR EDISON	09-04-02 06-20-03
JIMENEZ, MARGARET	INST ASST - BIL ED SERVICES	09-12-02 10-31-02
JOHNSTON, CINDY	HUMAN RESOURCE TECH PERSONNEL COMMISSION	09-01-02 06-30-03
LOWE, HEATHER	ELEMENTARY LIBRARY COORD MCKINLEY	10-01-02 06-30-03
MARTELLA, RACHEL	INST ASST - CLASSROOM ADAMS	09-04-02 06-20-03
MESTERHAZY, YVONNE	SR OFFICE SPECIALIST WEBSTER	09-01-02 06-30-03
MILLER, PATRINA	SR OFFICE SPECIALIST SPECIAL ED	08-29-02 12-31-02
PADILLA, RAMIRO	GARDENER SAMOHI	07-01-02 06-30-03
PARTRIDGE, FRANCES	OFFICE SPECIALIST ROOSEVELT	09-03-02 06-30-03
PURSELL, ROBYN	SR OFFICE SPECIALIST LINCOLN	09-04-02 06-20-03
STUCCHI, JUANA	INST ASST - BIL EDISON	09-12-02 10-31-02
VALADEZ, LUZ	INST ASST - BIL EDISON	09-12-02 10-31-02

WASHINGTON, CHANE	SR OFFICE SPECIALIST SAMOHI	09-01-02 06-30-03
<u>SUBSTITUTE</u>		
CORNELL, CONSTANCE	INST ASST - SPECIAL ED SPECIAL ED	09-27-02 06-20-03
CUNNEFF, NANCY	INST ASST - SPECIAL ED SPECIAL ED	09-13-02 06-20-03
GREENE, JENNIFER	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
HAYES, VIENNA	OFFICE SPECIALIST SAMOHI	10-01-02 06-30-03
HORN, KATHRYN	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-19-02 06-30-03
JEFFRIES, MARK	OFFICE SPECIALIST LINCOLN	08-27-02 12-31-02
MANGUM, MARTHA	SITE FOOD SERVICE COORD FOOD SERVICES	09-17-02 09-30-02
OATEN, ELLY	INST ASST - SPECIAL ED SPECIAL ED	09-16-02 06-20-03
OTERO-RIVERA, TASHA	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
PRECIADO, DANIEL	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
ROPER-CONELY, CAROLYN	OFFICE SPECIALIST SAMOHI	09-01-02 06-30-03
SANTOS, JOSE	CUSTODIAN I OPERATIONS	09-20-02 06-30-03
TAYLOR, OCTAVIA	INST ASST - SPECIAL ED SPECIAL ED	09-01-02 06-20-03
VILIM-BROZYNA, CAROL	INST ASST - PHYSICAL ED PERSONNEL COMMISSION	09-04-02 06-30-03
YERMAN, VANESS	INST ASST - SPECIAL ED SPECIAL ED	09-13-02 06-20-03

RESIGNATION

SCHALL, AMANDA	OFFICE SPECIALIST FRANKLIN	07-03-02
SHANLEY, SCOTT	INST ASST - PHYSICAL ED GRANT	10-15-02
VILLA, ELISA	CAFETERIA WORKER I ROGERS	10-04-02

END OF ASSIGNMENT

PELL, MIRIAM	CHILDREN CENTER ASSISTANT CDS	05-06-02
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SUSPENSION WITHOUT PAY

PONTON, FRANK GREGORY	TEL SYS/COMPUTER EQUIP SPEC COMPUTER SERVICES	10-07-02 10-11-02
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ABOLISH POSITION

VACANT	I/A SIGN LANG INTERPRETER 6.0 HRS/SY FRANKLIN	09-01-02
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ESTABLISHED POSITION

	I/A SIGN LANG INTERPRETER 6.0 HRS/SY	09-01-02 LINCOLN
	INST ASST - CLASSROOM 2.10 HRS/SY	09-23-02 FRANKLIN
	INST ASST - SPECIAL ED 6.0 HRS/SY	09-23-02 LINCOLN

MOTION MADE BY:
SECONDED BY:

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION

ACTION/CONSENT
10-17-02

FROM: JOHN E. DEASY/JOHN SLISS

RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A. 17

It is recommended that the following be approved and/or ratified for Classified Personnel (Non-Merit). All personnel assigned will be properly elected on a temporary basis to be used as needed in accordance with District policies and salary scheduled.

STUDENT INTERN - ALLIANCE

ALVARADO, ROSIO	SAMOH	09-01-02	-	06-30-03
ATIA, DANIELLE	SAMOH	09-01-02	-	06-30-03
BODDIE, CONSTANCE	SAMOH	09-01-02	-	06-30-03
BRUCE, CHRISTOPHER	SAMOH	09-01-02	-	06-30-03
CABALLERO, JONATHAN	SAMOH	09-18-02	-	06-30-03
CHOZA, ABRAHAM	SAMOH	09-01-02	-	06-30-03
COLE, SHANEA	SAMOH	09-01-02	-	06-30-03
COLLINS, BRANDON	SAMOH	09-01-02	-	06-30-03
FESSEHATSION, YOHANNES	SAMOH	09-01-02	-	06-30-03
HERNANDEZ, RENE	SAMOH	09-01-02	-	06-30-03
HERRERA JR., JESUS	SAMOH	09-01-02	-	06-30-03
JOHNSON, JAESON	SAMOH	09-01-02	-	06-30-03
JUAREZ-PEREZ, ROBERTO	SAMOH	09-01-02	-	06-30-03
LOPEZ, SALVADOR	SAMOH	09-01-02	-	06-30-03
RANKIN, THARA	SAMOH	09-01-02	-	06-30-03
RAVELO, ALEXIS	SAMOH	09-01-02	-	06-30-03
ROSAS, DANIEL	SAMOH	09-01-02	-	06-30-03
RUEDA, MARISELA	SAMOH	09-01-02	-	06-30-03
SANTOS, ANDRES	SAMOH	09-09-02	-	06-30-03
SPICHER, ERIC	SAMOH	09-01-02	-	06-30-03
WELCH, KASEY	SAMOH	09-01-02	-	06-30-03

ASSISTANT COACH

APPELIUS, EMANUELE	SAMOH	10-01-02	-	02-28-03
BAHEDRY, ROBERT	SAMOH	09-27-02	-	01-31-03
CARRION-NOGUERA, CARLO	SAMOH	09-19-02	-	01-31-03
ELLIOTT, WENDY	SAMOH	09-07-02	-	06-30-03
RAMIREZ, ABEL	SAMOH	09-01-02	-	06-30-03
SHARKEY, COLLEEN	SAMOH	10-01-02	-	02-28-03
TABATA, BRADLEY	SAMOH	10-01-02	-	01-31-03

CHILD CARE ASSISTANT

FAJARDO, VIRGINIA	CDS	09-01-02	-	06-20-03
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NOON AIDE

BRIEM, BRYAN	PT.DUME	09-04-02	-	06-20-03
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BRITO, MARIA	ROOSEVELT	09-04-02	-	06-20-03
CAMPBELL, CHARLOTTE	PT.DUME	09-04-02	-	06-20-03
DAVIDSON-PORTER, DIANE	PT.DUME	09-04-02	-	06-20-03
EVANS, LAURA	ROOSEVELT	09-04-02	-	06-20-03
GAUR, SMRITI	MUIR	09-11-02	-	06-20-03
GERHARDT, DEBRA	FRANKLIN	09-04-02	-	06-20-03
GONZALEZ, SIMONA	ROOSEVELT	09-03-02	-	06-20-03
GREAVES, PAMELA	ADAMS	09-19-02	-	06-20-03
GUTIERREZ, HAZEL	FRANKLIN	09-04-02	-	06-20-03
KUYAMA, KEIKO	ROOSEVELT	09-04-02	-	06-20-03
LAWRENCE, JENNIFER	CABRILLO	09-04-02	-	06-30-03
LOWNDS, ELI	ROOSEVELT	09-04-02	-	06-20-03
MAZAR-ATABAKI, SORAYA	ROOSEVELT	09-04-02	-	06-20-03
MENDOZA, VALETTA	ROOSEVELT	09-04-02	-	06-20-03
NIEBERGALL, BROOKE	PT.DUME	09-10-02	-	06-20-03
NUNEZ, SHERI	ADAMS	09-04-02	-	06-20-03
OCHOA, BARBARA	FRANKLIN	09-04-02	-	06-20-03
RUIZ, VIRGINIA	ROGERS	09-11-02	-	06-20-03
SHAHMORADI, SIMA	FRANKLIN	09-04-02	-	06-20-03
SHEHORN, NOEL	PT.DUME	09-04-02	-	06-20-03
SILVA, CARLINE	ROOSEVELT	09-04-02	-	06-20-03
THOMAS-RUSSO, REBECCA	FRANKLIN	09-04-02	-	06-20-03
TURTZER, HEATHER	PT.DUME	09-09-02	-	06-20-03
YADEGARI, SHOLEH	FRANKLIN	09-04-02	-	06-20-03

MOTION MADE BY:
 SECONDED BY:

AYES:
 NOES:
 ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
10/17/02

FROM: JOHN E. DEASY/JOSEPH N. QUARLES

RE: RATIFICATION OF AGREEMENT BETWEEN THE SANTA
MONICA-MALIBU UNIFIED SCHOOL DISTRICT AND THE SANTA
MONICA-MALIBU CLASSROOM TEACHERS ASSOCIATION (SMMCTA)

RECOMMENDATION NO. A.18

It is recommended that the Board of Education ratify the Agreement reached with Santa Monica-Malibu Classroom Teachers Association during the collective bargaining process concluded in August, 2002. Terms were reached on the articles reopened in the current contract.

COMMENT: After having declared impasse, the District's negotiations and the SMMCTA Negotiation Team continued to work through the pending issues and concluded the collective bargaining process during the first week in August. Terms were reached on a one-year successor agreement to the current contract which will go into effect July 1, 2002, with a salary increase of two percent (2%) effective July 1, 2002. Copies of the changes in the Agreement have been distributed to members of the Board under separate cover and are available for review in the Deputy Superintendent's Office. Copies will also be made available for the public at the Board Meeting.

In compliance with the public disclosure requirements of AB1200 (Statutes of 1991, Chapter 1213) the District publicly disclosed on September 16, 2002, to October 1, 2002, that no fiscal implications of negative consequences to the operation of the school district were negotiated by the District with SMMCTA. In addition, no agreement was concluded which has any negative fiscal implication upon the District in the succeeding years to the initial year of implementation in July, 2002.

The Board of Education and the Santa Monica-Malibu Classroom Teachers Association, having concluded collective bargaining, present the changes to the current agreement, which go into effect July 1, 2002.

MOTION MADE BY:
SECONDED BY:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
10/17/02

FROM: JOHN E.DEASY/JOSEPH N. QUARLES

RE: REPRESENTED BARGAINING UNIT MEMBERS, UNREPRESENTED
MANAGEMENT/CONFIDENTIAL SALARIES AND OTHER
UNREPRESENTED SALARIES FOR THE 2002/2003 SCHOOL YEAR
INDEFINITE SALARIES

RECOMMENDATION NO. A.19

It is recommended that the Board declare all represented bargaining unit members, unrepresented management/confidential and other unrepresented employee salaries indefinite for the 2002/03 school year.

BACKGROUND INFORMATION:

As a result of financial uncertainties, negotiations, legislation and other factors, Boards of Education can declare all represented bargaining unit members, unrepresented management/confidential, and other unrepresented employee salaries indefinite for the subsequent school year.

Salaries for all represented bargaining unit members, unrepresented management/confidential and other unrepresented employees are set by the Board of Education. If the Board of Education declares, in advance of the new fiscal year, that salaries for represented bargaining unit members, unrepresented management/confidential, and other unrepresented employees are indefinite, whether subject to future review, negotiation, financial condition, or other factors, such action will suffice to permit retroactive salary adjustments back to the beginning of the new year.

It was the intention of the Santa Monica-Malibu USD Board of Education to take the action to declare salaries for all employee groups, represented and unrepresented, for the 2002/2003 school year. This action was inadvertently omitted from the agenda and, therefore, it is recommended that the action be taken at this time.

This action meets the requirements specified in Education Code Section 45032.

MOTION MADE BY:
SECONDED BY:
AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
10/17/02

FROM: SUPERINTENDENT / JOSEPH N. QUARLES

RE: NON-REPRESENTED EMPLOYEES COMPENSATION AGREEMENT
(SUPERINTENDENT, DEPUTY SUPERINTENDENT, ASSISTANT
SUPERINTENDENTS, MANAGEMENT/SUPERVISORY/CONFIDENTIAL)

RECOMMENDATION NO. A.20

It is recommended that the Board of Education approve the compensation proposal for all Non-Represented Employees including the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, Management/Supervisory and Confidentials effective July 1, 2002.

COMMENT: Negotiations with "represented" employees groups have resulted in the Board of Education ratifying agreements with salary enhancements of two percent (2%), which will go into effect on July 1, 2002, and maintenance of health and welfare benefits at current District contribution levels. The following proposal is presented for Board approval in regards to non-represented employee groups:

Apply a COLA of two percent (2%) to the Employment Agreements of Superintendent, Deputy Superintendent, and Assistant Superintendents, and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Management Salary Schedules and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Supervisory Salary Schedule and to stipends for Masters degree and earned Doctorate degree;

Apply a COLA of two percent (2%) to Confidential Salary Schedule and to stipends for Masters degree and earned Doctorate degree; and

Maintain the District's contribution to health and welfare benefits at the current contractual levels for all of the above mentioned non-represented groups.

MOTION MADE BY:
SECONDED BY:

AYES:
NOES:
ABSTENTIONS:

TO: BOARD OF EDUCATION ACTION/MAJOR
10/17/02

FROM: JULIA BROWNLEY and MARIA LEON-VAZQUEZ on behalf of the
MEMBERS OF THE BOARD OF EDUCATION

RE: APPROVAL OF SUPERINTENDENT'S 2002-2003 PERFORMANCE
TARGETS AND SUBSEQUENT PERFORMANCE BONUS

RECOMMENDATION NO. A.21

It is recommended that the Board of Education ratify the Performance Targets and the Guidelines for Awarding A Performance Bonus for Superintendent John Deasy for Fiscal Year 2002-2003.

COMMENT: As part of the Board of Education's goal to systematize and measure accountability factors associated with the position of Superintendent of Schools of the Santa Monica-Malibu Unified School District, the Board requested that John Deasy submit a schema of his Performance Targets for the Fiscal Year 2002-2003. The Board of Education has discussed and subsequently agreed with the broad concept as well as with the specific targets.

Furthermore, it was contractually agreed by the Board of Education and Superintendent Deasy that specific performance bonuses, remuneration, would be linked to the degree of success in completing those targets.

Upon ratification, the Performance Targets and Guidelines for Awarding A Performance Bonus will become an addendum to the contract between the Board of Education of the Santa Monica-Malibu Unified School District and John E. Deasy, Superintendent of Schools, originally executed at Santa Monica, California, May 3, 2001.

AGENDA

NOTE: Copies of the Performance Targets the Board of Education's Guidelines for Awarding A Performance Bonus for Superintendent John Deasy for Fiscal Year 2002-2003 are attached.

MOTION:
SECONDED:

AYES:
NOES:
ABSTENTIONS:

Addendum to the agreement between the Board of Education of the Santa Monica-Malibu Unified School District and the Superintendent of Schools, John E. Deasy, attached hereto and made a part hereof the original employment contract dated May 3, 2001, at Santa Monica, California, and any subsequent addenda.

In addition to the regularly performed duties of the Superintendent, the following performance targets are identified as “optimal desirable deliverables,” which, when reached, will be compensated according to the agreement of employment between the Board of Education and the Superintendent dated May 3, 2001, at Santa Monica, California.

Performance Targets

The following four major Performance Targets have been identified for the 2002-03 School Year:

- I. Enhance Communications and Build Strong Collaborative Relationships**
- II. Implement SMMUSD’s Strategic Plan: Year One**
- III. Develop An Assessment Model Focused on Closing the Achievement Gap and Simultaneously Raising the Achievement of All Students**
- IV. Develop an Instructional Model Designed to Close the Achievement Gap and Simultaneously Raise the Achievement of All Students; this Model Will Be Supported by Extensive, Focused Professional Development**

PERFORMANCE TARGET: ENHANCE COMMUNICATIONS AND BUILD STRONG COLLABORATIVE RELATIONSHIPS

In enhancing communications and building strong collaborative relationships, the Superintendent will focus on facilitating local and broad community information. By building strong collaborative relationships, the learning community will build their effectiveness and skills at closing the (student) achievement gap.

OUTCOMES TO BE ACHIEVED:

- Faculty and staff will experience a developing relationship with the Superintendent and his staff
- Faculty and staff will have increased personal contact with the Superintendent and his staff
- The Community will have the information necessary to make informed decisions (specifically and in a time-sensitive framework, in regard to the parcel tax; generally, in regard to any decision that effects the entire community)
- Faculty and staff will experience a series of opportunities and events which will recognize outstanding work
- A series of processes will be experienced by staff, faculty, parents and the business community which will provide direct and personal opportunities to talk with the Superintendent and/or his staff about the District's work of closing achievement gaps while simultaneously raising the achievement of all students

TASKS TO BE COMPLETED:

- Institute the Faculty Advisory Council (FAC)
- Institute the Superintendent's Instruction Tour Days
- Construct and execute six (6) community-wide informational meetings on the upcoming parcel tax (with additional meetings scheduled as needed for other emerging community-wide issues)
- Institute a series of rituals and routines which explicitly recognize outstanding work among faculty and staff
- Institute the Learning Symposia event (s)

QUALITY INDICATORS:

- The FAC (Faculty Advisory Council) will meet no less than nine (9) times a year
- The Learning Symposia will be constructed with no less than two (2) events to be scheduled
- No less than six (6) informational meetings will be scheduled/hosted for the community with respect to the parcel tax; other meetings will be scheduled as needed for emerging community-wide issues
- The Superintendent will visit each faculty member's classroom no less than three (3) times a year
- The Superintendent will host a coffee with each school-site faculty no less than one (1) time a year
- The Superintendent will meet with the leadership of the PTA no less than nine (9) times a year
- The Superintendent will meet with the leadership of faith-based groups and the Malibu and Santa Monica Chambers of Commerce and no less than four (4) times a year
- A district-wide communications plan will be developed and communicated to all stakeholders
- A Public Information Officer or Coordinator of Communications position will be established and filled by December 30, 2002
- The Superintendent will establish a joint instructional issues advisory group comprised of union representatives and members of the district administrative leadership team
- The Superintendent will maintain monthly meetings with Service Employees International Union Local 660 (SEIU) leadership

OUTCOME MEASUREMENTS:

- 75% of all faculty surveyed will report an increase in personal contact with the

Superintendent

- 80% of all faculty surveyed will report that a stronger relationship has been developed with the Superintendent
- 75% of all community members surveyed will report having received necessary and sufficient high quality information required to make an informed decision on the 2002 ballot measure, EE
- 80% of everyone surveyed will be able to identify the district's main goals and at least two (2) strategies to foster higher accomplishment of those goals

PERFORMANCE TARGET: IMPLEMENT SMMUSD'S STRATEGIC PLAN - YEAR ONE
The implementation of the Strategic Plan will begin and will be monitored through Year One of the roll out.

TASKS TO BE COMPLETED:

- The first year of the Strategic Plan will be initiated as scheduled and indicated in the Plan
- A coordinator for Strategic Plan integration and implementation will be chosen and will lead to this work
- The community/Board of Education will be apprized of the district's progress in implementing the Plan with indicators of success being presented

QUALITY INDICATORS:

- The coordinator for Strategic Plan integration and implementation will be chosen by September 30, 2002
- The Board of Education will receive no less than two (2) public presentations which will provide progress reports based on the evidence of the work accomplished
- An executive summary of the Strategic Plan will be created and broadly disseminated

OUTCOME MEASUREMENTS:

- 75% of the first year targets will be met
- 100% of all Board members will report a high degree of satisfaction with the communication process used to provide ongoing assessment of progress toward first year implementation of the plan
- 75% of everyone surveyed will report an understanding of our first year's accomplishments in Strategic Plan implementation
- 80% of everyone surveyed will report high satisfaction with the progress being attained toward the first year implementation of the Strategic Plan

PERFORMANCE TARGET: DEVELOP AN ASSESSMENT MODEL
The Superintendent will develop an Assessment Model focused on closing the student achievement gap while simultaneously raising the achievement of all students.

OUTCOMES TO BE ACHIEVED:

- A model for performance assessment will be developed for the Superintendent, senior District leadership, principals and faculty.
- A statistical model and metric will be developed to identify both adequate yearly progress and achievement gaps by grade, school and district.
- School Improvement Plans will be redesigned and subsequently constructed to use data to formulate tactics and strategies to advance achievement for all students while simultaneously closing achievement gaps based on pre-established targets
- The learning community will use data from numerous sources, but without exception from the High Places Survey, achievement, discipline and description data, all disaggregated by race, gender, socio-economic status and ethnicity to help monitor progress of achievement and gap closure
- The District will choose a high-quality performance-based assessment instrument in Language Arts and Mathematics to replace all multiple measure assessments currently administered,

QUALITY INDICATORS:

- A metric to represent and track achievement gaps will be constructed, used and institutionalized
- A model and metric to represent academic progress and track achievement will be constructed, used and institutionalized
- School Improvement Plans (SIPs) will be developed with no more than three (3) goals each, all of which are anchored in the district's Strategic Plan and in purpose to explicitly close established achievement gaps and improve the progress of all students
- These plans will be reviewed periodically through the year with a final report due to the Board at the end of August

OUTCOME MEASUREMENTS:

- 100% of all principals will report participation in the newly developed evaluation process
- 75% of all affected leadership will report that the current evaluation model provided a substantially better professional development experience previous than was provided by previous models
- 75% of all faculty surveyed will report an understanding of the newly designed evaluation system
- 70% of school targets designed using the new metric for achievement and gap closure goals will be reached
- 75% of all faculty surveyed will report an understanding of their role in the school improvement process to specifically improve achievement while simultaneously closing student achievement gaps

PERFORMANCE TARGET: DEVELOP AN INSTRUCTIONAL MODEL

The Superintendent will develop an instructional model supported by extensive and highly focused professional development designed to close achievement gaps while simultaneously raising the achievement of all students

OUTCOMES TO BE ACHIEVED:

- Develop and implement a research-based, district-wide literacy and intensive literacy intervention program
- Develop and implement a research-based, district-wide math and numeracy and intensive mathematics intervention program
- Provide extensive and focused professional development for standards-based instruction aimed exclusively at the domains of literacy and math
- Provide extensive and focused professional development for the use and comprehension of data and their role in instruction assessment in School Improvement development

QUALITY INDICATORS:

- To present to faculty, a literacy and intensive literacy intervention program will be developed based on a standards-based instructional approach as supported by the Principles for Learning
- To present faculty, a mathematics, numeracy and intensive mathematics intervention program will be developed based on a standards-based instructional approach as supported by the Principles for Learning
- A *Course I* program will be developed and initiated to provide faculty with assistance in standards-based instruction
- An extensive National Board pre-candidacy, candidacy and recognition program will be developed and implemented
- A data course will be developed and implemented to help faculty close achievement gaps while simultaneously raising achievement for all students

- All faculty will participate in a central program sponsored by the Institute for

Leadership; a team will be trained in each building with all staff having an understanding of the Principles for Learning:

- clear expectations
 - Academic rigor in a thinking curriculum
 - Accountable talk
-
- All faculty will engage in the Lesson Study and Learning Walk Protocol no less than twice a year

OUTCOME MEASUREMENTS:

- 75% of elementary faculty surveyed will report a substantial amount of support from the District's Literacy coaches
- 75% of all faculty and administrators surveyed will report a significantly greater understanding of the principles of learning and their application in the classroom
- 80% of those who took the "Course I" will report its use and application as a significant support in their instructional professional development

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION
GUIDELINES FOR AWARDING A PERFORMANCE BONUS FOR SUPERINTENDENT
JOHN DEASY FOR FISCAL YEAR
2002-2003**

- 1) The Superintendent may receive a maximum of 10% of his base salary as a performance bonus.
- 2) The bonus will be based on the extent to which he has achieved success in meeting the performance targets as specified by the Board at the start of fiscal year 2002-2003.
- 3) The Board specified performance targets in four (4) distinct areas with subset targets in each area:
 - A. Enhance Communications and Build Strong Collaborative Relationships
 - B. Implement SMMUSD's Strategic Plan - Year One
 - C. Develop An Assessment Model Focused on Closing the Achievement Gap While Simultaneously Raising the Achievement of All Students
 - D. Develop An Instruction Model Designed to Close the Achievement Gap While Simultaneously Raising the Achievement of All Students; the Model Will Be Supported by Extensive, Focused Professional Development
- 4) The Superintendent may receive a maximum of 2.5% of his base salary in each area.
- 5) At the conclusion of the Superintendent's evaluation in May, 2003, the Board will determine the Superintendent's success using the criteria "minimally achieved," "substantially achieved" and "completely achieved" in each area.
- 6) There will be no bonus for minimal achievement, a 1.25% bonus for partial achievement and a full 2.5% bonus for substantial achievement in each discreet area. Generally, achieving fewer than one-third of the subset targets in any area will be considered "minimal achievement"; achieving one- to two-thirds of the subset targets in any area will be considered "substantial achievement;" achieving more than two-thirds of the subset targets in any area will be considered "complete achievement."
- 7) In making its final determination, the Board will also consider the relative importance of the particular target and/or subset of a discreet target area.
- 8) Assessment tools for determining achievement will include, but not be limited to:
 - A. Written reports and/or other pertinent documentation furnished by the Superintendent on his behalf
 - B. Tangible evidence of on-going success (improved communication, test scores, community participation and buy-in, general support, etc.)

C. Other (as deemed appropriate by a consensus of the members of the Board)

TARGET AREA	Minimal Achievement	Substantial Achievement	Complete Achievement
Enhance Communications and Build Strong Collaborative Relationships	0.0%	1.25%	2.5%
Implement SMMUSD's Strategic Plan - Year One	0.0%	1.25%	2.5%
Develop An Assessment Model Focused on Closing the Achievement Gap While Simultaneously Raising the Achievement of All Students	0.0%	1.25%	2.5%
Develop an Instruction Model Designed to Close the Achievement Gap While Simultaneously Raising the Achievement of All Students' the Model will Be Supported by Extensive, Focused Professional Development	0.0%	1.25%	2.5%
TOTAL (and/or any combination)	0.0%	5.0%	10.0%

TO: BOARD OF EDUCATION

DISCUSSION

10/17/02

FROM: JOHN E. DEASY/JOSEPH N. QUARLES/PEGGY HARRIS/
LAUREL SCHMIDT

RE: UPDATE ON THE RACE AND DISCIPLINE TASK FORCE

DISCUSSION ITEM NO. D.1

It is recommended that the Board review and accept the following report, entitled Race and Discipline Task Force Status Report.

BACKGROUND: At the Board of Education meeting of June 27, 2002, a group of approximately 60 parents, students and community members came before the Board to register concerns relative to perceived serious disciplinary matters at various school sites. At that meeting, allegations were made about school district employees, practices and procedures, specifically citing discrimination in administering and enforcing existing SMMUSD pupil discipline policies.

Parents requested that district policies regarding student discipline be reviewed and amended to ensure equity for all students.

Superintendent Deasy, at the Board's direction, immediately formed the Race and Discipline Task Force, a widely divergent group of parents, students community representatives and district staff.

In rapid succession, the Task Force developed the following documents, which were approved and adopted by the Board of Education:

T Police on Campus Reporting Form (8/22), and
T Protocol for Administrators When Law Enforcement Personnel Question Students (9/19/02)

Copies of the following documents are attached to the Race and Discipline Task Force Status Report** for reference purposes:

- 1) A report by: Mothers for Justice Institutionalized Racism in the Santa Monica Malibu Unified School District (SMMUSD): Its Impact on Students of Color
- 2) Recommended Policies and Procedures: Presented by the Mothers of Justice *

(copies of attached documents: continued)

- 3) Multicultural Staff Development Plan
- 4) "Police on Campus Reporting Form" and Administrative Regulations
- 5) "Protocol for Administrators When Law Enforcement Personnel Question Students"
- 6) Confidentiality of Student Records Statement
- 7) Suspensions and Expulsions Chart (1999/00, 2000/01, 2001/02) *
- 8) "Equity and Equality of Education" (excerpted from the District's Strategic Plan)*

AGENDA

NOTE: Certain documents are not available as part of the electronic Agenda. They are included in the hard copies of the Agenda, which will be available at the meeting. They are also available on file in the Office of the Superintendent.

* Not available as part of a the electronic Agenda

** Available as a separate pdf file

- 1) go to the District's website, www.smmusd.org
- 2) click on "Board Meetings"
- 3) scroll down to 10/17/02
- 4) click on "Task Force Update"

**Institutionalized Racism in the
Santa Monica Malibu Unified School District (SMMUSD):
Its' Impact on Students of Color**

*A report by: Mothers for Justice
Presented to the SMMUSD Board of Education – June 27, 2002*

All students in the Santa Monica Malibu Unified School District (SMMUSD) deserve to attend schools that are free from violence, racism, sexism and discrimination. Unfortunately, we live in a society where more affluent residents receive better treatment from the public school system than residents who are deemed lower income. What makes matters more complicated is that ethnicity and income are so strongly correlated in Santa Monica¹. The reality mentioned above, coupled with insidious institutionalized racism within our schools, and has the effect of eliminating all notions of fairness and equality in Santa Monica's public education system.

Students of color make up more than 42% of the total student population of the SMMUSD. It is no secret that students of color attend schools that are less academically challenging than the schools that white students attend. This unequal system of education begins early on in a child's academic career. Racial and economic segregation becomes exceptionally evident by the time students reach middle school. For example, approximately 70% of Lincoln Middle School is made up of white students. In comparison, more than 61% of students at John Adams Middle School are students of color².

Institutionalized Racism in the SMMUSD

In 1954 the Supreme Court Decision in *Brown v. Board of Education* outlawed racial segregation in our public school system. Forty-eight years later we continue to tolerate a system that is separate and unequal. We have learned that it is not enough to have students of color and white students attend the same schools. Without addressing institutionalized racism we end up with a system that is on the surface "integrated" but continues to produce unequal opportunities for students of color.

Institutionalized racism permeates the culture, values, beliefs, traditions, policies and practices of schools and their governance structure. Institutionalized racism is systemic and occurs even when people of color are in positions of perceived influence. The values that govern behavior within the institution are the values of empowered groups within society who have held power for generations at the expense of "minority" groups. This unbalance of power shows itself in who gets selected to lead the district and individual schools. The administrators who run the schools rarely challenge the status quo or bring in their notion of what is right for students.

¹ RAND Corporation reported that the median income in the 90404 zip code (Pico Neighborhood) was \$35,000 in 1999; this contrasts sharply to the median income in the 90402 zip code at \$89,000.

² SMMUSD, Racial and Ethnic Distribution, Human Resources Department.

The result of the aforementioned structure is lowered expectations and educational outcomes for students of color. For example almost 50% of Latino and African American students are not receiving a GPA of 2.0 at Santa Monica High³. Latino and African American students make up more than 85% of the total student population at Olympic Alternative School but are sorely underrepresented in high school honors placement and advanced placement courses⁴. Although we recognize that Dr. Sylvia Rousseau made remarkable progress at Santa Monica High to eliminate the achievement gap between white students and students of color, the glass is still half empty. The problem of the “two-school phenomenon” that was exposed at Santa Monica High is district-wide.

Criminalizing Youth of Color

Nowhere is the impact of institutionalized racism more evident than in the manner in which disciplinary policies are applied. Latino and African American students are suspended and expelled in disproportionate numbers. In certain schools within the district, Latino students are four times more likely to be suspended than white students. Data collected from the SMMUSD reveals this inequity at John Adams Middle School. For example, in the 2000-2001 school year Latino students made up over 60% of all suspensions even though they were only 44% of the total student population. In the same year, Black students made up over 23% of suspensions, while only constituting 12% of the total student population. In sharp contrast, white students constituted 39% of the student population but made up only 15% of all suspensions⁵. The disparity in suspension and expulsion rates is greater for African American students at Lincoln Middle School.

At Lincoln Middle School, one in four African American students were suspended in the 2000-2001 school year. Where Black students only constituted 8% of the total student population they made up 28% of students suspended in the 2000-2001 school year⁶.

The same data analyzed shows that African American and Latino students at Santa Monica High are also suspended and expelled in disproportionate numbers. For example, Black students made up 11% of the total student population but they comprised 21% of suspensions during the 2000-2001 school year. Latinos made up 32% of the total student population but constituted 47% of school suspensions. Between 1999 and 2001 Latino student suspensions increased 16% from 123 students being suspended in 1999 to 146 in 2001. In comparison, white students made up 50% of the total student population but made up only 30% of all suspensions. This disparity reveals a pattern that places youth of color in a debilitating social condition when one considers the following:

- Suspended students often find themselves bereft of any form of education⁷. Students suspended are not always provided missed homework assignments.

³ Unpublished research and data collected by Tony Collatos, Teacher, Santa Monica High School; 2002.

⁴ SMMUSD, Racial and Ethnic Distribution, Human Resources Department.

⁵ SMMUSD, Student Suspensions, Student Services Department; 2000-2001 school year.

⁶ SMMUSD, Student Suspensions, Student Services Department; 2000-2001 school years.

⁷ *Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline*, Advancement Project & The Civil Rights Project, Harvard University, 2000.

- Youth suspended from school are significantly more likely to drop out of school. One study, in the *Teachers College Record*, found that sophomores who are suspended from school drop out at three times the rate of their peers⁸.
- Students suspended from school are much more likely to engage in troublesome behavior. According to the Centers for Disease Control, “out of school” youth are significantly more likely to become involved in physical fights; carry a weapon; smoke; use alcohol and other illicit behaviors⁹.

The pattern of racial disparities in suspension rates in the SMMUSD, coupled with the facts mentioned above, force us as a community to seek alternative disciplinary practices. Addressing institutionalized racism within our school system must be a priority for the Board of Education, the district staff, school administrators, teachers and staff. Schools need to work in partnership with parents and communities of color to develop a more proactive approach to student discipline and learning within schools.

Creating Troubled Youth

In American society, youth of color, especially those who are low income are targeted for incarceration. The social scourge of racial profiling and police harassment is a well known fact on the streets and now this same pattern has found its way into our schools. Youth of color who reside in Santa Monica’s Pico Neighborhood are constantly targeted by school administrators and police for suspensions, expulsions, probation and incarceration. Schools have now become a gateway to the criminal justice system. “We send our children to school to graduate with diplomas and instead they are coming out with police records,” stated Mothers for Justice Spokesperson Margie Zepeda.

The following represents recent case studies of Pico Neighborhood youth who have been arrested from incidents that occurred at John Adams Middle School:

- **Student A is a 12 year old Latino student who is in the 6th grade at John Adams Middle School. He was arrested on May 21, 2002 and charged with assault with a deadly weapon – Penal Code 245 (a) (1) (see exhibit A). He was arrested on campus by SMPD officer Munoz, taken to the police station and questioned without the presence of his parents. In fact, his mother was not notified by anyone in the school until after her son had been arrested. When she received a call from the Santa Monica Police Department she rushed to get her son. She later discovered that her son had gotten into a fist fight with a white student. When she asked what deadly weapon was used the arresting officer responded, “His hands.” Her court date is scheduled for June 26, 2002.**

⁸ Elkstrom, Ruth et al. “Who Drops Out of High School and Why? Findings from a National Study.” *Teachers College Record*, spring, 1986.

⁹ “Health Risk Behaviors Among Adolescents Who Do and Do Not Attend School: United States, 1992.” In *Prevention Morbidity and Mortality Weekly Report*, 43: (08) Atlanta: Centers for Disease Control and March 4, 1994.

- **Student B is a 13 year old African American student who is in the 7th grade at John Adams Middle School. He was arrested on May 23, 2002 and charged with assault with a deadly weapon – Penal Code 245 (a) (1) (see exhibit B). He was arrested on campus by Officer J. Rodriguez. As in the case of student A; student B was taken to the police station without anyone from the school notifying the parent. His charges stem from an allegation that student B threatened another student with a pair of decorative design making scissors. This incident occurred after the parents of student B demanded resolution to the bullying by other students towards student B. The arrest did not occur on the day of the alleged brandishing of a weapon and no weapon was ever found in student B’s possession.**
- **Student C is a 13 year old Latino student who is in the 8th grade at John Adams Middle School. Student C was receiving grades of A’s and B’s at Lincoln Middle School and participated in band. When student C transferred to John Adams Middle School he began to experience difficulties, both academic and social. Student C’s parents requested assessments for learning disabilities and student C was diagnosed with a learning disability and impulsivity. Instead of working to provide the appropriate support services the school collaborated with the police to correct his behavior. His first arrest occurred because he swore at a police officer (officer, Joe Analco). His first police report was filed against him by a teacher (Ms. Daws). On April 23, 2002 student C was told to stay out of school pending an expulsion hearing. On May 15, 2002 he was arrested and charged with attempted robbery for taking French fries. On May 21, 2002 he was arrested for joy riding and severely beaten by SMPD officer Gabo. On May 28, 2002 a finding of irregularities in the schools’ IEP implementation plan voided his expulsion. On May 30th he was arrested for unsubstantiated charges of grand theft auto. Student C is currently detained in juvenile hall. His grand theft auto charges were later dropped but charges stemming from the stolen French fries and school have mysteriously resurfaced (see parent testimony – exhibit C).**

From the cases above many questions remain unanswered. Have any white students ever experienced this type of school/police intervention? Are white students ever charged in a similar manner for similar offenses? Our preliminary findings suggest that school administrators and police are quick to apply the full extent of the law against Latino and African American youth but do not treat white youth in this way.

This get “tough on crime” and “zero tolerance approach” is intended to reduce crime and violence but it has had the opposite effect. Youth now face severe criminal penalties for offenses that used to be handled within schools. Gone are the days when students who fought on campus were given a three day suspension and forced to come with their parents to school for mediation. It is now a trend that students of color are arrested and charged with assault with a deadly weapon and forced to go to court before a judge.

Once in the juvenile justice system, parents do not have the financial means to afford an attorney and are appointed a public defender who does not have the time nor the resources to give each case the individual attention required for effective representation. It is no surprise then that Latino

and African American youth constitute a disproportionate number of youth who are incarcerated. Once we as a community lose youth to the criminal injustice system we have no clue of what happens to them. In most cases, youth return to the community with more problems, both emotional and psychological. In addition, if they return with a felony on their record it becomes harder for them to attain employment or resume their academic path.

Youth who are placed on probation are violated for a long list of non-violent offenses and return to prison. The longer the sentence, the more ingrained the gang culture becomes in our youth. Youth learn to become gang members while incarcerated. Once labeled as “trouble makers” youth learn that they are outcasts and are treated as such by authorities in schools and in the streets. Society begins to close doors and the gangs become accepting and become a family for those youth who are rejected. This occurs in other low income neighborhoods and before long these youth take out their anger and rage on each other. Gang violence, drug dealing, drug abuse becomes rampant and the cycle repeats itself with the next generation. **Since 1989 there have been 26 documented youth homicides in Santa Monica’s Pico Neighborhood alone.**

The cycle of labeling, rejection, anger, low self esteem and hopelessness begins in schools for many youth. Police records begin in schools. Instead of treating the problem, schools want to get rid of the problem. A parent in the community said it best when he stated, “These are not problem children, they are children with problems. We need to get rid of the problems, not the children.” Schools must work with parents and communities to develop an alternative approach to discipline. A new approach must include intervention, mediation and prevention. We need to teach youth, parents and administrators the tools to resolve conflicts in a non-violent manner.

More than ever, the teachings of non-violence, anger management and conflict resolution are needed as integral components of the curriculum. Our failure to develop an alternative approach to discipline, increase spending in after school programs and to address the root causes of institutionalized racism will only lead to more youth being incarcerated. If the current trend continues we can expect an increase in violence and gang involvement in the community.

Fortunately, many parents and community leaders in Santa Monica have worked to develop solutions to the current crisis. The following presents various strategies and solutions that can keep our children safe at school and in the community.

1. The schools’ main function should be to address the needs of the community.
2. Create a taskforce within the SMMUSD to develop an alternative approach to student discipline.
3. Students need to be assessed for learning disabilities early in their academic careers.
4. Policies and procedures regarding all discipline matters must take into account parental involvement. Parents must be involved before police are even called on to campus. The proper protocol must be outlined to insure that the students and parents rights are not violated.
5. Policies and procedures should stress the importance of documenting the race or ethnicity of the student, the accusation, and evidence in all discipline matters. Especially in cases where

the police are involved.

6. Schools should develop an approach to deal with student discipline within the schools. Police involvement should be a last resort in disciplining students and criteria needs to be established to regulate the involvement of police on campus.
7. No principal or school official can provide written or verbal testimony regarding criminal accusations of students before court without a written request from the court. In these cases the superintendent of schools must review and approve the request.
8. Train administrators, teachers and school staff on ways to eliminate institutionalized racism. Train school personnel, especially security, in questioning the stereotypes they have of students to eliminate negative stereotyping.
9. Integrate the teachings of non-violence and social justice within the school curriculum. Teach youth of color, and white students alike, about the culture and achievements of African Americans and Latinos.
10. Provide parent workshops to educate parents about their rights within the school system. Post these rights in a visible location within the schools' central office. Provide parents with accessible written guidelines.
11. Create "Student Advocate" positions within the school to assist parents and students in times of need.
12. Give parents the ability to review the files of students with a community advocate. Allow parents to challenge, correct and remove erroneous information in student files.
13. Provide youth on probation support services. Increase funding in after school programs. Support successful programs such as the Pico Youth and Family Center.
14. Deal with the root cause of racial tension within the schools. Provide youth positive alternatives to gang involvement through effective in school and after school activities and programs.
15. Hire school personnel that can relate effectively to the student population. Hire administrators that can effectively communicate to Latino and African American parents and communities.
16. End zero tolerance practices and assess a more effective discipline approach.
17. Create opportunities for proactive dialogue between parents, police and school administrators.
18. **Develop a proactive counseling approach to assist youth who exhibit destructive behavior. Work with parents and provide the appropriate services in a timely manner.**

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Multicultural Training Component for Secondary Staff's Race and Discipline Professional Development

Purpose: To increase employees' understanding of and sensitivity to race, culture and ethnicity, and the impact these have on human interactions. Specific emphasis will be placed on understanding and responding to the role that these play in the choices one makes related to student discipline.

Desired Outcomes: The primary desired outcomes from the training are that participants will:

- a) increase their awareness of their role and collective responsibility in achieving social justice and harmony at their school site.
- b) increase their skills in addressing the challenges of working on a diverse campus that impede achieving the goal of justice and harmony.
- c) acquire additional tools that will improve cross-cultural communication
- d) understand the legal implications for actions taken with students that are perceived to be based on bias or prejudice.

Topics to be covered:

- Stereotypes, biases
- Institutionalized oppression models
- Stages of Cultural Identity Development
- Adolescents of Color
 - Identity issues*
 - Cultural Conflict*
 - Peer Pressure*
- Street Culture

During the 2002-2003 school year, the Department of Student and Family Support Services will offer a series of workshops to achieve the desired outcomes listed above. These workshops will be presented as in-service training for secondary administrators, staff, and faculty, and facilitated by consultants from the Los Angeles County Office of Education (LACOE), National Conference for Community and Justice (NCCJ), and the Anti-Defamation League (ADL).

Following is a summary of the components of the training series:

Stages of Cultural Identity Development

Rationale: Not every interaction with someone who is different results in a satisfactory and fulfilling interchange. Some of our best efforts are misunderstood, cause conflict, and a resulting negative judgment about the person. When one understands that there may be legitimate reasons for these misunderstandings that are unknown to us, it enables us to enter into other engagements with more skill and confidence.

Objectives:

1. To understand the theoretical frameworks developed by psychologists William Cross, Janet Helms, and other researchers on how people from different cultural groups identify themselves with their cultural group.
2. To understand how this development theory plays out on diverse campuses

Diversity, Bias and the “isms”

Rationale: Most people who live and work in a diverse environment approach their interactions with good intent working on eliminating any previously held biases and prejudices. What is not always clear is how personal preferences can influence one’s judgments resulting in biased decision making and how these biases become embedded into a system.

Objectives:

1. To increase awareness about the broad range of elements of diversity that are significant to individuals and groups.
2. To provide an opportunity for participants to reflect on their own experiences/struggles with issues of oppression
3. To provide insights about these issues from those who are most sensitive to them

Adolescents of Color

Rationale: Adolescence is a challenging period through which to navigate, and becomes more challenging for students of color. It is useful for educators to understand these challenges which will help them to be more effective as administrators, counselors, and educators.

Objectives:

1. To explore the multiple identity issues experienced by adolescents of color
2. To explore one’s reactions to specific behaviors of students of color
3. To explore roots of and causes of cultural conflicts

Street Culture

Rationale: Since most administrators, faculty and staff have limited contact with adolescent street culture, they can benefit by spending time with one who is familiar with that culture.

Objectives:

1. To increase participant’s knowledge of the dynamics of youth street culture.
2. To be able to delineate between destructive behaviors and unfamiliar behaviors that reflect a sense of “belonging” to the group.

STUDENTS

AR 5144.1

SUBJECT: Police on Campus Reporting Procedures

ISSUED BY: Board of Education

I. EFFECTIVE DATE: August 8, 2002

II. AUTHORITY:

Board of Education Policy 5143	School Safety and Security
Policy 5144	Discipline
Policy 5144.1	Suspension and Expulsion/Due Process

III. PROCEDURES FOR REPORTING POLICE ON CAMPUS

The principal of each school shall ensure that Board Policies and regulations related to student discipline are observed by all school staff, and that disciplinary rules are fairly and consistently enforced, without regard to race, creed, color, gender or sexual orientation.

Each time that representatives of law enforcement, either police or sheriff, are summoned to a school campus or arrive in the course of their official duties, the principal will ensure that the *Police on Campus Reporting Form* is completed and faxed to the Director of Pupil Services within twenty-four hours.

POLICE ON CAMPUS
REPORTING FORM

THIS REPORT IS TO BE COMPLETED AND FAXED TO THE DISTRICT OFFICE EACH TIME THE POLICE ARE ON A SMMUSD SCHOOL CAMPUS, WHETHER THEY WERE SUMMONED BY A DISTRICT EMPLOYEE OR ARRIVED ON POLICE BUSINESS

[This form is not intended to deter appropriate police conduct.]

School _____ Date _____
Administrator/Designee Completing Form _____ Title _____

OFFICER(S) INFORMATION

Name(s) of Police Officers _____ Badge No. _____
_____ Badge No. _____
_____ Badge No. _____

Date _____ Time of arrival: _____ a.m. p.m.
Time of departure: _____ a.m. p.m.

Police were summoned by _____ Explain why the
police were on campus _____

STUDENT INFORMATION

(Use a separate form for each student)

Name of Student _____ ID No. _____ Grade _____
Race/Ethnicity _____ Gender: M F DOB: ____/____/____ Age _____

Was the student questioned by the police? _____ Approximate length of time questioned: _____

Name(s) of administrator(s) present during questioning: _____ Parents were notified

of questioning: before? after? By Whom _____

Was student removed from campus? _____ Was student arrested? _____

What disciplinary actions were taken by the administrator(s)? _____

Were any student records shared with or copied for the police? _____ List: _____

What was the purpose of request for records? _____

Did police have subpoena for records? _____

PARENT CONTACT INFORMATION

Name of Parent _____ Telephone Number (____) _____

Administrator/Designee who placed the call _____

Time of Call _____ a.m./p.m. Made Contact _____ Left Message _____

Signature of Principal _____

FAX IMMEDIATELY TO: Pupil Services Department--Attention: Laurel Schmidt (310) 396-6149

Distribution: Original and fax - Pupil Services
(Discipline File) (not Cum)

Copy - Principal/Designee

09/02

COPY: FOR REFERENCE ONLY

TO: BOARD OF EDUCATION

ACTION/CONSENT

09-19-02

FROM: SUPERINTENDENT

RE: ADOPTION OF PROTOCOL FOR ADMINISTRATORS WHEN LAW
ENFORCEMENT PERSONNEL QUESTION STUDENTS

RECOMMENDATION NO. A.4

It is recommended that the Board of Education adopt an Administrative Regulation regarding the protocol administrators are to observe when students are being questioned by law enforcement personnel.

COMMENT: The recommended protocol will establish uniform procedures that all administrators will follow to safeguard the rights of students, and insure appropriate cooperation with law enforcement personnel when they are questioning students.

Public Speakers: Maria Loya, Santa Monica - representing the Mothers for Justice, addressed the Board stating that the Race and Discipline Task Force was, indeed, making excellent headway on the racial disparity challenges that are facing the district. Regrettably, she stated, that the district's intervention may have come too late. She indicated that, although this document was testament to the good work of the group, there is much work still to be done, including taking every step necessary to ensure equal enforcement of district policies. Finally, Ms. Loya state that she hoped the Board had the courage to hold administrators accountable.

Superintendent Deasy stated that these Administrative Regulations were the result of many hours of collaboration with many stakeholders; as a co-constructed guideline, it is very illustrative of the *in loco parentis* relationship the school enjoys with parents. The Superintendent stated that the District took that responsibility very seriously.

Members of the Board indicated that, although it was unusual for Administrative Regulations to come before the Board, each was grateful for the opportunity to review staff's work and to hear a brief update about the work of the Task Force.

MOTION MADE BY: Mrs. Gottfried
SECONDED BY: Mrs. Brady
STUDENT ADVISORY VOTE: Aye
AYES: 6 (All: Mr. Pratt *in absentia*)
NOES: 0 (None)
ABSTENTIONS: 0 (None)

STUDENTS

AR 5144.1(b)

SUBJECT: Protocol for Administrators When Law Enforcement
Personnel Question Students

ISSUED BY: Board of Education

I. EFFECTIVE DATE:

II. AUTHORITY:

Board of Education	Policy 5143	School Safety and Security
	Policy 5144	Discipline
	Policy 5144.1	Suspension and Expulsion/Due Process

III. PROTOCOL FOR ADMINISTRATORS WHEN LAW ENFORCEMENT PERSONNEL
QUESTION STUDENTS

The principal of each school shall ensure that Board Policies and regulations related to student discipline are observed by all school staff, and that disciplinary rules are fairly and consistently enforced, without regard to race, creed, color, gender or sexual orientation.

Each time that representatives of law enforcement question a student on campus, whether they are summoned to a school campus or arrive in the course of their official duties, the principal will observe the following protocol.

Protocol For Administrators When Students Are Questioned By Law Enforcement

When a student becomes involved with law enforcement personnel, either as a suspect or a witness, in an incident that occurred outside of school, the law enforcement officer who attempts to question the student during the school day should first be requested to do so at a time when the student is not under the jurisdiction of the school. If that is not possible, the administrator must allow the law enforcement officer to discharge his/her duties on campus. However, administrators must exercise a proper standard of care, which consists of ascertaining the identity and official capacity of the law enforcement officer, the authority under which he/she acts, and the reasons for such action. (34 Ops.Cal.Atty.Gen. 93, 95.)

In all matters involving the police, the role of the administrator is clear: he/she must act to safeguard the students' rights because of his/her *in loco parentis* relationship.

Whenever students may be questioned by a law enforcement officer, either as a suspect or a witness, whether the law enforcement officer arrives without notice or is summoned by school personnel, the school administrator or designee will observe the following protocol:

1. Complete the *Police on Campus Reporting Form*. (Board Policy 5144.1) Fax the completed form to the Pupil Services office. Retain one copy in an administrative file created specifically for these reports. Do not put copies in student files.
2. Except in cases of suspected child abuse, call the parents/guardians and inform them that law enforcement officers are on campus, or have been summoned to campus to question their child.
3. Inform the student of his/her right to have an administrator present during questioning.
4. Inform the student of his/her right to have their parents/guardians present at any time during questioning.
5. Inform the student of his/her right against self-incrimination and check for comprehension to insure that the student understands what that means. Students who agree to be questioned may change their minds during questioning, and request the presence of a parent/guardian. This must be construed as the student's desire to invoke his/her Fifth Amendment rights.
6. A student's request to have parents/guardians present must be construed as the student's desire to invoke his/her Fifth Amendment rights. (*People v. Burton* (1971) 6 Cal.3d 375.) A student is not required to answer questions after invoking the Fifth Amendment.
7. If the law enforcement officers decide that the student must be removed from campus, it is the responsibility of the administrator to take immediate steps to inform the parents/guardian regarding the release of the student to the law enforcement officers and the place to which he/she is being taken (except in cases of child abuse). (Education Code Section 48906)

8. If it is determined that law enforcement officers must remove a student from campus, it is the responsibility of the administrator to insist that the removal of the student is conducted in such a way that it safeguards the dignity, confidentiality and respect of the student.
9. Representatives of law enforcement may not have access to student records without written parent/guardian permission, subpoena or court order. Please see Pupil Services Bulletin on Confidentiality of Student Records.
10. Administrators who believe there has been misconduct on the part of the law enforcement officers should file a report with the appropriate law enforcement agency and the superintendent.

Confidentiality of Student Records

Prior to 1974, the law regarding confidentiality of student records was based primarily on common sense and common law. Because the former was in short supply and the later was subject to varying interpretations, in 1974 Congress enacted the Family Educational Rights and Privacy Act (FERPA).

FERPA was designed to:

- Establish the absolute right of parents to access information entrusted to school officials about their children, even information marked 'confidential'.
- Afford parents greater privacy safeguards by allowing them to control disclosure of information contained in the records to others.
- Allow parents to challenge the content of those records.

Who can access confidential student records?

As a rule of thumb, think **PSS**---Parent, School officials, Subpoena.

- Parents, even if not a custodial parent
- People with written parental consent. The recipient must be notified that further dissemination of the information to others is prohibited.
- Subpoenaed or Court Ordered Release of Records. All subpoenas must be presented to Dawn Smithfield at the District Office. Do not accept subpoenas at your school site. *Prior to disclosing any pupil records in response to a subpoena or court order, the parent must be given at least three days notice of the name of the person who obtained the court order and the records requested.*
- School officials, employees of the district, members of SARB who have a legitimate educational interest in inspecting the pupil's records.
- Officials and employees of other public schools or school systems where a student intends to enroll, provided the parent is notified by the district requesting the records.
- Other state and local officials as required by state law (i.e. to audit or evaluate a state or federally funded program).
- A pupil 16 years of age or older, or one who has completed the tenth grade, who requests access to his/her own records.

Who does not have access to confidential student records?

The following individuals or agencies may not have access to student records without written parent permission, or a subpoena or court order.

- Court-appointed counsel to a student
- District Attorney
- Probation Officers
- Immigration and Naturalization Service
- Law Enforcement Officers
- Social Security Administration
- Media (Non-fatal accident reports are considered part of the student record and may not be released to the media without parental consent.

FERPA prohibits the disclosure of **student disciplinary records** or the personally identifiable information contained therein to third-parties without the consent of the student or his/her parents.

Log-Keeping Requirements on Release of Records (Ed Code 49064)

A log must be maintained for each pupil's record, in which is kept a list of the persons, agencies, or organizations requesting or receiving information from that record, and the legitimate reasons therefore, except:

- Parents or pupil
- Directory information recipients
- Persons with written parental consent: (the written consent form should be kept)
- School personnel with a legitimate educational interest in the record

The log itself may be inspected by parents and school personnel responsible for the maintenance of pupil records, and designated federal and state agencies.

Directory Information

Directory information may be disclosed without parental consent provided the parent has not advised the district to the contrary.

- **Military Representatives:** The recent *No Child Left Behind* legislation directs school districts to release directory information to military representatives upon request.

TO: BOARD OF EDUCATION

DISCUSSION

10/17/02

FROM: JOHN E. DEASY/PEGGY HARRIS/CHRIS CORLISS/
TRACIE THOMAS

RE: NUTRITION AND PHYSICAL ACTIVITY POLICY GRANT
IMPLEMENTATION

Discussion Item D.2

It is recommended that the Board of Education consider the following Nutrition and Physical Activity program model to serve as the basis for a District adopted Nutrition and Physical Activity Policy. The model was developed through the process delineated in the District's application to the state of California's Nutrition and Physical Education Policy Grant Program. This model will be piloted, tested, and evaluated at John Muir Elementary, Webster Elementary, and Lincoln Middle School during the 2002 - 03 school year. At the end of the pilot program in June 2003, a summary of the project and policy recommendations will be submitted to the Board of Education for its consideration.

Comments: The initial activity outlined in the Nutrition and Physical Activity Grant was the formation of a District task force to examine existing data and assess SMMUSD's current status using the *Healthy School Index*. The *Index* was created by the US Department of Health and Human Services, Centers for Disease Control and Prevention specifically for the purposes of school district's self assessment.

In April of 2002, a broad-based task force of administrators, teachers, parents, students and community members was formed. The task force became known as the *Health Reform Task Force*. As a result of its work, the task force embraced the following tenets as fundamental to the District's work in the area of the health of District students:

- 1) The nutritional and physical fitness status of children helps determine the overall quality of their health and their readiness to learn. This status is affected by the food they eat on campus and their participation in physical activity at school.
- 2) Schools play an influential role in the development of lifelong eating and physical activity habits.
- 3) Appropriate training of school district personnel in nutrition and physical activity education is essential.

- 4) It is vital for the District to create and implement an effective multi-faceted plan related to health-centered programs and activities that result in environments that support improved student learning at all sites across the District.

These tenets provide the philosophical framework for the SMMUSD Nutrition and Physical Education Policy Grant Program model.

Background: At the public meeting of February 6, 2002, the Board of Education authorized staff to apply for a Model School Nutrition and Physical Activity Policy Grant that was offered through the California Department of Education, Nutrition Services Division, (Item No. A.23).

As a result of the application, SMMUSD was awarded a \$25,000 planning grant. This grant enables the District to initiate an 18-month planning process to create significant policy changes that lead to a District Comprehensive Health Plan. The plan focuses on a collaborative approach that brings together in an articulated way work in:

- Food and Nutrition Services
- Health Education
- Physical Activity

Food and Nutrition Services:

The Mission of the Food and Nutrition Services Department is to positively influence dietary behaviors to ensure that daily eating habits will contribute to their learning achievement and lifelong good health. This shall apply to our students, District Personnel and any other customers.

1. Provide students with affordable access to nutritious foods in a safe, friendly environment conducive to healthy eating
2. Operate in accordance with the National School Lunch Act and the Child Nutrition Act of 1996.
3. Ensure School Food Service meets Dietary Guidelines for Americans.
4. Meet Guidelines of Senate Bill 19 as follows: Any food sold to a student during morning or afternoon breaks at elementary schools should meet all of the following standards:
 - G Not more than 35% of total calories from fat with the exception of nuts
 - G Not more than 10% of its total calories shall be from saturated fat
 - G Not more than 35% of its total weight shall be composed of sugar with the exception of fruits and vegetables
 - G Water, milk and 100% fruit juices or fruit based drinks that are composed of no less than 50% fruit juice and that have no added sweeteners are the only beverages that may be sold to students at the elementary level
 - G An elementary school will encourage fundraisers that promote good health habits and discourage fundraisers that promote unhealthy foods.
 - G Make fresh fruits and vegetables available at all locations where food is sold
- 5 .Increase food sales in cafeteria where students are guaranteed a healthy lunch by offering good tasting, attractive, and nutritious breakfasts and lunches
6. Educate teachers on the negative effects of using certain foods for classroom rewards; provide alternatives
7. Provide opportunities for students to practice healthy eating on a daily basis centered around our Farmers' Market Salad Bar Program.

Health Education:

Health Champions funded primarily by St. John's Hospital and Health Center has been in SMMUSD since 1989. The program has four components: classroom instruction, physical activity, salad bar and individual measurements. Classroom teachers present information about nutrition, exercise, self-esteem and refusing unhealthy choices. Cognitive pre and posttests measure what students have learned. The program currently targets grades 1-5 at 7 of our elementary schools. Site Coordinators act as a liaison for the program.

Using the Health Champions model:

1. Review/revise/develop scope and sequence of curriculum for each grade level following CDE Nutrition and Health Framework State Standards.
2. Tie in with Farmers' Market Salad Bar Program to ensure Nutrition Education at all grade levels; engage teachers, families and food service staff as partners in the students' education
3. Monthly Site Facilitator training to assist them in training teachers at their schools to present materials
4. Provide instructional materials which are regularly updated
5. Expand to all SMMUSD elementary schools

Excerpt from 2002 Report to Health Champions from West Ed:

“The SMMUSD is apparently not immune to the trends observed all over the country that more and more Americans are experiencing unhealthy increases in body weight at younger and younger ages. Year 2002 Health Champions data permitted comparisons of this year's measures with corresponding measures taken in earlier years. Data from 2nd, 3rd, 4th and 5th graders were analyzed for most comparisons derived from annual assessments conducted at Webster, Grant and Will Rogers Elementary.

G Body Mass Index: recent years have seen an uptick of the % of students who are registering “undesirable overweight”. The % of girls has increased from about 10% to 15% and the % of boys has increased from about 10% to 20%.

G Serum Cholesterol: Percent of boys with borderline high cholesterol trended up to 40% by the year 2000. Ten Percent of boys and girls were classified as having “high” serum cholesterol levels.”

Results of a School Health Index Survey conducted among members of the Nutrition and Physical Activity Policy Task Force indicate that this recommendation is the most viable and effective policy change that can be made to improve student health and fitness from over 15 possible choices.

Physical Activity

Elementary Physical activity instructors will replace instructional practices that result in student inactivity while sitting or standing with practices that increase the amount of time students are “moderate to vigorously physically active (MVPA)” to a minimum of 50% of class time.

Change in instructional practices would include:

- G Replace activities and games that eliminate students with those that are inclusive and require all students to be moderate to vigorously active.
- G Eliminate activities and games where students stand while playing, wait in line for a turn or, on sidelines watching.
- G Use activities and games modified to be aerobic, organized to maximize the distribution of students, equipment, facilities and space so that at least 50% of the students have a piece of equipment or are engaged in moderate to vigorous physical activity.
- G Replace time students are seated for roll-taking or, waiting for late arrivals with aerobic warm up activities.

2002 Fitgram Assessment results for SMMUSD indicate:

- G Only 30% of all 5th graders in our district are considered fit by State standards – scored in the *Healthy Fitness Zone* in 6 out of 6 fitness tests
- G 33% of all 5th graders in our district fail key test of cardiovascular health – do not meet minimum *Healthy Fitness Zone* standards in critical aerobic capacity testing
- G 25% of all 5th graders in our district are obese or dangerously overweight. And at sites with the highest percentages of Latino and Afro-American students this number increases to 35%.

TO: BOARD OF EDUCATION

INFORMATION

10/17/02

FROM: SUPERINTENDENT

RE: BASIC/SUPPLEMENTAL TEXTBOOKS TO BE ADOPTED

INFORMATIONAL ITEM NO. I.1

It is recommended that the following textbook(s) be adopted for use in the Santa Monica-Malibu Unified School District. The Board will take action to adopt these books at the next Board of Education meeting.

COMMENT: In accordance with the Board of Education policy, the textbook(s) listed below have been on public display for the past two weeks in the Educational Services Department at 1638 17th Street, Santa Monica, CA 90405.

GUITAR SCHOOL, by Jerry Snyder, 9-12 Music, Joni Swenson requesting adoption from Samohi, SUPPLEMENTAL