

For a Listing of Upcoming Board Meetings see Page vii of this Table of Contents

**Santa Monica-Malibu Unified School District
Board of Education
MINUTES**

January 8, 2004

A regular meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Thursday, January 8, 2004 in the Board Room of the District's Administrative Offices, 1651 16th Street, Santa Monica, CA. At 5 p.m., the Board called the meeting to order and moved to Closed Session in the Board Conference Room for the reasons listed in Section III, below. The Board reconvened the public portion of the meeting at 7:30 p.m. in the Board Room.

I CALL TO ORDER

- A. Roll Call
- B. Pledge of Allegiance

II PUBLIC COMMENTS FOR CLOSED SESSION ITEMS ONLY

The following individuals addressed the Board with regard to the student expulsions:

Belinda Ramos	Ana Jara
Gabriel Macario	Ana Maria Jara
Miguel Macario	Irma Coranza
Rose Mary Malins	Gina DeBaca

III CLOSED SESSION:

- Conference with Superintendent and Assistant Superintendents regarding 2003-2004 Strategies for Negotiations with Non-Represented Employee, the Santa Monica-Malibu Classroom Teachers Association (SMMCTA) and the Santa Monica Chapter, Local 660, of the Service Employees International Union (SEIU) pursuant to GC §54956.8, as cited in the Brown Act
- Personnel Matters to consider appointment, employment, performance evaluation, or dismissal of employee pursuant to GC §54957, as cited in the Brown Act
- Public Employee Appointment/Re-appointment (Superintendent; public employee performance evaluation) pursuant to GC §54957, as cited in the Brown Act
- Receipt of Recommendation from Student Services Administrator to approve the following student expulsions:
 - DOB: 12-02-88
 - DOB: 12-22-88

IV BOARD OF EDUCATION - COMMENDATIONS / RECOGNITIONS

• Will Rogers Elementary School

Maureen Bradford, Principal, introduced the following second grade students: Nathan Smith, Alex Cardoza, Francesca Golick, JA-Lamar Lyons, who presented some key concepts that they learned while studying an integrated, thematic unit on nature. This unit of study was developed based on second grade state standards in science, mathematics, and language arts. Students read many non-fiction texts, wrote poems, did research on plants and animals, learned songs, and conducted science experiments. They hosted a parent night to demonstrate their learning and share their work products. Student’s teachers are Tere Cruz and Tristen Jones.

Ms. Anita Landecker, Will Rogers PTA President, presented the attached report (see page vi a).

Mr. Deasy commended Ms. Bradford and staff for the presentation and exemplary teaching taking place at Will Rogers Elementary School.

V APPROVAL OF THE AGENDA

Moved by Ms. Brownley and seconded by Ms. Leon-Vazquez Ayes: 7/Noes: 0
Student Advisory: Aye

VI APPROVAL OF MINUTES

A.1 Approval of Minutes: July 11, August 8 and August 16, 2001
December 4, 2003 1

VII CONSENT CALENDAR

Consent agenda items are considered routine, as agreed by the President, Vice President and Superintendent, requiring no discussion, and are normally all approved at one time by the Board of Education. However, members of the Board of Education, staff, or the public may request an item be removed from the consent agenda for clarification and/or discussion. Consideration will occur during Section XI.

Curriculum and Instruction

A.02 Approval of Independent Contractors 2-3
A.03 Overnight Field Trip(s) 2003-04 4
A.04 Approval of 2003-2004 Consolidated Application for Funding Categorical
Aid Programs (Part II) 5
A.05 Permit to Use Civic Auditorium Facilities 6-7
A.06 Expansion of Malibu Girls and Boys Club Playground Space at
Malibu High School 8

Business and Finance

A.07 Acceptance of Gifts - 2003-04 9-9d
A.08 Conference and Travel Approval/Ratification 10-12
A.09 Award of Purchase Orders 13-13g
A.10 Approval for Disposal/Sale of Surplus Equipment 14-16
A.11 Amendment to Contract with General USA Development Co. Bid #4.03
Bathroom Remodel-Washington West Pre-School Change Order #1 17

Proposition X/State Modernization

A.12 Recommendation for an Increase in Budget Limitation Agreement (BLA) 18,
Amendment 22.1 for Malibu High School Modernization, Auditorium
And Gymnasium (pulled by staff) 18-20

Proposition X/State Modernization (continued)

A.13 Tolling Agreement/ Scotia Construction Services, Inc. 21-22
A.14 Legal Services Agreement/Isaacs, Clouse and Crouse 23
A.15 Legal Services Agreement/ Mayer, Brown, Rowe & Maw 24

Personnel

A.16 Certificated Personnel - Elections, Separations 25-28
A.17 Special Services Employees 29-32
A.18 Classified Personnel - Merit 33-35
A.19 Classified Personnel - Non-Merit 36

General Functions

A.20 Expulsion of Student (B/D 12-02-88) 37
A.21 Expulsion of Student (B/D 12/22/88) 38

VIII PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two(2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "VIII, Public Comments" except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to 20 minutes.

- Jerry Rubin addressed the Board regarding the Santa Monica Youth Commission
- Leslie Frost, Eric Gustavson, Mitchell D. Clarfield addressed the Board of Education regarding the changes being proposed for the gift policy.
- Sheila Forsander addressed the Board of Education regarding intervention and equity for all students throughout the district.

IX COMMUNICATIONS

The Communications section provides an opportunity for the Board of Education to hear reports from the individuals or Committee representative listed below. All reports are limited to 5 minutes or less.

A. Student Board Member Reports

- Camden Vilken reported that increased lunch prices are contributing to poor food choices being made by students. A marine mural painted by artist David Legaspi is the senior gift to the school from the class of 2004. Camden stated that due to finals, she will miss the January 22 meeting. A copy of Ms. Vilken's complete report is attached. (See vi b)
- Bryce Maddock reported that everything was going along nicely at Santa Monica High School. He will continue to look into alternative locations for student parking. Finals week is January 20.

B. School Report - Will Rogers Elementary School

C. SMMCTA Report

Mr. Keiley reported the following:

Board Members were invited to join local leaders at a Union rally in support of UFCW workers at the Inglewood Forum on Saturday, January 17th at 12 noon. Local Teachers Association will be reviewing Governor Schwarzenegger's budget on Friday, Jan. 9.

The evaluation and redesign committees have reconvened. Mr. Keiley stated that he is hopeful and optimistic that they will continue to work and move forward. The committees work in an advisory capacity to the Union. He hopes to have an evaluation document to pilot next fall for temporary and probationary teachers. The Santa Monica Committee on Redesign efficiency will meet monthly. At the end of the school year, Mr. Keiley will present information to the Board as to the findings of the committee.

Mr. Keiley asked that the Board be mindful that some special service contracts include services that could be provided by unit members. He stated that many of the special service contracts are paying the "consultants" an hourly rate which is higher than the Union's negotiated hourly rate for teachers, which is \$35.60.

D. SEIU Report - Ms. Cartee was absent

E. Santa Monica-Malibu Education Foundation Report - no report

F. PTA Council President Report

Maria Rodriguez reported that the PTA Council has a meeting set for January 15 with representatives from the City of Santa Monica to review the City budget. The meeting will be at the Ken Edwards Center at 9:30 a.m.

G. Personnel Commission Report - no report

H. Malibu Boys and Girls Club

Mr. Scott Robinson thanked the Board on behalf of Laure Stern and the Malibu Boys and Girls Club for its vision and support of their program. Ms. Stern hopes to be able to attend a future meeting to express her personal appreciation.

X SUPERINTENDENT'S REPORT

- Update from conversations with City of Santa Monica regarding school funding: Mr. Deasy asked for direction from the Board whether it was interested in pursuing long term contracts with the City of Santa Monica. Current contracts with the City of Santa Monica are on a yearly basis. The Board indicated it would be amendable to looking into long term contracts.

Secondly, Mr. Deasy asked if the Board wanted to remove any district properties from consideration in a proposal from Councilmembers Feinstein and Katz. The Board indicated that all properties should be discussed for potential possibilities.

Lastly, Mr. Deasy indicated that his analysis of the Governor's budget would be included as part of the January 22 Board of Education meeting

MAJOR and DISCUSSION Items

As a general rule, items under MAJOR and DISCUSSION will be listed in order of importance as determined by the President, Vice President and Superintendent. Individual Board members may move to request a change in the order prior to consideration of any Major item. The Board may also move any of these items out of order to be heard immediately following PUBLIC COMMENTS if it appears that there is special interest by the public or as a courtesy to staff members making presentations to the Board.

XI MAJOR ITEMS

These items are considered to be of major interest and/or importance and are presented for **ACTION (A)** or **INFORMATION (I)** at this time. Many have been reviewed by the Board at a previous meeting under the Discussion Items section of the agenda.

A.22 Renewal of Superintendent’s Contract 39-44
A.23 Reappoint Personnel Commissioner - Celia Carroll 45
A.24 Approval of the Single Plan for Student Achievement (Previously known
As School Improvement Plan) for John Adams Pathway Schools which
include Edison, John Adams, John Muir, SMASH, Grant,
Will Rogers, and Santa Monica High School 46
A.25 Head Start Collaboration with the Los Angeles County Office
of Education 47-48
A.26 SMASH Charter Petition Revisions (pulled by staff) 49
A.27 Approval of Special Education Contracts 2003/2004 50-54

XII DISCUSSION ITEMS

These items are submitted for information (FIRST READING) and discussion. Action will generally be considered at the next regularly scheduled meeting of the Board.

D.1 Analysis of the Special Education Department 55-56
(Rescheduled from December 4, 2003)
D.2 Boys and Girls Club Annex Facility at John Adams
Middle School (rescheduled to 1/22/04) 57
D.3 Big Picture Memorandum of Understanding (pulled by staff) 58
D.4 Review of California Standards Tests Disaggregated Results
(This item to be rescheduled) 59
D.5 Board Policy 6171 - Title I Programs (First Reading) 60-64

XIII INFORMATIONAL ITEMS

XIV BOARD MEMBER ITEMS

These items are submitted by individual Board members for information or discussion, as per Board Policy 8320(b).

XV REQUESTS BY MEMBERS OF THE PUBLIC OR DISTRICT ADVISORY COMMITTEES TO ADDRESS THE BOARD OF EDUCATION

none

XVI CONTINUATION OF PUBLIC COMMENTS

A continuation of Section VIII, as needed.

XVII BOARD MEMBER COMMENTS

Board Member Comments is the section where a Board member may make a brief announcement or make a brief report on his or her own activities relative to Board business. There can be no discussion under "BOARD MEMBER COMMENTS".

XVIII FUTURE AGENDA ITEMS

Items for future consideration will be listed with the projected date of consideration. The Board of Education will be given any backup information available at this time.

XIX CLOSED SESSION

The Board of Education will adjourn to CLOSED SESSION to complete discussion on items listed for CLOSED SESSION following the regular business meeting.

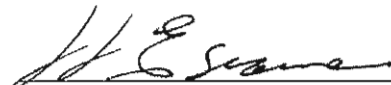
XX ADJOURNMENT

Moved by Ms. Bloomfield, seconded by Ms. Leon-Vazquez and voted unanimously to adjourn the meeting at 12:55 a.m.

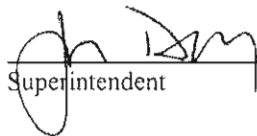
The next regular meeting is scheduled to be held on Thursday, January 22, 2004, at 7 p.m. in the Board Room of the District's Administrative Offices, 1651 16th Street, Santa Monica, CA.

Meetings held in Santa Monica are taped for rebroadcast and played on Cable Channel 16 (City TV) at 11:00 AM on the Sunday following the Board meeting. Meetings are rebroadcast in Malibu on Government Access Channel 3 every Saturday at 8 PM

Approved: 2-5-04



President



Superintendent

**Remarks at the SMMUSD Board Meeting
January 8, 2004
Anita Landecker**

I am Anita Landecker, PTA President of Will Rogers. I was asked to speak about something I am proud of and an area that needs improvement at Will Rogers. It's an honor to be at Will Rogers because there is a culture and commitment to bridging the achievement gap. There are high expectations for all students. Teachers have embraced a standards-based curriculum and rise to the challenge everyday, to create instruction that meets the needs of our diverse student body.

Specifically, I am proud that we have a great after school intervention program called ASAC for students struggling to meet the standards in literacy. This is taught by our teachers. We are also launching a Homework Club for grades 3-5, staffed by our own fabulous teachers.

The challenges are great. Our school is large (relative to Santa Monica schools) and 61% of the students qualify for free and reduced lunch. That means that families of four make less than \$35,000 a year. I am proud that our teachers and administration are focused on good instruction and high expectations for all students. We do not have culture of excuses. We do have a culture of striving for excellence.

One area that does not represent this culture is the janitorial services at the school. Simply put, there are not enough hours of janitorial time dedicated to cleaning our school. We have added 10 additional classrooms and lots of after school programs and we have less janitorial support than we had before the additional classrooms and programs. Parents are buying vacuums and the PTA is planning to buy cleaning equipment. The number one complaint is that the rugs in grades K and 1 are not vacuumed for days and sometimes weeks.

Bathrooms are a perennial complaint but in eight years as a parent at Will Rogers, I have never heard this much complaining about the lack of cleanliness of the school. Learning is affected in three ways: 1) teachers can't have kids on the rugs because they are too dirty which keeps young kids at their desks, 2) the general perception of a dirty school compromises the culture of striving for excellence, and 3) colds and flues get spread quicker when desks, doorknobs, counters, and rugs are cleaned often. We need more janitorial time and support at our school.

Finally, on a personal note, I believe that the gift policy proposed by the Superintendent is a courageous proposal. It starts us all thinking about very critical issues. The broad strokes of the policy were discussed at a recent PTA meeting. I believe the Will Rogers community supports the intent of the policy.

I am honored to not only be part of a school that is committed to all students, but also to a school district which has a superintendent brave enough to suggest a controversial policy and a Board that grapples with the difficult issues of equity and high achievement for all students. Thank you.

1/8/03 Board Meeting
Camden Vilkin

As of a few months ago the price structure of the food in our cafeteria went up significantly and the students are quite upset about it. The students are being forced to buy Coke and chips versus a salad because the cost of a salad went up to \$3.50. The students are having a hard time purchasing a nutritious meal with the limited funds they have to spend on lunch. Students are anxiously waiting for the new nutrition recommendations from the board to be implemented and are hopeful that healthy food will be affordable. If a healthy lunch including a drink is going to cost six to seven dollars, a lot of students don't have the thirty to thirty-five dollars a week to spend on lunch. Both the administration and the students want to know what the timeline is for the new nutritional program.

Students are vigorously preparing for finals, the week after next. The student council at Malibu High has invited all of you, the board members, to participate in a leadership workshop whereby the student council can sit down on a one-to-one basis with board members and other community leaders to discuss their portfolios and aspirations in the field of leadership.

David Legaspi, a well-known Malibu muralist, was commissioned by the senior class at Malibu High School to paint a marine mural on a large wall near the office. This was the seniors' gift to the school as they graduate and leave Malibu High Schools.

Board of Education Meeting Schedule					
July through December, 2003					
Month	1st Thurs.	2nd Thurs.	3rd Thursday Discussion Mtg.	4th Thursday	Special Note:
July				31 DO	One regular meeting in July
August			21 DO		One regular meeting in Aug.
September	4 MHS		18 SM		9/18 Charter Schools
October	2 DO		16 SM		
November	6 MHS		20 SM		11/20 - school plans; achievement data
December	4 DO				12/4 - school plans
January through June, 2004					
January	1 Holiday no meeting	8 DO		22 DO	1/8 - school plans
February	5 MHS		19 SM		
March	4 DO		17 DO (Wednesday)		18-19: Stairway of the Stars (Civic Auditorium)
April	1 MHS			22 DO	4/5-16: Spring Break
May	6 DO		20 SM		
June	3 DO			24 DO	6/3 - Recognition of Retirees 6/14-18: Graduation Week Activities

Meeting Dates Approved 6/26/03

District Office (DO) 7/31, 8/21, 10/2, 12/4, 1/8/04, 1/22, 3/4, 3/17, 4/22, 5/6, 6/3 and 6/24
 Malibu Meetings (MHS) 9/4, 11/6, 2/5, and 4/1 - Malibu High School Aud. 30215 Morningview Drive, Malibu.
 Santa Monica City Council Chambers (SM) 9/18, 10/16, 11/20, 2/19 and 5/20 - 1685 Main Street, Santa Monica.

Agenda Distribution:

A copy of the Table of Contents is posted 72 hours in advance of regularly scheduled Board of Education meetings and is also accessible to the public 24 hours/day at the District Office entrance, 1651 16th Street 16th Street, Santa Monica.

Complete Board of Education agendas are available in *pdf* format, on the District's website: www.smmusd.org.

**Santa Monica-Malibu Unified School District
Board of Education**

January 8, 2004

I CALL TO ORDER

5:00 p.m.
Moved to Closed Session 5:01 p.m.
Reconvene Public Meeting 7:30 p.m.

A Roll Call

Jose Escarce - President
Emily Bloomfield - Vice-President
Julia Brownley
Oscar de la Torre
Mike Jordan
Maria Leon-Vazquez
Shane McLoud

Bryce Maddock - Santa Monica High School
Camden Vilkin - Malibu High School Student Representative

B Pledge of Allegiance

Led by Mike Jordan

II CLOSED SESSION

No action was taken in Closed Session.

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

ACTION
01/08/04

RECOMMENDATION NO. A.01

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

July 11, 2001
August 5, 2001
August 16, 2001

December 4, 2003

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

CONSENT ITEMS

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: SUPERINTENDENT

RE: APPROVAL OF INDEPENDENT CONTRACTORS

RECOMMENDATION NO. A.02

It is recommended that Board of Education enter into an agreement with the following Independent Contractors. These contracts are included in the 2003/2004 budget.

Contractor/Contract Dates	Description	Site	Funding
Art Meets Technology Sept 1, 2003-June 1, 2004 Cost: Not to exceed \$6,000	To provide an update and maintain Santa Monica High School website	SamoHi	PTSA Gift 01-90120-0-11100- 27000-5802-015- 4150
Elizabeth Ann Newell Baker Jan 1, - April 30, 2004 Cost: Not to exceed \$1,500	To teach choral music, movement, rhythm and hand instruments to all 1st grade classes at Franklin, culminating with a performance for parents	Franklin	PTA Gift 01-90150-0-11100- 10000-2917-002- 1501
Marilyn Burns Education Associates, Inc. Jan 1,-June 30, 2004 Cost: Not to exceed \$7,100	To provide a middle school teacher workshop, Teaching Algebraic Thinking	Ed Services	IASA Title II 01-40350-0-11100- 10000-5802-035- 1300
Music Center Education Division Oct 17, 2003-June 11, 2004 Cost: Not to exceed \$3,900	Amendment of previous contract approved by the Board 11/06/03 to provide six assemblies for first grade students including story telling, classical music, dance and drama	Franklin	Amended funding: PTA Gift 01-90150-0-11100- 10000-5802-002- 4020

Contractor/Contract Dates	Description	Site	Funding
Easter Seals June 1, 2002-June 30, 2003 Cost: Not to exceed \$60,000	Preschool collaborative to provide childcare & development services. Easter Seals will be the operational agent responsible for management oversight, licensing and contract compliance for the program involving John Adams, Lincoln & Santa Monica College Child Development Center	CDS	Child Development Fund, unrestricted 12-00000-85000-10000-5802-070-2700

MOTION MADE BY: Ms. Brownley
 SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
 AYES: All (7)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: SUPERINTENDENT

RE: OVERNIGHT FIELD TRIP (S) 2003-04

RECOMMENDATION NO. A.03

It is recommended that the Board of Education approve the special field trip (s) listed below for students for the 2003-2004 school year. No child will be denied due to financial hardship.

<u>School Grade</u>	<u>Destination</u>	<u>Principal</u>	<u>Cost / Paid for</u>	<u>Subject</u>	<u>Purpose of Trip</u>
Samohi Grade 12	Bombay, India 1/13/04 to 1/23/04	Katherine Baxter Ilene Straus	\$3,000 per student paid for by parents and fund raising	Social Studies	To attend the World Social Forum
Roosevelt Grade 5	Astro Camp 4/30/04 to 5/2/04	Amy Fowler Jerold Harris	\$250 per student paid for by parents and fundraisers	Science	To culminate the 5th grade experience and initiate students into the science program at Roosevelt
John Muir Grade 5	Camp Hess-Malibu 2/23/04 to 2/27/04	Martha Duran-C Ruth Fiala	\$210 per student paid for by parents and fundraisers	Science	A four day science enrichment program offered to 5th graders will include an array of science classes, daily hikes, evening activities and environmental discussions. This camp is offered thru the Los Angeles County Office of Education.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: JOHN DEASY/LINDA KAMINSKI/STEVE CANNELL

RE: APPROVAL OF 2003-2004 CONSOLIDATED APPLICATION
FOR FUNDING CATEGORICAL AID PROGRAMS (PART II)

RECOMMENDATION NO. A.04

It is recommended that the Board of Education approve the 2003-2004 Consolidated Application for Funding Categorical Aid Programs (Part II).

COMMENT: The Consolidated Application Part II is a document that is submitted to the California State Department of Education each year by all school districts that receive funding for categorical programs. Based on the statistical information in Part I of the Consolidated Application, the state allocates categorical funding to school districts.

Part II of the Consolidated Application for Funding Categorical Aid Programs contains our district's information related to entitlements, allocations, and number of participants in special programs. Expenditures of most categorical aid are legally restricted to particular purposes. In part, the funding from the application is used to provide the resources necessary to implement the schools' work as outlined in the Single Plan for Student Achievement.

A copy of the Consolidated Application for Funding Categorical Aid Programs, Part II is on file in the Educational Services Department.

Public Comment:

Tom Carter

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
01/08/04
FROM: SUPERINTENDENT/LINDA KAMINSKI/TOM WHALEY
RE: PERMIT TO USE CIVIC AUDITORIUM FACILITIES

RECOMMENDATION NO. A.05

It is recommended that the Board of Education approve Permit #5927, agreement with the City of Santa Monica for the use of the authorized premises of the Santa Monica Civic Auditorium for a total fee not to exceed \$9,000. This fee includes equipment, labor and services provided by the Civic Auditorium.

FUNDING INFORMATION

SOURCE: GENERAL FUND RESTRICTED
CURRENTLY BUDGETED: YES
ACCOUNT NUMBER: 01-90120-0-17300-10000-5630-030-1300
DESCRIPTION: LEASE-RENTAL/STAIRWAY/CURRICULUM

BACKGROUND INFORMATION

This agreement is made between the City of Santa Monica ("the City") and the Santa Monica-Malibu Unified School District ("Permittee")

Company: Santa Monica-Malibu Unified School District
Representative: Tom Whaley
Address: 1638-17th Street
City, State, Zip: Santa Monica, CA 90404
Business Phone: 310-450-8338, x287

To use and occupy the authorized premises described below, on the date(s) and time(s) described, for the activities and at the rental described as follows:

EVENT TITLE: **STAIRWAY OF THE STARS**
AUTHORIZED PREMISES: Main Hall and East Wing

DAY	DATE	TIME	ACTIVITY	RENTAL
Wednesday	3/17/2004	12:00 p.m. - 8:00 p.m.	Move-in/ rehearsal	
Thursday	3/18/2004	8:00 a.m. - 3:00 p.m.	Rehearsal	
Thursday	3/18/2004	7:30 p.m. - 10:30 p.m.	Event	\$WAIVED
Friday	3/19/2004	7:30 p.m. - 10:30 p.m.	Event	
Friday	3/19/2004	10:30 p.m. - 12 Midnight	Move-out	

Total Base Rental \$WAIVED
PER RESOLUTION CCS 3579

Event Time: Thursday and Friday, March 18 & 19, 2004 at 7:30 p.m.

A copy of contract is available in Fiscal Services, Insurance Office and Educational Services.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
01/08/04
FROM: SUPERINTENDENT/LINDA KAMINSKI/CHRIS CORLISS
RE: EXPANSION OF MALIBU GIRLS AND BOYS CLUB PLAYGROUND
SPACE AT MALIBU HIGH SCHOOL

RECOMMENDATION NO. A.06

It is recommended that the Board of Education authorize the Superintendent and/or his designee to approve a proposed 1000 square foot expansion of the Malibu Girls and Boys Club playground space in order to accommodate equipment and activities necessary for adding high school students to the Club's after school membership program.

COMMENT: On May 4, 2000, the Malibu Foundation for Youth and Families entered into a five (5) year lease agreement with the District to construct and operate a 2000 square foot Malibu Girls and Boys Club facility on Malibu High School property.

The current facility is successfully serving many Malibu High School middle school students, providing after school homework assistance, tutoring and programs in youth leadership, arts, crafts, recreational sports.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: ACCEPTANCE OF GIFTS - 2003-04

RECOMMENDATION NO. A.07

It is recommended that the Board of Education accept, with gratitude, checks and gifts totaling \$144,250.33 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 2003-2004 income and appropriations by \$144,250.33, 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 2003-2004.

NOTE: *In response to a Board Member request made at the November 20, 2003 Board Meeting, a new resource has been created for the "Malibu Shark Fund", which is listed on both the Current and Cumulative Gift Reports.*

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 1-8gif.pdf

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
JAMS	\$ 723.29		Coca-Cola Bottling Co.	General Supplies & Materials - P.E. Program
01-90120-0-00000-00000-8699-011-0000	\$ 600.00		Volvo of Santa Monica	General Supplies & Materials - AVID Program
Adult Education				
11-90120-0-00000-00000-8699-090-0000				
Alternative (SMASH)				
01-90120-0-00000-00000-8699-009-0000				
Cabrillo	\$ 903.00		Keys Studios	General Supplies & Materials
01-90120-0-00000-00000-8699-017-0000	\$ 66.50		Various Parents	General Supplies & Materials - Library
CDS				
12-90120-0-00000-00000-8699-090-0000				
Edison				
01-90120-0-00000-00000-8699-001-0000				
PTA Reim. - Resource #90150	\$ 7,000.00		Edison PTA	Special Services - Classified
	\$ 4,554.00		Edison PTA	Benefits for Instructional Assistant
Franklin				
01-90120-0-00000-00000-8699-002-0000				
PTA Reim. - Resource #90150				
Grant				
01-90120-0-00000-00000-8699-003-0000				
Lincoln	\$ 300.00		John Redfield	General Supplies & Materials
01-90120-0-00000-00000-8699-012-0000	\$ 250.00		Gregory & Carol Coote	General Supplies & Materials - Aqua Core
Malibu High School	\$ 1,300.00		Keys Studios	P.E. Supplies/Field Trip Transportation/Postage
01-90120-0-00000-00000-8699-010-0000	\$ 300.00		Jay & Susan Chattaway	Field Trip Transportation
	\$ 300.00		Various Teachers	General Supplies & Materials - Classroom
	\$ 50.00		K. Kaveh Zal	Textbooks
Shark Fund - Resource #90141	\$ 15,000.00		Malibu Shark Fund	Teacher Subs/Athletic Trainer/Hand Dryers/Supplies/Conf./Field Trips
	\$ 10,000.00		Malibu Shark Fund	Teacher Subs/Resource Books/Supplies/Computers & Printers/Conf.
McKinley	\$ 5,000.00		McKinley PTA	Teacher Hrly for Art & Music Program
01-90120-0-00000-00000-8699-004-0000	\$ 1,500.00		McKinley PTA	Library Books
Muir	\$ 45.00		Kimberly Grant	General Supplies & Materials
01-90120-0-00000-00000-8699-005-0000	\$ 1.64		Albertson's	General Supplies & Materials

School/Site Account Number	Gift Amount	In-kind Value	Donor	Purpose
Olympic HS 01-90120-0-00000-00000-8699-014-0000				
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 884.82 \$ 53.82		Herff Jones Photography Joan Klein	General Supplies & Materials - Classroom General Supplies & Materials - Classroom
PTA Reim. - Resource #90150				
Roosevelt 01-90120-0-00000-00000-8699-007-0000				
PTA Reim. - Resource #90150				
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 25,000.00 \$ 10,000.00 \$ 5,000.00		First Federal Bank Samohi PTSA Jeff Lawrence & Diane Troth	General Supplies & Materials UCLA Tutoring 2003-04 General Supplies & Materials - Chemistry Lab
Barnum Hall 01-91150-0-00000-00000-8699-015-0000	\$ 150.00		Judith Siegel	Restore Barnum Hall!
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 100.00		Amy Raine	Scholarships for Field Trips
PTA Reim. - Resource #90150	\$ 168.26		Pt. Dume PTA	General Supplies & Materials - Laminating Film in Workroom
Webster 01-90120-0-00000-00000-8699-008-0000				
PTA Reim. - Resource #90150	\$ 50,000.00		Webster PTA	Certif. & Class. Salaries & Benefits/Supplies/Field Trips
Others:				
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000				
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 5,000.00		Ella Fitzgerald Charitable Foundation	Special Services - Classified for Dream Strings Program
Student & Family Services 01-90120-0-00000-00000-8699-040-0000				
Special Education 01-90120-0-00000-00000-8699-044-0000				
Food & Nutrition Services 01-90120-0-00000-0000-8699-057-0000				
Fiscal Services 01-90120-0-00000-0000-8699-051-0000				
Child Development Services 12-90120-0-00000-00000-8699-070-0000				
TOTAL	\$ 144,250.33	\$ -		

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
JAMS 01-90120-0-00000-00000-8699-011-0000	\$ 59,612.15	\$ 1,323.29	\$ 60,935.44	\$ -	\$ -	\$ -
Adult Education 11-90120-0-00000-00000-8699-090-0000	\$ 1,240.00	\$ -	\$ 1,240.00	\$ -	\$ -	\$ -
Alternative (SMASH) 01-90120-0-00000-00000-8699-009-0000	\$ 1,700.00	\$ -	\$ 1,700.00	\$ -	\$ -	\$ -
Cabrillo 01-90120-0-00000-00000-8699-017-0000	\$ 17,024.79	\$ 969.50	\$ 17,994.29	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ 38,561.92	\$ -	\$ 38,561.92	\$ -	\$ -	\$ -
CDS 12-90120-0-00000-00000-8699-090-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Edison 01-90120-0-00000-00000-8699-001-0000	\$ 117.54	\$ -	\$ 117.54	\$ 100.00	\$ -	\$ 100.00
PTA Reim. - Resource #90150	\$ 2,000.00	\$ 11,554.00	\$ 13,554.00			
Franklin 01-90120-0-00000-00000-8699-002-0000	\$ 1,490.21	\$ -	\$ 1,490.21	\$ -	\$ -	\$ -
PTA Reim. - Resource #90150	\$ -	\$ -	\$ -			
Grant 01-90120-0-00000-00000-8699-003-0000	\$ 35,200.00	\$ -	\$ 35,200.00	\$ 290.00	\$ -	\$ 290.00
Lincoln 01-90120-0-00000-00000-8699-012-0000	\$ 33,482.60	\$ 550.00	\$ 34,032.60	\$ -	\$ -	\$ -
Malibu High School 01-90120-0-00000-00000-8699-010-0000	\$ 21,931.26	\$ 1,950.00	\$ 23,881.26	\$ -	\$ -	\$ -
Malibu Shark Fund - Resource #90141	\$ 34,870.00	\$ 25,000.00	\$ 59,870.00			
McKinley 01-90120-0-00000-00000-8699-004-0000	\$ 11,783.70	\$ 6,500.00	\$ 18,283.70	\$ -	\$ -	\$ -
Muir 01-90120-0-00000-00000-8699-005-0000	\$ 39,501.29	\$ 46.64	\$ 39,547.93	\$ 632.00	\$ -	\$ 632.00
Olympic HS 01-90120-0-00000-00000-8699-014-0000	\$ 4,705.24	\$ -	\$ 4,705.24	\$ 50.00	\$ -	\$ 50.00

School/Site Account Number	Y-T-D Adjusted Gift Total	Current Gift Amount	Cumulative Gift Amount	Y-T-D In-Kind Value	Current In-Kind Value	Cumulative In-Kind Value
Rogers 01-90120-0-00000-00000-8699-006-0000	\$ 7,448.82	\$ 938.64	\$ 8,387.46	\$ 94.00	\$ -	\$ 94.00
<i>PTA Reim. - Resource #90150</i>	\$ 15,775.63	\$ -	\$ 15,775.63			
Roosevelt 01-90120-0-00000-00000-8699-007-0000	\$ 45,400.00	\$ -	\$ 45,400.00	\$ 810.79	\$ -	\$ 810.79
<i>PTA Reim. - Resource #90150</i>	\$ 21,661.00	\$ -	\$ 21,661.00			
Samohi 01-90120-0-00000-00000-8699-015-0000	\$ 38,638.89	\$ 40,000.00	\$ 78,638.89	\$ 14,976.00	\$ -	\$ 14,976.00
	<i>[See Below for Barnum Hall]</i>					
Pt. Dume Marine Science 01-90120-0-00000-00000-8699-019-0000	\$ 39,157.26	\$ 100.00	\$ 39,257.26	\$ -	\$ -	\$ -
<i>PTA Reim. - Resource #90150</i>	\$ 7,329.02	\$ 168.26	\$ 7,497.28			
Webster 01-90120-0-00000-00000-8699-008-0000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>PTA Reim. - Resource #90150</i>	\$ -	\$ 50,000.00	\$ 50,000.00			
All Others:						
Superintendent's Office 01-90120-0-00000-00000-8699-020-0000	\$ -	\$ -	\$ -	\$ 400.00	\$ -	\$ 400.00
Educational Services 01-90120-0-00000-00000-8699-030-0000	\$ 5,221.00	\$ 5,000.00	\$ 10,221.00	\$ -	\$ -	\$ -
Student and Family Support Services 01-90120-0-00000-00000-8699-041-0000	\$ 15,000.00	\$ -	\$ 15,000.00	\$ -	\$ -	\$ -
Special Education 01-90120-0-00000-00000-8699-044-0000	\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ -	\$ -
Child Development Services 01-90120-0-00000-00000-8699-070-0000	\$ 20.00	\$ -	\$ 20.00	\$ 670.00	\$ -	\$ 670.00
TOTAL GIFTS	\$ 500,352.32	\$ 144,100.33	\$ 644,452.65	\$ 15,786.79	\$ -	\$ 17,352.79
BARNUM HALL - Current Year	Y-T-D Gifts	Current Gifts	Cumulative Gifts	Prev. In-Kind Gifts	Current In-Kind Gifts	Cumulative In-Kind
01-91150-0-00000-00000-8699-015-0000	\$ 22,455.00	\$ 150.00	\$ 22,605.00	Organ (Belt) (Est.)		\$ 250,000.00
Previous Years' Gifts				Organ (Dollinger)		350,000.00
2002-03	\$ 137,110.34			Dollinger Organ donated at 4/11/02 Board Mtg. (Item A.21) to Tucson Fox Foundation		\$ (350,000.00)
2001-02	\$ 66,200.00					
2000-01	\$ 137,863.00				n/a	
1999-00	\$ 175,700.00				n/a	
1998-99	\$ 10,945.00					
1997-98	\$ 26,645.00					\$ 250,000.00
TOTAL CASH GIFTS FOR BARNUM HALL	\$ 554,463.34					
Total Cash Gifts for District, incl. Barnum Hall:		\$ 144,250.33				

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TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: JOHN E. DEASY/KENNETH R. BAILEY

RE: CONFERENCE AND TRAVEL APPROVAL/RATIFICATION

RECOMMENDATION NO. A.08

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>BAILEY, Kenneth</u> Fiscal/Business Services 01-00000-0-00000-72000-5220- 050-1500 General Fund - Function: Other Genl. Admin.	SSC's 2004 Governor's Budget Workshop Long Beach, CA January 14, 2004	\$152.50
<u>CADY, Linda</u> John Adams Middle 01-00000-0-13450-10000-5220- 011-4110 General Fund - Function: Instruction	School Field Trip Yosemite, CA January 18 - 23, 2004	\$260.00 + SUB
<u>DiMERCURIO, Joe</u> Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - Resource: SIP 7 - 12	American Library Assn. Conference San Diego, CA January 8 - 11, 2004	\$300.00 + SUB
<u>NOVECK, Maryanna</u> McKinley Elementary 01-30100-11100-10000-5220- 004-4040 General Fund - Resource: IASA Title I	Empowered Discipline for the Troubled Student Los Angeles, CA January 15, 2004	\$139.00 + SUB

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>REILLY, Lise</u> John Adams Middle 01-72600-0-11100-10000-5220- 011-4110 General Fund - Resource: SIP K-6	Vocabulary Preparation vs. Vocabulary Decoration across the Curriculum Alhambra, CA November 12, 2003	\$160.00
<u>SILHAVY, Dawn</u> Franklin Elementary 01-71400-0-11100-10000-5220- 002-4020 General Fund - Resource: GATE	Mathematics Field Day Strategies Paramount, CA December 11, 2003	\$50.00 + SUB
Adjustments (Preapproved expenses 10% in excess of approved costs that must be approved by Board/Changes in Personnel Attendance)		
<u>SCOTT, Kathy</u> Human Resources 01-00000-0-11100-74000-5220- 025-1250 General Fund - Function: Personnel/Human Resources	Personnel Administrators Academy Azusa, CA October 17, 2003 - April 3, 2004 (Miscellaneous dates)	\$500.00 OVERAGE
Group Conference and Travel: In-State * a complete list of conference participants is on file in the Department of Fiscal Services		
<u>ALEXANDER, Laura</u> + 11 Additional Staff Malibu High 01-72650-0-11100-10000-5220- 010-4100 General Fund - Resource: SIP 7 - 12	College Board - AP Workshop Santa Barbara, CA January 24, 2004	\$2,100.00 total
<u>BARNARD, Russell</u> <u>BRADY, Pam</u> <u>CARROLL, Celia</u> Personnel Commission 01-00000-0-00000-72000-5220- 027-2270 General Fund - Function: Other Genl. Admin.	California School Personnel Commissioners Assn. Sacramento, CA January 15 - 18, 2004	\$1,800.00 total
<u>BUSH, Mary</u> + 9 Additional Staff Health Services 01-56400-0-00000-39000-5220- 041-1400 General Fund - Resource: Medi-Cal Grant	Overindulged Children - Dealing with At-Risk Youth Santa Monica, CA January 15, 2004	\$1,290.00
<u>BROWN, Anne</u> + 3 Additional Staff Franklin 01-72600-0-11100-10000-5220- 002-4020 General Fund - Resource: SIP K - 6	The Troubled Student Los Angeles, CA January 15, 2004	\$600.00 total + 4 SUBS

<u>NAME</u> <u>SITE</u> Account Number Fund - Resource Number	CONFERENCE NAME LOCATION DATE (S)	COST ESTIMATE
<u>CANNELL, Steve</u> <u>LEON, Ernesto</u> State & Federal Projects 01-30100-0-11100-10000-5220- 035-1300 General Fund - Resource: Title I	No Child Left Behind: Rising to the Challenge, Discovering the Opportunities Pacific Grove, CA February 19 - 20, 2004	\$2,000.00 total
<u>GECHT, Marcia</u> <u>MILLER, Stephanie</u> Olympic High No Cost to District	The California Office of Traffic Safety Woodland Hills, CA December 2, 2003	1 SUB ONLY
<u>HIGUCHI-HERNANDEZ, J.</u> + 2 Additional Staff 01-72600-0-11100-10000-5220- 008-4080 General Fund - Resource: SIP K - 6	California Kindergarten Conference Burbank, CA February 27 - 28, 2004	\$480.00 + 2 SUBS
Out-of-State Conferences: Individual		
<u>DEASY, John</u> Superintendent 01-00000-0-00000-72000-5220- 020-1200 General Fund - Function: Other Genl. Admin.	Assn. for Supervision & Curriculum Development New Orleans, LA March 19 - 22, 2004	\$500.00
<u>DEASY, John</u> Superintendent No cost to District	Education Partnership Advisory Board, Leadership in Rhode Island Providence, RI- Dec 18 - 21, 2003	-0-
<u>WOO, Angela</u> John Adams Middle No Cost to District	Midwest International Clinic Chicago, IL December 16 - 19, 2003	-0-
Out-of-State Conferences: Group		
<u>ANDERSON, Judith</u> <u>O'BRIEN, Marianna</u> Lincoln Middle 01-72650-0-11100-10000-5220- 012-4120 General Fund - Resource: SIP - 7-12	National Science Teachers Assn. Reno, NV December 4 - 6, 2003	\$1,704.00 total + 2 SUBS

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: KENNETH R. BAILEY/ VIRGINIA I.HYATT

RE: APPROVAL OF PURCHASE ORDERS

RECOMMENDATION NO. A.09

It is recommended that the Board of Education approve the following Purchase Orders and Changed Purchase Orders from November 25, 2003 through December 16, 2003 for fiscal year 2003/04.

AGENDA

NOTE:

The 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: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JANUARY, 2004

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
<u>*** CHANGED PURCHASE ORDERS ***</u>					
403850	FLINN SCIENTIFIC INC	PRICE INCREASE	SANTA MONICA HIGH SCHOOL	117.24	R
403802	GALE SUPPLY CO	CUSTODIAL SUPPLIES	CHILD DEVELOPMENT CENTER	220.83	CD
403803	MODERN CURRICULUM PRESS	PRICE INCREASE	FRANKLIN ELEMENTARY SCHOOL	151.76	R
404024	S & S ARTS & CRAFTS	PRICE INCREASE	CHILD DEVELOPMENT CENTER	11.03	CD
403687	SOUTHWEST SCHOOL SUPPLY	INCREASE P.O. TOTAL	PT DUME ELEMENTARY SCHOOL	154.52	
403699	U S OFFICE PROD/CORPORATE EXP	INCREASE TOTAL AMOUNT	JOHN ADAMS MIDDLE SCHOOL	300.00	R
403823	U S OFFICE PROD/CORPORATE EXP	ADDITIONAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	16.00	R
403824	U S OFFICE PROD/CORPORATE EXP	ADDITIONAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	50.00	R
** CHANGED PURCHASE ORDERS TOTAL:				1,021.38	
<u>*** NEW PURCHASE ORDERS ***</u>					
403695	AAHS ENGRAVING	SUPPLIES	BOE/SUPERINTENDENT	188.79	U
403726	ACCUCUT	DIE CUTS FOR SCHOOL	WEBSTER ELEMENTARY SCHOOL	568.31	
403812	ADVANCED ELECTRONICS	RADIOS	SANTA MONICA HIGH SCHOOL	877.19	U
403724	AMERICAN GUIDANCE SERVICE	TEXTBOOKS	OLYMPIC CONTINUATION SCHOOL	1,689.50	U
403342	APPLE COMPUTER CORP	COMPUTER BACKUP & UPGRADE	PT DUME ELEMENTARY SCHOOL	1,149.62	
403762	APPLE COMPUTER CORP	COMPUTERS	MCKINLEY ELEMENTARY SCHOOL	25,620.54	R
403622	ARNELLO, GINA	SCHOOL SUPPLIES/G. ARNELLO	SPECIAL EDUCATION REGULAR YEAR	95.03	R
403641	ARROWHEAD MOUNTAIN SPRING	WATER BILL/SMART PROGRAM	SPECIAL EDUCATION REGULAR YEAR	87.12	R
403725	ARTE PUBLICO PRESS	BOOKS	OLYMPIC CONTINUATION SCHOOL	225.54	U
403599	ASCD	Literacy Materials	ROOSEVELT ELEMENTARY SCHOOL	180.62	
403920	ASCD	MEMBERSHIP	CURRICULUM AND IMC	74.69	U
403980	ASSOCIATED POWER	REPAIR PARTS	TRANSPORTATION	1,253.41	R
403981	ASSOCIATED POWER	REPAIR PARTS/TRANSP.	TRANSPORTATION	1,253.41	R
403736	ATLAS PEN & PENCIL COMPANY	STUDENT STORE SUPPLIES	WEBSTER ELEMENTARY SCHOOL	208.23	
403800	BARNES & NOBLE/SANTA MONICA	CLASSROOM LITERACY BOOK	WILL ROGERS ELEMENTARY SCHOOL	136.65	R
403676	BAY PRINTING CO	BUSINESS CARDS	SPECIAL EDUCATION REGULAR YEAR	264.60	R
403691	BAY PRINTING CO	BUSINESS CARDS	CHILD DEVELOPMENT CENTER	31.55	CD
403756	BAY PRINTING CO	BUSINESS CARDS	CHILD DEVELOPMENT CENTER	31.55	CD
403700	BEN'S ASPHALT & MAINTENANCE	ASPHALT PATCH-FRANKLIN	FACILITY MAINTENANCE	545.98	
403879	BERSCH, KIRSTEN	MILEAGE REIMBURSEMENT	CURRICULUM AND IMC	400.00	U
403624	BISHOP, SHANNON	ESY REIMBURSEMENT/S. BISHOP	SPECIAL EDUCATION REGULAR YEAR	100.00	R
402929	BLAUVELT SIGNS	REPAIR OF MARQUEE/PTSA	JOHN ADAMS MIDDLE SCHOOL	2,030.50	
403722	BOISE CASCADE OFFICE/PAPER	COPY PAPER	GRANT ELEMENTARY SCHOOL	350.12	U
403774	BOISE CASCADE OFFICE/PAPER	OFFICE SUPPLIES/PAPER	SANTA MONICA HIGH SCHOOL	205.89	R
403872	BOISE CASCADE OFFICE/PAPER	COPY PAPER	GRANT ELEMENTARY SCHOOL	800.00	R
403893	BOISE CASCADE OFFICE/PAPER	COPY PAPER/ADMIN	JOHN ADAMS MIDDLE SCHOOL	75.51	U
403773	BORDERS BOOKS & MUSIC	OPEN PURCHASE ORDER - BOOKS	SMASH SCHOOL	1,000.00	R
403628	BROOKS, CHERYL CENTER	MILEAGE REIMBURSEMENT	SPECIAL EDUCATION REGULAR YEAR	1,480.00	R
403862	BROWNLEY, JULIA	OTHER OPERATING EXPENSES	BOE/SUPERINTENDENT	139.14	U
403675	BUSH, GARY L	MILEAGE REIMBURSEMENT/G. BUSH	SPECIAL EDUCATION REGULAR YEAR	1,000.00	R
403696	CADILLAC PLASTICS	OPEN ORDER-GLAZING SUPPLIES	FACILITY MAINTENANCE	750.00	
403861	CALIFORNIA DEPT OF EDUCATION	CA SCIENCE FRAMEWORKS	CURRICULUM AND IMC	779.70	U
403847	CALIFORNIA NEWSREEL RESOLUTION	Video for School Library	SANTA MONICA HIGH SCHOOL	64.30	U
403667	CALIFORNIA SCHOOL BOARDS ASSN	OPEN ORDER	HEALTH SERVICES	10,000.00	R
403715	CANNELL, STEVEN	reimburse	CURRICULUM AND IMC	240.00	U
403863	CATALINA ISLAND CAMPS INC	4TH GRADE FIELD TRIP	PT DUME ELEMENTARY SCHOOL	17,852.00	

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JANUARY, 2004

PAGE 2

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
403717	CDW-G COMPUTING SOLUTIONS	Servers\Switch	INFORMATION SERVICES	482.17	U
403874	CDW-G COMPUTING SOLUTIONS	COMPUTER EQUIPMENT	PT DUME ELEMENTARY SCHOOL	129.90	
403949	CDW-G COMPUTING SOLUTIONS	BONZAI	INFORMATION SERVICES	99.34	U
403976	CDW-G COMPUTING SOLUTIONS	Software	INFORMATION SERVICES	69.99	U
403562	COLLEGE & CAREER PRESS LLC	COLLEGE CENTER SUBSCRIPTION	MALIBU HIGH SCHOOL	27.06	R
403765	COMMERCIAL RESTAURANT SERVICE	REPAIR OVEN AT SAMOHI CAFE	FOOD SERVICES	396.45	F
403718	COMP USA	COMPUTER SOFTWARE	PT DUME ELEMENTARY SCHOOL	146.14	U
403584	CONTEMPORARY BOOKS/MCGRAW-HILL	TEXTBOOKS	ADULT EDUCATION CENTER	215.88	A
403416	CORPORATE EXPRESS	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	1,555.77	R
403782	CORWIN PRESS	REFERENCE BOOKS	CURRICULUM AND IMC	570.68	U
403982	CREATE-A-CHECK	CHECKS FOR ASB	JOHN ADAMS MIDDLE SCHOOL	142.90	
403647	CRUCIAL TECHNOLOGY	OFFICE SUPPLIES	CABRILLO ELEMENTARY SCHOOL	57.62	U
403849	CULTURA LATINA	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	901.94	R
403568	D & S MARKETING SYSTEMS INC	TEACHER RESOURCE SUPPLIES	MALIBU HIGH SCHOOL	220.63	R
403729	DEMCO LIBRARY SUPPLIES	Library Supplies	WILL ROGERS ELEMENTARY SCHOOL	150.06	R
403663	DISCOUNT SCHOOL SUPPLY	INSTRUCTIONAL SUPPLIES	CHILD DEVELOPMENT CENTER	498.51	CD
403856	DYNIX INC	Data Conversion	INFORMATION SERVICES	3,200.00	U
403590	E. SAM JONES DISTRIBUTOR INC.	LIGHT BULBS	SANTA MONICA HIGH SCHOOL	151.55	U
403719	EBSCO SUBSCRIPTION SERVICES	LIBRARY MAGAZINE SUBSCRIPTIONS	SANTA MONICA HIGH SCHOOL	1,137.29	U
403423	EDUCATION WEEK	SUBSCRIPTION-ED WEEK	CURRICULUM AND IMC	86.54	U
403713	EDUCATIONAL RESOURCES	Software	CURRICULUM AND IMC	1,258.79	U
404011	EDUCATORS OUTLET	INSTRUCTIONAL SUP/MATH/S.I.	JOHN ADAMS MIDDLE SCHOOL	165.57	R
403640	EMC PUBLISHING	TEXTBOOKS	MALIBU HIGH SCHOOL	3,714.10	R
401900	ESSELN, RUTH	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	76.50	U
403720	FEDEX	OVER NIGHT DELIVERY	PURCHASING/WAREHOUSE	30.92	U
403602	FIRST STUDENT	BUS TRANSPORTATION	PT DUME ELEMENTARY SCHOOL	650.00	
403629	FIRST STUDENT	FIELD TRIP TRANSPORTATION	MALIBU HIGH SCHOOL	325.00	R
403643	FIRST STUDENT	TRANSPORTATION	JOHN MUTR ELEMENTARY SCHOOL	310.00	U
403793	FIRST STUDENT	BUS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	377.50	U
403989	FIRST STUDENT	BUS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	535.00	U
404009	FIRST STUDENT	BUS TRANSPORTATION	SANTA MONICA HIGH SCHOOL	1,405.00	U
403538	FLAGHOUSE	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	77.42	R
403911	FLEXI-TECH	FLOOR COATING	DISTRICT-WIDE	7,450.00	SR
403819	FLINN SCIENTIFIC INC	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	4,859.65	
401901	FLYNN, PATTY	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	459.40	U
403917	FOLLETT EDUCATIONAL SERVICES	BOOKS	STUDENT SERVICES	1,166.45	U
404018	FOLLETT EDUCATIONAL SERVICES	TEXTBOOKS	STUDENT SERVICES	334.93	U
403637	FOLLETT LIBRARY BOOK CO	LIBRARY BOOKS	MALIBU HIGH SCHOOL	4,444.07	
403968	FOLLETT LIBRARY BOOK CO	INSTRUCTIONAL SUPPLIES	FRANKLIN ELEMENTARY SCHOOL	2,000.00	
403828	FOUR SEASONS LANDSCAPING (DBA)	GROUNDS CONTRACT TREE TRIMMING	GROUNDS MAINTENANCE	1,070.00	U
403565	GALE GROUP	LIBRARY BOOKS	MALIBU HIGH SCHOOL	2,834.26	
403613	GALE GROUP	SCIENCE REFERENCE BOOKS	SANTA MONICA HIGH SCHOOL	4,775.90	
403551	GALE SUPPLY CO	CUSTODIAL SUPPLIES	ROOSEVELT ELEMENTARY SCHOOL	540.49	U
403583	GALE SUPPLY CO	CUSTODIAL SUPPLIES	ADULT EDUCATION CENTER	371.51	A
403591	GALE SUPPLY CO	CUSTODIAL SUPPLIES	SANTA MONICA HIGH SCHOOL	2,655.43	U
403609	GALE SUPPLY CO	CUSTODIAN SUPPLIES	PT DUME ELEMENTARY SCHOOL	164.11	U
403644	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	145.60	U
403673	GALE SUPPLY CO	CUSTODIAL SUPPLIES	CHILD DEVELOPMENT CENTER	81.96	CD
403721	GALE SUPPLY CO	CUSTODAIL SUPPLIES	GRANT ELEMENTARY SCHOOL	337.91	U
403737	GALE SUPPLY CO	CUSTODIAL SUPPLIES	JOHN ADAMS MIDDLE SCHOOL	100.14	U

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
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SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
403757	GALE SUPPLY CO	CUSTODIAL SUPPLIES	CHILD DEVELOPMENT CENTER	159.15	CD
403859	GALE SUPPLY CO	CUSTODIAL SUPPLIES	PT DUME ELEMENTARY SCHOOL	511.94	U
403996	GANDER EDUCATION PUBLISHING	RESOURCE SPEC. INSTR. MAT'LS	WEBSTER ELEMENTARY SCHOOL	950.78	
403222	GATEWAY 2000 MAJOR ACCOUNTS	COMPUTER	GRANT ELEMENTARY SCHOOL	1,931.18	R
403446	GATEWAY 2000 MAJOR ACCOUNTS	EQUIPMENT/COMPUTER	CHILD DEVELOPMENT CENTER	1,905.20	R
403764	GATEWAY 2000 MAJOR ACCOUNTS	COMPUTER	MCKINLEY ELEMENTARY SCHOOL	2,184.49	R
403857	GATEWAY 2000 MAJOR ACCOUNTS	COMPUTER SERVER	ADULT EDUCATION CENTER	3,943.76	A
403593	GATEWAY 2000 MAJOR ACCT ADD ON	COMPUTER ACCESSORIES	SANTA MONICA HIGH SCHOOL	1,786.02	U
403801	GBC/EDUCATION DEPARTMENT	SUPPLIES FOR BOOKBINDERS	WEBSTER ELEMENTARY SCHOOL	57.29	
403851	GONZALES, MARIA	REIMBURSEMENT/PARENT FEES	CHILD DEVELOPMENT CENTER	292.00	CD
403537	GOPHER SPORTS EQUIP	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	939.75	R
403570	GREAT EVENTS PUBLISHING	BOOKBAG	OLYMPIC CONTINUATION SCHOOL	101.00	U
403566	GROLIER EDUCATION CORP	LIBRARY BOOKS	MALIBU HIGH SCHOOL	763.37	
403747	GUIDED DISCOVERIES	FIELD TRIP	CABRILLO ELEMENTARY SCHOOL	1,440.00	
403791	H W WILSON CO	DIGEST SUBSCRIPTIONS	SANTA MONICA HIGH SCHOOL	515.27	U
403428	HARVARD EDUCATIONAL REVIEW	SUBSCRIPTION	CURRICULUM AND IMC	127.74	U
403999	HAWTHORNE EDUCATION SERVICE	TEXTBOOKS	OLYMPIC CONTINUATION SCHOOL	85.36	U
404017	HAWTHORNE EDUCATION SERVICE	BOOKS	OLYMPIC CONTINUATION SCHOOL	169.95	U
403638	HEINLY, LARRY	REIMBURSE CELL PHONE-SECURITY	FACILITY MAINTENANCE	110.53	U
403627	HIGGINSON, SAM	MILEAGE REIMBURSEMENT/HIGGINS.	SPECIAL EDUCATION REGULAR YEAR	400.00	R
403758	HOUGHTON MIFFLIN	INSTRUCTIONAL SUPPLIES	FRANKLIN ELEMENTARY SCHOOL	327.21	R
403786	HOUGHTON MIFFLIN	READING TXBK CONSUMABLES	JOHN MUIR ELEMENTARY SCHOOL	3,884.42	R
403864	HOUGHTON MIFFLIN	INSTRUCTIONAL SUPPLIES	FRANKLIN ELEMENTARY SCHOOL	628.56	R
403955	HUMAN KINETICS	BOOK/PE	CURRICULUM AND IMC	424.52	U
403530	IMED	OVERHEAD PROJECTORS/SCREENS	LINCOLN MIDDLE SCHOOL	689.44	U
403535	IMED	OVERHEAD PROJECTORS	MCKINLEY ELEMENTARY SCHOOL	1,166.94	R
403598	IMED	TV/VCR COMBO UNIT	HEALTH SERVICES	158.80	R
403621	IMED	PROJECTOR/ASB	JOHN ADAMS MIDDLE SCHOOL	1,077.09	
403674	IMED	SLIDE PROJECTOR	LINCOLN MIDDLE SCHOOL	965.59	
403686	IMED	WALKMANS	LINCOLN MIDDLE SCHOOL	122.86	
403690	IMED	CLASSROOM LISTENING CENTER	LINCOLN MIDDLE SCHOOL	121.24	
403816	IMED	TV CART	MALIBU HIGH SCHOOL	297.12	U
403846	IMED	MICROPHONES	FRANKLIN ELEMENTARY SCHOOL	190.52	U
403744	INTERACT	SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	113.92	R
403597	J CAB & SONS	ROOF REPAIRS-ED.SVC.COMP.ROOMS	FACILITY MAINTENANCE	3,895.00	
403967	J CAB & SONS	REPLACE ROOF - LINCOLN	FACILITY MAINTENANCE	19,398.00	
403588	JIM BURKE PAINTING	PAINTING AT EDISON ELEMENTARY	FACILITY MAINTENANCE	4,800.00	
403651	JOHNSON CONTROLS	REPAIR TO SAMOHI LANG.HVAC	FACILITY MAINTENANCE	2,000.00	
403711	KAMINSKI, LINDA	REIMBURSEMENT/SUPPLIES	CURRICULUM AND IMC	53.40	U
403923	KAPPAN	PROFESSIONAL SUBSCRIPTION	CURRICULUM AND IMC	35.72	U
402495	KARYADI, ADRIENNE	INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	54.07	R
403619	KELLER, ANNE	REFRESHMENTS FOR MEETING	SPECIAL EDUCATION REGULAR YEAR	90.22	R
403785	KELLY PAPER CO	HOLIDAY PAPER	SPECIAL EDUCATION REGULAR YEAR	50.00	R
403620	KITTEL, GINA	MATERIALS FOR DIAGNOSTIC CLASS	SPECIAL EDUCATION REGULAR YEAR	50.88	R
403659	KRAMER SPORTING GOODS	SECURITY SHIRTS & PATCHES/ADM	JOHN ADAMS MIDDLE SCHOOL	85.28	U
403789	LAKESHORE (PICK UP ONLY)	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	100.00	R
403855	LAKESHORE (PICK UP ONLY)	OPEN ORDER/INSTRUCTIONAL ITEMS	CHILD DEVELOPMENT CENTER	625.00	CD
403775	LEONARD, BRIGETTE	FINAL REIMBURSEMENT NAT'L BD	STATE AND FEDERAL PROJECTS	1,037.29	R
403745	LONG BEACH AQUARIUM OF	FIELD TRIP	CABRILLO ELEMENTARY SCHOOL	1,750.00	
403883	LOYD, ALLEN	MILEAGE REIMBURSEMENT	CURRICULUM AND IMC	400.00	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
403472	MAC SOLUTIONS	MEMORY UPGRADES	OLYMPIC CONTINUATION SCHOOL	433.00	U
403841	MACKIN LIBRARY MEDIA	Open P.O. for library books	SANTA MONICA HIGH SCHOOL	1,000.00	U
403750	MARATHON COPIER SERVICE	XEROX 1090 MAINTENANCE	WEBSTER ELEMENTARY SCHOOL	415.40	R
403845	MARCY COOK MATH	math supp. materials	MCKINLEY ELEMENTARY SCHOOL	135.86	R
403866	MARILYN BURNS EDUCATION ASSOC.	MATH PRO DEV BOOKS	STATE AND FEDERAL PROJECTS	2,385.16	R
403684	MATHCOUNTS REGISTRATION	REGISTRATION FEE	LINCOLN MIDDLE SCHOOL	160.00	R
403868	MC MASTER CARR	OPEN ORDER-BLDG & LOCK SUPPLYS	FACILITY MAINTENANCE	3,000.00	
403869	MC MASTER CARR	OPEN ORDER-MECH.TRADE SUPPLIES	FACILITY MAINTENANCE	3,000.00	
403896	MCKEOWN, KEVIN	Parts\Supplies\	INFORMATION SERVICES	133.27	U
403858	MEDCO SUPPLY CO	HEALTH SUPPLIES	CHILD DEVELOPMENT CENTER	82.02	CD
403133	MICRO BIO-MEDICS/ORDERS	NURSE/1ST AID SUPPLIES	WEBSTER ELEMENTARY SCHOOL	195.41	U
403201	MICRO BIO-MEDICS/ORDERS	NURSE/1ST AID SUPPLIES	GRANT ELEMENTARY SCHOOL	116.61	U
403916	MORGAN, BARBARA	REIM. FOR CLASSROOM SUPPLIES	CABRILLO ELEMENTARY SCHOOL	53.35	
403878	NARAIN, CHANDRA	MILEAGE REIMBURSEMENT	CURRICULUM AND IMC	200.00	U
403943	NORTH AMERICAN BUSINESS PHONES	CLASSROOM TELEPHONES	JOHN ADAMS MIDDLE SCHOOL	216.50	U
403601	NORTHWEST REGIONAL EDUCATIONAL	Literacy Materials	ROOSEVELT ELEMENTARY SCHOOL	529.76	
403692	NOW SOFTWARE INC	SOFTWARE	CURRICULUM AND IMC	108.20	R
403561	OCCIDENTAL COLLEGE	FIELD TRIP EXPENSE	MALIBU HIGH SCHOOL	600.00	
403731	ORCHARD SUPPLY HARDWARE	OPEN ORDER/SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
403646	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES	CABRILLO ELEMENTARY SCHOOL	55.36	
403648	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES ROOM 17	WEBSTER ELEMENTARY SCHOOL	162.05	
403650	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES ROOM 3	WEBSTER ELEMENTARY SCHOOL	108.47	
403741	ORIENTAL TRADING CO INC	STUDENT COUNCIL SUPPLIES	WEBSTER ELEMENTARY SCHOOL	74.53	
403742	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES	CABRILLO ELEMENTARY SCHOOL	34.93	R
403761	ORIENTAL TRADING CO INC	CLASSROOM SUPPLIES ROOM 20	WEBSTER ELEMENTARY SCHOOL	150.20	
404027	ORTCO INC.	PLAYGROUND REPAIRS	DISTRICT-WIDE	2,400.00	SR
404028	ORTCO INC.	PLAYGROUND REPAIRS	DISTRICT-WIDE	2,320.00	SR
403797	PAVLAKOVICH,SYLVIA	REIMB/DEDUCTIBLE FOR DAMAGES	INSURANCE SERVICES	500.00	U
403592	PBS VIDEO	PBS VIDEO SUBSCRITPION	SANTA MONICA HIGH SCHOOL	3,788.75	U
403573	PEARSON EDUCATION #3	TEXTBOOKS	ADULT EDUCATION CENTER	117.70	A
403546	PITSCO & LEGO DACTA	INSTRUCTIONAL SUPPLIES	LINCOLN MIDDLE SCHOOL	10,286.78	R
403787	POSITIVE PROMOTIONS	SUPPLIES	CURRICULUM AND IMC	54.17	U
403604	PRENTICE HALL SCHOOL DIVISION	Literacy Materials	ROOSEVELT ELEMENTARY SCHOOL	67.40	
403632	PRENTICE HALL SCHOOL DIVISION	TEXTBOOKS	MALIBU HIGH SCHOOL	192.47	U
403959	PRENTICE HALL SCHOOL DIVISION	TEXTBOOKS	MALIBU HIGH SCHOOL	6,602.93	
403743	PUBLISHERS QUALITY LIBRARY	LIBRARY BOOKS	CABRILLO ELEMENTARY SCHOOL	1,162.52	
403623	PUNT, RUTH	BATTERY CHARGER FOR FM SYSTEM	SPECIAL EDUCATION REGULAR YEAR	81.16	R
403642	PYRAMID EDUCATIONAL CONSULTANT	PECS BOOKS/MCKINLEY	SPECIAL EDUCATION REGULAR YEAR	61.70	R
403919	R F DAWN INC	dictionaries	GRANT ELEMENTARY SCHOOL	599.48	R
403626	RABIN, DEBBIE	MILEAGE REIMBURSEMENT/D.RABIN	SPECIAL EDUCATION REGULAR YEAR	1,000.00	R
403798	RAND MCNALLY	MAPS FOR CLASSROOMS	WILL ROGERS ELEMENTARY SCHOOL	1,074.09	U
403902	RANDALL REFRIGERATION	REPAIR OF MALIBU WALK-IN	FOOD SERVICES	828.36	F
403884	RAVAGLIOLI, STEVEN	MILEAGE REIMBURSEMENT	CURRICULUM AND IMC	600.00	U
402651	REDWOOD PRESS	NCR WRITING PADS	SANTA MONICA HIGH SCHOOL	514.19	U
402924	REDWOOD PRESS	PRINT REPORT CARDS	GRANT ELEMENTARY SCHOOL	606.20	U
403594	REDWOOD PRESS	PRINT STUDENT REFERRAL FORM	SANTA MONICA HIGH SCHOOL	525.01	
403633	REDWOOD PRESS	PRINT READMITTANCE FORMS	MALIBU HIGH SCHOOL	349.65	U
403753	REES ELECTRONICS	TONER CARTRIDGE FOR FAX	SANTA MONICA HIGH SCHOOL	97.37	U
403813	REES ELECTRONICS	COPY MACHINE	SANTA MONICA HIGH SCHOOL	1,009.41	U
403577	RESOURCE DIRECTORY	TEXTBOOK	ADULT EDUCATION CENTER	73.61	A
403685	RISO INC	INK/MASTERS FOR RISO MACHINE	WILL ROGERS ELEMENTARY SCHOOL	679.19	U

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PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
403271	ROYCE DIGITAL SYSTEMS INC.	ID CARD PRINTER	SANTA MONICA HIGH SCHOOL	2,147.97	
403536	SAMY'S CAMERA SHOP	DIGITAL CAMERAS	MCKINLEY ELEMENTARY SCHOOL	1,945.25	R
403903	SAMY'S CAMERA SHOP	DIGITAL CAMERA & ACCESSORIES	FOOD SERVICES	545.42	F
403697	SANDERS, BRYAN	REIMBURSEMENT/CAR DAMAGES	INSURANCE SERVICES	250.00	U
403612	SANTA MONICA FORD	Order for repair pts./Transp.	TRANSPORTATION	1,064.07	R
403970	SANTA MONICA MUN BUS LINES	BUS TOKENS FOR B.ANDERSON	SPECIAL EDUCATION REGULAR YEAR	55.00	R
403557	SANTA MONICA YMCA	YMCA PERMIT FEE	CURRICULUM AND IMC	75.00	U
403636	SARGENT WELCH/VWR SCIENTIFIC	SCIENCE SUPPLIES	MALIBU HIGH SCHOOL	374.19	
403826	SASE COMPANY INC	ACCESSORY/EQUIP FOR SCARIFIER	FACILITY MAINTENANCE	1,014.75	
403563	SAVIN CORP (FORMER GESTETNER)	COPIER INK	GRANT ELEMENTARY SCHOOL	248.33	U
403814	SCANTRON CORPORATION	CLASSROOM SUPPLIES	MALIBU HIGH SCHOOL	746.72	R
403671	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	76.35	R
403677	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	160.32	R
403682	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	72.57	R
403698	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	258.02	R
403790	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	77.65	R
403870	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	147.47	R
403956	SCHOOL SPECIALTY INC	CLASSROOM SUPPLIES.FRIEDMAN	GRANT ELEMENTARY SCHOOL	137.76	U
403569	SCIENCE KIT & BOREAL LABS	SCIENCE SUPPLIES	MALIBU HIGH SCHOOL	1,181.47	
403630	SCIENCE KIT & BOREAL LABS	SCIENCE EQUIPMENT	MALIBU HIGH SCHOOL	6,034.88	
403513	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	1,142.81	R
403625	SEHI COMPUTER PRODUCTS	PRINTERS/COORDINATORS	SPECIAL EDUCATION REGULAR YEAR	698.08	R
403655	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	665.61	U
403860	SEHI COMPUTER PRODUCTS	PRINTER CARTRIDGES	SANTA MONICA HIGH SCHOOL	432.41	U
403887	SEHI COMPUTER PRODUCTS	PRINTER	ADULT EDUCATION CENTER	464.88	A
403417	SIERRA SCHOOL EQUIPMENT CO	FURNITURE	MCKINLEY ELEMENTARY SCHOOL	1,951.37	R
403792	SIGNAL ELECTRONICS	O.O./AUDIO VISUAL REPAIRS	PURCHASING/WAREHOUSE	3,000.00	U
403560	SIR SPEEDY PRINTING #0245	PRINT CAHSEE PAMPHLETS	CURRICULUM AND IMC	422.18	U
403662	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	50.00	CD
403689	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	100.00	CD
403732	SMART & FINAL	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	50.00	CD
403754	SMART & FINAL	OPEN ORDER/COOKING PROJECTS	CHILD DEVELOPMENT CENTER	70.00	CD
403760	SMART & FINAL	SMART & FINAL PO	CURRICULUM AND IMC	216.50	R
403832	SMART & FINAL	OPEN ORDER/COOKING & SCIENCE	CHILD DEVELOPMENT CENTER	70.00	CD
403927	SMART & FINAL	PAPER GOODS/PARENT MTG.	ENGLISH LANGUAGE DEVELOPMENT	200.00	
403820	SOCIAL STUDIES SCHOOL SVCS	TEXTBOOKS	OLYMPIC CONTINUATION SCHOOL	305.27	U
404002	SOCIAL STUDIES SCHOOL SVCS	BOOKS	OLYMPIC CONTINUATION SCHOOL	122.11	U
403965	SODA COMPANY, THE	WATER FOR VIKE'S CAFE W/LOGO	FOOD SERVICES	990.00	F
403909	SOFTMART GOVERNMENT SERVICES	LCD PROJECTOR BULBS	MALIBU HIGH SCHOOL	962.10	U
403701	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER/INST SUP/6TH CORE	JOHN ADAMS MIDDLE SCHOOL	50.00	R
403708	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES/NEUMANN	GRANT ELEMENTARY SCHOOL	51.53	U
403784	SOUTHWEST SCHOOL SUPPLY	SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	1,082.50	R
403825	SOUTHWEST SCHOOL SUPPLY	OPEN ORDER FOR CLASS SUPPLIES	CABRILLO ELEMENTARY SCHOOL	1,500.00	
403837	SOUTHWEST SCHOOL SUPPLY	OPEN PURCHASE OFFICE SUPPLIES	SMASH SCHOOL	5,000.00	R
403838	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES	OLYMPIC CONTINUATION SCHOOL	506.61	U
403873	SOUTHWEST SCHOOL SUPPLY	CLASSROOM SUPPLIES/MILLER	GRANT ELEMENTARY SCHOOL	332.81	U
403910	SPECTRA/SHAW CONTRACT FLOORING	INSTALL CARPET AT TRANSPORT.	FACILITY MAINTENANCE	325.00	
403794	SPICERS PAPER INC.	NCR PAPER/CARDSTOCK	PRINTING SERVICES	1,433.45	U
403639	SPORTS CHALET	INSTR SUP/NEW TEACHER	JOHN ADAMS MIDDLE SCHOOL	70.25	R
403834	STAPLES BUSINESS ADVANTAGE	NON-INSTRUCTIONAL/OFFICE ITEMS	CHILD DEVELOPMENT CENTER	404.86	CD

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403988	STAPLES BUSINESS ADVANTAGE	SUPPLIES FOR TESTS	CURRICULUM AND IMC	541.25	U
403950	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INST SUP/6TH CORE	JOHN ADAMS MIDDLE SCHOOL	126.00	R
403974	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INST SUP/8TH & 6TH	JOHN ADAMS MIDDLE SCHOOL	126.27	R
403977	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INS SUP/6TH/EXPL/SI	JOHN ADAMS MIDDLE SCHOOL	232.48	R
404021	STAPLES/P-U/WLA/CUST#240174490	OPEN ORDER/INST SUP/MATH	JOHN ADAMS MIDDLE SCHOOL	80.00	R
403558	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER FOR ASAC SUPPLIES	WILL ROGERS ELEMENTARY SCHOOL	500.00	R
403660	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER	CHILD DEVELOPMENT CENTER	50.00	CD
403661	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/HOME/OFFICE LAMINAT	CHILD DEVELOPMENT CENTER	100.00	CD
403694	STAPLES/PICK UP/SANTA MONICA	OPEN PURCHASE ORDER/GENERAL	SMASH SCHOOL	2,000.00	U
403778	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/INST SUP/LANG ARTS	JOHN ADAMS MIDDLE SCHOOL	132.00	R
403799	STAPLES/PICK UP/SANTA MONICA	LIBRARY SUPPLIES FOR 2003-04	JOHN ADAMS MIDDLE SCHOOL	500.00	R
403937	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/INST SUP/6TH CORE	JOHN ADAMS MIDDLE SCHOOL	126.00	R
403973	STAPLES/PICK UP/SANTA MONICA	OPEN ORDER/INST SUP/8TH & NT	JOHN ADAMS MIDDLE SCHOOL	185.00	R
403574	STECK VAUGHN CO.	GENERAL INSTR. SUPPLIES	ADULT EDUCATION CENTER	121.03	A
402650	STRAUS, ILENE	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	61.12	U
403766	STRAUS, ILENE	POSTAGE REIMBURSEMENT	SANTA MONICA HIGH SCHOOL	1,282.05	U
403788	SUPER DUPER PUBLICATIONS	SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	100.00	R
403806	TECH ED CONCEPTS INC.	TEXTBOOK SOFTWARE	SANTA MONICA HIGH SCHOOL	6,431.71	U
403807	TECH ED CONCEPTS INC.	TEXTBOOK SOFTWARE	SANTA MONICA HIGH SCHOOL	1,903.79	U
403665	TEXTBOOK WAREHOUSE INC.	TEXTBOOKS	STUDENT SERVICES	151.38	U
403707	THOMPSON PUBLISHING GROUP	renew title I materials	STATE AND FEDERAL PROJECTS	277.00	R
404029	THOMSON MEDIA	ADVERTING FOR TAX & REVENUE	FISCAL SERVICES	990.00	U
403853	TOYS-R-US (SANTA MONICA)	OPEN ORDER/INSTRUCTIONAL	CHILD DEVELOPMENT CENTER	125.00	CD
403811	TREETOP PUBLICATIONS	CLASSROOM SUPPLIES	MCKINLEY ELEMENTARY SCHOOL	560.13	R
403312	TRI-BEST CHALKBOARD CO	ROLLING WHITEBOARD	JOHN ADAMS MIDDLE SCHOOL	576.97	U
403582	TRI-BEST CHALKBOARD CO	ROP CLASSROOM SUPPLIES	R O P	541.25	R
403631	TRI-BEST CHALKBOARD CO	PE SUPPLIES	MALIBU HIGH SCHOOL	592.33	
403740	TRI-BEST CHALKBOARD CO	WHITE BOARDS/PE DEPT-LINCOLN	LINCOLN MIDDLE SCHOOL	1,134.67	
403533	TRIARCO ARTS & CRAFTS INC	INSTR SUP/EXPL/ART	JOHN ADAMS MIDDLE SCHOOL	437.56	R
403550	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INS SUP/MATH/SI	JOHN ADAMS MIDDLE SCHOOL	150.00	R
403617	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/OFFICE SUP/ATTEND	JOHN ADAMS MIDDLE SCHOOL	300.00	U
403634	U S OFFICE PROD/CORPORATE EXP	OFFICE SUPPLIES	MALIBU HIGH SCHOOL	2,500.00	U
403635	U S OFFICE PROD/CORPORATE EXP	CLASSROOM SUPPLIES	MALIBU HIGH SCHOOL	3,000.00	R
403649	U S OFFICE PROD/CORPORATE EXP	INST SUP/8TH/MATH/SI	JOHN ADAMS MIDDLE SCHOOL	302.18	R
403739	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/FOREIGN LA	JOHN ADAMS MIDDLE SCHOOL	50.00	R
403767	U S OFFICE PROD/CORPORATE EXP	NON INSTR SUPPLIES	SANTA MONICA HIGH SCHOOL	160.21	U
403817	U S OFFICE PROD/CORPORATE EXP	FILE CABINETS	MALIBU HIGH SCHOOL	584.03	U
403844	U S OFFICE PROD/CORPORATE EXP	FILE FOLDERS	SANTA MONICA HIGH SCHOOL	155.88	R
403939	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/MATH/SI	JOHN ADAMS MIDDLE SCHOOL	161.11	R
403946	U S OFFICE PROD/CORPORATE EXP	OFFICE SUPPLIES	OLYMPIC CONTINUATION SCHOOL	608.97	R
403947	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/FOR. LANG.	JOHN ADAMS MIDDLE SCHOOL	50.00	R
403957	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER INST SUP/8TH CORE	JOHN ADAMS MIDDLE SCHOOL	85.57	R
404007	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/6TH/HUMAN	JOHN ADAMS MIDDLE SCHOOL	267.42	R
404019	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INST SUP/8TH CORE	JOHN ADAMS MIDDLE SCHOOL	60.45	R
404020	U S OFFICE PROD/CORPORATE EXP	OPEN ORDER/INS SUP/6TH/MATH/SI	JOHN ADAMS MIDDLE SCHOOL	289.23	R
403556	U S POSTMASTER-MALIBU	POSTAGE STAMPS	MALIBU HIGH SCHOOL	740.00	U
403770	U S POSTMASTER-SANTA MONICA	POSTAGE	SANTA MONICA HIGH SCHOOL	1,287.60	U
403962	U S POSTMASTER-SANTA MONICA	SUPPLIES	JOHN MUIR ELEMENTARY SCHOOL	111.00	U
403616	UNITED LABORATORIES	CUSTODIAL SUPPLIES	FACILITY OPERATIONS	493.62	U
403993	US BANK (GOVT CARD SERVICES)	DIGITAL CAMERA-FACILITIES MGMT	FACILITY MAINTENANCE	541.23	
403877	WHALEY, TOM	MILEAGE REIMBURSEMENT	CURRICULUM AND IMC	1,000.00	U

PURCHASE ORDERS TO BE APPROVED AT THE BOARD MEETING OF JANUARY, 2004

U-GENERAL FUND, UNRESTRICTED R-GENERAL FUND, RESTRICTED A-ADULT ED CD-CHILD DEVELOPMENT F-CAFETERIA
 SF-SPECIAL FINANCING (FLEX) EX-PROP ES and X D-DEVELOPER FEES SR-SPECIAL RESERVE CAPITAL
 SM-STATE MODERNIZATION

PO NO.	VENDOR	DESCRIPTION	LOCATION	AMOUNT	
403618	WICKHAM-FOXWELL, SHARON	BOOKS/MAPS FOR S.FOXWELL	SPECIAL EDUCATION REGULAR YEAR	72.42	R
403148	WILSON & VALLELY TOWING	Towing Charges /Special Ed./Tr	TRANSPORTATION	60.00	R
403652	WORLD BOOK ENCYCLOPEDIA INC	LIBRARY BOOKS	MALIBU HIGH SCHOOL	914.92	
403751	XEROX CORP/SUPPLIES	XEROX TONER/COPY CARTRIDGE	SANTA MONICA HIGH SCHOOL	407.02	U
403752	XEROX CORP/SUPPLIES	XEROX COPY CARTRIDGE	SANTA MONICA HIGH SCHOOL	378.88	U
403615	ZEE MEDICAL	MAINT OFFICE FIRST AID SUPPLY	FACILITY OPERATIONS	80.48	U
** NEW PURCHASE ORDERS TOTAL:				313,376.74	
<u>** FACILITY IMPROVEMENTS: PROP X/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES **</u>					
403901	GUILFORD PUBLICATIONS INC	TEACHER BOOKS	CURRICULUM AND IMC	854.58	
** FACILITY IMPROVEMENTS: PROP X/STATE MODERNIZATON/NEW CONSTRUCTION/DEVELOPER FEES TOTAL:				854.58	

TO: BOARD OF EDUCATION

ACTION/CONSENT

01/08/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. HYATT

RE: APPROVAL FOR DISPOSAL/SALE OF SURPLUS EQUIPMENT

RECOMMENDATION NO. A.10

It is recommended that the Board of Education approve the disposal, sale, auction or donation of the surplus equipment and furniture listed below.

COMMENT: All items are obsolete, beyond economic repair, unusable or deemed as surplus. Items will be disposed of in accordance with Educational Code 17545-17555.

SCHOOL/DEPT	ITEM	QTY	MAKE/MODEL	SERIAL NUMBER	INVENTORY NUMBER
Adams	CPU	2	Mac LC 550	MY4494R2427, LO4504QB46Q	1893,1921
		1	Mac LC 575	MY45026V427	1905
		3	Power Mac 5200	XB6086DC6LC, XB6086CJCL6, TY7025LE8Z2	1214, 1849, 5408
		5	Power Mac 5260	XA6381WY81Q, XA63381ZP81 Q, TY7025M58Z2, XA6381ZC81Q, XA6381X681Q	5269, 5280, 5412, 5278, 10930
		1	Power Mac 5400	TY71057J9DQ	5586
		1	Power Mac 7200	FC5482PWSQT	10933
	Printers	1	HP 870CXI	5G77U1H11Z	6173
		7	HP Deskwriter C	3342S40701, SG3BQ1C11M, 3341S36450, SG3BN1C0VB, SG3BP1C16D, SG3BP1C157, 3340S30519	7173, 7202, 7195, 7198, 7178, 7197
		1	HP Deskwriter C 660	SG57A131PD	10935
		1	HP Personal Laser	CA504WBN019	2225
		1	Power Mac 6100	Unknown	Unknown
Roosevelt	Keyboards	13	Unknown	Various	None
	Monitors	8	Ass't 12", 13", 14", 15"	Various	None
		1	14"	Unknown	010307
		1	Gateway 15"	17004A918779	None
	Exterior CD Drives	3	Unknown	317708210063, 332194, 491200	None

SCHOOL/DEPT	ITEM	QTY	MAKE/MODEL	SERIAL NUMBER	INVENTORY NUMBER
Roosevelt Con't	Ethernet Switch	1	Unknown	5067400053	None
	CPU	2	Unknown	DT428CTPDMVA, 6243HBL60747	Unknown
		1	Mac LC 575	Unknown	04215
		1	Mac LC 580	Unknown	10104
		3	Power Mac 6100	XB408965175, XB4340GZ175, XB5211L34TZ	Unknown
		1	Power Mac 1600	Unknown	100126
		1	Power Mac 5400	XB6310SB75F	Unknown
		1	Power Mac 5260	TY6489TRBZ2	Unknown
		1	Quandra 630	XB6221QK812	Unknown
	Printers	2	HP Deskwriter 680C	Unknown	10050, 10030
		2	HP Deskwriter 600	US58G1G16C, US5CA1D0MC	Unknown
		1	HP Deskjet 660C	U561J110VX	Unknown
		1	HP Deskwriter 660	SG6291COMR	Unknown
		2	HP Deskwriter 520	US42B1D0NB, Unknown	Unknown, 010376
		1	HP Deskwriter 550C	Unknown	04615
		3	HP Deskwriter	2921A17305, 3241S5461, unknown	Unknown, 10151
		1	Office Jet LX	SG5CBH20HC	Unknown
		1	Epson Color	C25711001DM9X12505	Unknown
		1	Epson Stylus 800	3HR1045634	Unknown
		1	Epson Stylus 801	3HR15551575	Unknown
		1	Stylewriter	ACR89984	Unknown
		4	Stylewriter 2400	CE527WF62C1, Unknown, Unknown, CC438R8B2C1	Unknown, 04591, 04634, Unknown
		1	Stylewriter 2500	VC643DDQ65Q	Unknown
		2	Stylewriter II	CE326C7Z%M8003G/A, CF339XGE%M8003G/A	Unknown

SCHOOL/DEPT	ITEM	QTY	MAKE/MODEL	SERIAL NUMBER	INVENTORY NUMBER
Roosevelt Con't		1	Stylus Color 600	AAA0085137	Unknown
		2	Laserwriter	BG3332PG120, BG3523K1A8	Unknown
		1	Imagewriter 2	TF140372%C0090LLA	Unknown
Edison	Copier	1	Lanier 6360	115222	020156
Fiscal Services	Copier	1	Xerox 5328	0DG063951	04967
Fiscal con't	Printer	1	Citoh M1550+	351682	Unknown
		1	HP Deskjet 710C	Unknown	07237
Grant	TV	1	Sharp 25N118	372648	01383

MOTION MADE BY: Ms. Brownley
 SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
 AYES: All (7)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
01/08/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/VIRGINIA I. HYATT
RE: AMENDMENT TO CONTRACT WITH GENERAL USA DEVELOPMENT CO.
BID #4.03-BATHROOM REMODEL-WASHINGTON WEST PRE-SCHOOL,
CHANGE ORDER #1

RECOMMENDATION NO. A.11

It is recommended that the Board of Education authorize change order #1 as an amendment to the contract with General USA Development Company, in amount of \$2,200, for a total contract amount of \$25,200.

Funding Information

Budgeted: Yes
Fund: 12 - Child Development
Source: City of Santa Monica
Account number: 12-91230-0-85000-10000-6100-070-2700
Description: Building Improvement

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

ORIGINAL CONTRACT	\$23,000
CHANGE ORDER #1	\$ 2,200
TOTAL CONTRACT AMOUNT	\$25,200

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

1. Install new "Type 2" copper water line. Line to be installed above ground, replacing old line underground from SW corner of building and reconnecting at bathroom location.
2. Add 3 days to contract for a total of 63 days.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
01/08/04

FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN

RE: RECOMMENDATION FOR AN INCREASE IN BUDGET LIMITATION
AGREEMENT (BLA) 18, AMENDMENT 22.1 FOR MALIBU HIGH
SCHOOL MODERNIZATION, AUDITORIUM AND GYMNASIUM

RECOMMENDATION NO. A.12

It is recommended that the Board of Education approve an increase in Budget Limitation Agreement (BLA)18, from \$8,887,147 to \$8,940,890 in the form of Contract Amendment 22.1 with a net amount equal to \$53,743 added to budget which reflects the net changes in scope of work for Malibu High School Modernization, Auditorium and Gymnasium.

Funding Information:

Source: Proposition X Funds and State Modernization Funds

COMMENT: Changes in scope related to additional facilities requirements such as new auditorium ceiling and painting work, new electrical to district-supplied equipment, mold abatement and reduction in hazardous materials monitoring requirements.

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

MOTION MADE BY: This item was pulled by staff.
SECONDED BY:

STUDENT ADVISORY VOTE:
AYES:
NOES:
ABSTENTIONS:

CONTRACT AMENDMENT NO. 22.1

This document (hereinafter referred to as "Amendment") dated November 12, 2003, will serve as Contract Amendment Number 22.1 to the Program Management Agreement ("**PM Agreement**") dated August 12, 1999, and is between the Santa Monica-Malibu Unified School District ("**Owner**") and Jacobs Facilities, Inc. ("**Jacobs**"). This Amendment supplements Budget Limitation Agreement 18. All terms and conditions used herein shall reflect the original language as stated in the PM Agreement or any subsequent amendments as currently approved.

In consideration of the mutual covenants and agreements set forth below, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged by the parties hereto, the Owner and Jacobs hereby amend and supplement the PM Agreement as follows:

SCOPE

This is a final amendment to BLA 18, Malibu High School Modernization and New Gym, incorporating scope adjustments for ATC Associates and ICE Builders.

COST

Costs as stated in the current contract as amended are modified to reflect (a) a net deduct for ATC Associates in the amount of \$12,482 and a net increase to ICE Builders in the amount of \$62,709; (b) a net increase in the Program Management Fee of \$3,516.

SCHEDULE

The work described herein has been performed and, therefore, impacts to schedule, if any, have been incurred. Jacobs agrees to waive any claim for extended performance and consequent impact damages and the Owner agrees that no liquidated damages will be assessed.

This Amendment applies only after it has been fully executed by both parties.

IN WITNESS THEREOF, the Owner and Jacobs have executed this Amendment as of the date written above.

**SANTA MONICA-MALIBU UNIFIED
SCHOOL DISTRICT**

JACOBS FACILITIES, INC.

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

Santa Monica - Malibu Unified School District

Modernization, Gymnasium and Auditorium
Malibu High School

BLA 18

	Malibu HS	Amendment 22.1	Total
A. Budget-Balance of Construction			
1 Budget	\$ 3,989,139		\$3,989,139
2 Contingency	\$ 398,914		\$398,914
3 Budget w/o cont.	\$ 3,590,225		\$3,590,225
B Construction Bids			
1 I.C.E. Builders	\$ 7,507,754		\$7,507,754
CO's to Bids:			
1 I.C.E. Builders	\$ (852,117)		(\$852,117)
C. Changes / Allowances			
1 ATC Environmental	\$ 25,000	(\$12,482)	\$12,518
2 ICE Builders		\$62,709	\$62,709
D. Sub-Total (Sec.B+Sec.C)	\$ 6,680,637	\$50,227	\$6,730,864
E. Balance(A.3-D)	\$ (3,090,412)	(\$50,227)	(\$3,140,639)
F. Additional Costs for Additional Work			
Additional Work	\$ 3,090,412		\$3,090,412
Contingency@10% (D.)	\$ 309,041		\$309,041
Program/Construction Management @ 15.3% (D.)	\$ 749,447		\$749,447
Management Discount based on Pre-Bid Estimate Program/Construction Management @ 15.3% (Based on Jacobs Estimate of \$6,118,160)	\$ 130,342 *		\$130,342
	\$ 619,105		\$619,105
Program Management Fee @ 7% on changes of \$50,228		\$3,516	\$3,516
G. Funding Additional Work	\$ 4,898,347	\$3,516	\$4,901,863
H. Work to be determined			\$0
I. BLA CALCULATION			
Bids & Changes/Allowances	\$ 6,680,637	\$50,227	\$6,730,864
Work to Be Determined	\$ -		\$0
Contingency	\$ 707,955	\$0	\$707,955
Prog./Construction Mgt	\$ 1,498,555	\$3,516	\$1,502,071
TOTAL BLA	\$ 8,887,147	\$53,743	\$8,940,890
Pre-Construction Service	\$ 1,494,124 *	\$0	\$1,494,124

*Discount also applied to a portion of Pre-Construction Services Fee

SUMMARY OF DISTRICT-RELATED CHANGES FOR AMENDMENT 22.1

C.1: ATC Environmental (S96-0010)

CO 7 Final adjustment for air monitoring	(\$12,482)
Total for ATC Associates	<u>(\$12,482)</u>

C.2: ICE Builders (S96-0167)

CO 3 Mold abatement in ticket booth	\$ 5,238
CO 4 Remove trash and debris	1,800
Modify flooring	36,732
CO 8 Abate Maintenance Building (District portion)	4,000
Expose buried utilities (District portion)	4,750
CO 11 Remove shoring	1,955
CO 17 Paint Auditorium ceiling	4,909
CO 28 Electrical for District-supplied equipment	3,326
 Total for ICE Builders	 \$62,709

Total changes	\$50,227
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TO: BOARD OF EDUCATION ACTION/CONSENT
1/08/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN
RE: TOLLING AGREEMENT/SCOTIA CONSTRUCTION SERVICES, INC.

RECOMMENDATION NO. A.13

It is recommended that the Board of Education approve a Tolling Agreement with Scotia Construction Services, Inc.

Funding Information:

Source: Proposition X Bond Funds
Currently Budgeted: N/A
Account Number: 21-00000-0-00000-85000-5820-098-2600
Description: Proposition X Administration-Legal Services

Comments: In June 2000, the District entered into an agreement with Scotia to provide DSA inspection services at various school construction projects. In July 2001, Scotia entered into an agreement with Jason James ("James") to provide inspection services at various school sites within the District. In November 2002, James filed a complaint (the "Complaint") against Scotia in Los Angeles Superior Court (the "Court") alleging that Scotia was required to pay prevailing wages to James and other inspectors who performed inspections within the District (the "Action"). In October 2003, the Court granted summary judgement in favor of Scotia, which Scotia believes will result in dismissal of the Complaint. Scotia informs us that the Court has not yet entered judgement in favor of Scotia in the Action and that it is uncertain whether James will appeal the Court's grant of Scotia's motion for summary judgement.

In addition, in March 2003, Scotia presented the District with a "Claim for Indemnity and Contribution, Fraud and Negligent Misrepresentation" relating to the allegations in the Complaint (the "Claim"), which the District rejected in April 2003. Under the California Tort Claims Act, Scotia has six months from the District's April 2003 rejection of the Claim to file a lawsuit against the District.

In light of the uncertainties associated with the Action and the six month time to sue limitation, Scotia has agreed to a Tolling Agreement, which would toll all time to sue limitations indefinitely from October 31, 2003 until the agreement is terminated. The Tolling Agreement does not revive the six-month time to sue limitation. If the District does not enter into a Tolling Agreement with Scotia, Scotia likely would file a lawsuit against the District to attempt to prevent the District from arguing that Scotia failed to

file a complaint in a timely manner. In light of the uncertainty of the final outcome of the Action between James and Scotia, the Tolling Agreement is drafted broadly to protect the District from the expense of unnecessary litigation at this time. The Tolling Agreement encompasses all demands, claims and suits relating to Action and the agreements between Scotia and the District and between Scotia and James. The Tolling Agreement may be terminated by either party at any time, but such termination is effective sixty days after giving notice to the other party of the termination. The Tolling Agreement further provides that it is not an admission by either party of any liability.

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

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
1/08/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN
RE: LEGAL SERVICES AGREEMENT/ISAACS, CLOUSE AND CROUSE

RECOMMENDATION NO. A.14

It is recommended that the Board of Education approve an Agreement with the firm of Isaacs, Clouse and Crouse, for legal services to be rendered to the District.

Funding Information:

Source: Proposition X Bond Funds
Currently Budgeted: Yes
Account Number: 21-00000-0-00000-85000-5820-098-2600
Description: Proposition X Administration-Legal Services

COMMENT: Terms of Agreement and fee structure are as follows:

1. Term of the Agreement shall continue until cancelled by either party, or until June 30, 2006. The Agreement may be amended at any time by mutual consent and rate revisions may be considered on an annual basis. Such revisions are to be confirmed in writing between Isaacs, Clouse and Crouse and the District.
2. Compensation:
Partners and Special Counsel: \$300 per hour
Not to Exceed: \$25,000.00

A copy of the Legal Services Agreement shall be kept on file in the Fiscal Services Department.

Public Comment:

Tom Carter

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
1/08/04
FROM: SUPERINTENDENT/KENNETH R. BAILEY/J.W. BERRIMAN
RE: LEGAL SERVICES AGREEMENT/MAYER, BROWN, ROWE & MAW

RECOMMENDATION NO. A.15

It is recommended that the Board of Education approve an Agreement with the firm of Mayer, Brown, Rowe & Maw for legal services to be rendered to the District.

Funding Information:

Source: Proposition X Bond Funds
Currently Budgeted: Yes
Account Number: 21-00000-0-00000-85000-5820-098-2600
Description: Proposition X Administration-Legal Services

COMMENT: Term of Agreement and fee structure is as follows:

1. Term of the Agreement shall continue until cancelled by either party, or until June 30, 2006. The Agreement may be amended at any time by mutual consent and rate revisions may be considered on an annual basis. Such revisions are to be confirmed in writing between Mayer, Brown, Rowe & Maw and the District.
2. Compensation:
 - A. Partners and Special Counsel: \$400 per hour
 - B. Associates: \$300 per hourNot to exceed: \$50,000.00

A copy of the Legal Services Agreement shall be kept on file in the Fiscal Services Department.

Public Comment:

Tom Carter

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION ACTION/CONSENT
01/08/04

FROM: SUPERINTENDENT/JOSEPH N. QUARLES

RE: CERTIFICATED PERSONNEL - Elections, Separations

RECOMMENDATION NO. A.16

ELECTIONS

ADDITIONAL ASSIGNMENTS

JOHN ADAMS MIDDLE SCHOOL

Goldberg, Cori	11.24 hrs @\$35.60	9/1/03-10/31/03	<u>Est Hrly/\$400</u>
			TOTAL ESTABLISHED HOURLY \$400

Comment: BTSA Support Provider
01-Stf Dev: Begin Tchr Sup (BTSA)

Torres, Lupe	133 hrs @\$48.46	11/10/03-6/14/04	<u>Own Hrly/\$6445</u>
			TOTAL OWN HOURLY \$6,445

Comment: Additional period
01-Unrestricted Resource (**approved by Board on 10/2/03**)

EDUCATIONAL SERVICES

Antonopoulos, Erin	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Hadlock-Piltz, Tassie	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Jones, Tristen	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Keller, Anne	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Louria, Meredith	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Roberts, LaSonja	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Serratore, Rosa	84.2 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$3000
Solano-Beeman, Amy	84.2 hrs @\$35.60	9/3/03-6/18/04	<u>Est Hrly/\$3000</u>
			TOTAL ESTABLISHED HOURLY \$24,000

Comment: BTSA support providers
01-Stf Dev: Begin Tchr Sup (BTSA)

Abbott, Julie	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Allen, Samantha	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Compton-Sugars, Shirley	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Olsheim, Elizabeth	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Suffolk, Stefanie	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Teisl, Shannon	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Thatcher, Cindy	42.1 hrs @\$35.60	9/3/03-6/18/04	Est Hrly/\$1500
Young, F.E.	42.1 hrs @\$35.60	9/3/03-6/18/04	<u>Est Hrly/\$1500</u>
			TOTAL ESTABLISHED HOURLY \$12,000

Comment: BTSA support providers
01-Stf Dev: Begin Tchr Sup (BTSA)

Mayoral, Eva	126 hrs @\$35.60	9/3/03-6/18/04	<u>Est Hrly/\$4500</u>
			TOTAL ESTABLISHED HOURLY \$4,500

Comment: BTSA support providers
01-Stf Dev: Begin Tchr Sup (BTSA)

FRANKLIN ELEMENTARY SCHOOL

Fowler, Gloria	37.5 hrs @\$35.60	12/1/03-6/18/04	Est Hrly/\$1335
Silhavy, Dawn	37.5 hrs @\$35.60	12/1/03-6/18/04	<u>Est Hrly/\$1335</u>
			TOTAL ESTABLISHED HOURLY \$2,670

Comment: Math Enrichment
01-Gifted/Talented Educ (GATE)

CHANGE IN ASSIGNMENT

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Higuchi-Hernandez, Jessica Webster/K	11/17/03
<u>From:</u> 100%	
<u>To:</u> 80%	
Griffin, Nancy SMASH/RSP	12/12/03
<u>From:</u> 50%	
<u>To:</u> 60%	

PROBATIONARY CONTRACTS

<u>Name/Assignment</u> <u>Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Lipscomb, Barbara Santa Monica High School	100%	01/05/04-6/18/04 [replacing D. Alderson]

TEMPORARY CONTRACTS

<u>Name/Assignment</u> <u>Location</u>	<u>Not to Exceed</u>	<u>Effective</u>
Rubin, Theresa Webster/K	20%	11/17/03-6/30/04 [job share with J. Higuchi-Hernandez]

LEAVES OF ABSENCE (with pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Ackrich, Deborah Webster Elementary	1/5/04-2/13/04 [maternity]
Armfield, Gina Pt Dume Marine Science	11/3/03-2/1/04 [medical-extension of leave]
Barba, Yesenia CDS/Will Rogers	12/2/03-1/12/04 [medical]
Elgart, Candace Special Education	10/16/03-1/2/04 [medical-extension of leave]
Hiss, Eileen Santa Monica High School	12/1/03-1/1/04 [medical]
Mathewson, Stefanie Roosevelt Elementary	12/18/03-3/3/04 [maternity]
Nico, Adalgisa John Muir Elementary	10/16/03-1/02/04 [medical-extension of leave]

LEAVES OF ABSENCE (without pay)

<u>Name/Assignment</u> <u>Location</u>	<u>Effective</u>
Ackrich, Deborah Webster Elementary	1/5/04-2/13/04 [child care]

RESIGNATIONS

<u>Name/Assignment</u>	<u>Effective</u>
<u>Location</u> Acosta, Georgene Santa Monica High School	1/23/04

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye

AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION
 FROM: SUPERINTENDENT/JOSEPH N. QUARLES
 RE: SPECIAL SERVICES EMPLOYEES

ACTION/CONSENT
 01/08/04

RECOMMENDATION NO. A.17

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 4213.5. Funding for the positions listed are included in the 2003/04 budget.

ELECTIONS

<u>Name/Location</u>	Not to <u>Exceed</u>	<u>Effective</u>	<u>Rate</u>
Blake, Judith Grant Elementary, instruct GATE students in art FUNDING: 01-71400-0-11100-10000-2917-003-1501-100% CD: Gifted/Talented Educ (GATE)	\$2000	10/24/03-6/18/04	\$50/hr
Braley, James Roosevelt Elementary, computer technician and staff instructor FUNDING: 01-90120-0-11100-10000-2917-007-1501-50% Gifts 01-72600-0-11100-10000-2917-001-1501-35% School Improvement Prog, K-6	\$6500	9/03/03-6/18/04	\$30/hr
Cunningham, Rebecca Educational Services, provide brass/wind musical instruction for students who do not have additional instruction outside of district music program at the Title I schools and middle schools in Santa Monica FUNDING: 01-90830-0-17100-10000-2917-030-1501-100% Santa Monica-Malibu Education Foundation	\$2995	11/10/03-6/30/04	\$45/hr + 10.95% health benefit
Dress, Stephen Educational Services, provide string musical instruction for students who do not have additional instruction outside of district music program at Lincoln FUNDING: 01-90120-0-17100-10000-2917-030-1501-100% Gifts	\$3200	10/21/03-6/30/04	\$45/hr + 10.95% health benefit

Farokhzadeh, Mersedeh \$24,000 9/3/03-6/18/04 \$40/hr
Roosevelt Elementary, work with individuals and small groups
of students recommended by teachers; lead a parent
discussion group in Farsi

FUNDING: 01-90120-0-11100-10000-2917-007-1501-66%
Gifts
01-72600-0-11100-10000-2917-001-1501-35%
School Improvement Prog, K-6

Fiala, Ruth \$4,000 9/3/03-6/18/04 \$30/hr
John Muir Elementary, teach science to K-5 students

FUNDING: 01-90120-0-11100-10000-2917-005-1501-100%
Gifts

Glass, Ronald \$1500 11/10/03-6/30/04 \$45/hr +
10.95% health
benefit

Educational Services, provide brass/wind musical instruction
for students who do not have additional instruction outside
of district music program at the Title I schools and middle
schools in Santa Monica

FUNDING: 01-90830-0-17100-10000-2917-030-1501-100%
Santa Monica-Malibu Education Foundation

Gulino, Charla \$2995 11/10/03-6/30/04 \$45/hr +
10.95% health
benefit

Educational Services, provide brass/wind musical instruction
for students who do not have additional instruction outside
of district music program at the Title I schools and middle
schools in Santa Monica

FUNDING: 01-90830-0-17100-10000-2917-030-1501-100%
Santa Monica-Malibu Education Foundation

Haas, Jack \$10,000 9/29/03-6/30/04 \$34.90/hr
Webster Elementary, provide science enrichment to all K-5
classes

FUNDING: 01-90150-0-11100-10000-2917-008-1501-100%
Reimbursed by PTA

Hougesen, Kathleen \$4794 10/21/03-6/30/04 \$45/hr +
10.95% health
benefit

Educational Services, provide string musical instruction for
students who do not have additional instruction outside of
district music program at John Adams and Will Rogers

FUNDING: 01-90120-0-17100-10000-2917-030-1501-100%
Gifts

Martinez, Yolanda \$300 10/13/03-6/18/04 \$25/hr
Will Rogers Elementary, art instructor
FUNDING: 01-90150-0-11100-10000-2917-006-1501-21%
Reimbursed by PTA

Reaves, Teag \$2995 11/10/03-6/30/04 \$45/hr +
10.95% health
benefit

Educational Services, provide brass/wind musical instruction
for students who do not have additional instruction outside
of district music program at the Title I schools and middle
schools in Santa Monica

FUNDING: 01-90830-0-17100-10000-2917-030-1501-100%
Santa Monica-Malibu Education Foundation

Seeds, Robert not to exceed \$40,000 11/03/03-12/31/03 \$34/hr
Personnel Commission, Interim Department Administrator
FUNDING: 01-00000-0-00000-72000-2917-027-1501-100%
Unrestricted Resource

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

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

ACTION/CONSENT
01-08-04

RECOMMENDATION NO. A.18

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

BROOKS, HASAN	CAMPUS SECURITY OFFICER 4.0 HRS/10 MALIBU RANGE: 25 STEP: 01	11-19-03
CORTEZ, MARLENE	ACCOUNTING ASSISTANT II 6.0 HRS/10 MALIBU RANGE: 26 STEP: 01	12-01-03
COURSEY, WILLIAM	TEL SYS/COMPTR EQUIP SPEC 8.0 HRS/12 COMPUTER SERV RANGE: 42 STEP: 01	12-01-03
HODGES, RAPHAELA	INST ASST - SPECIAL ED 5.0 HRS/SY MCKINLEY RANGE: 20 STEP: 01	11-20-03
PENNINGTON, RONALD	TEL SYS/COMPTR EQUIP SPEC 8.0 HRS/12 COMPUTER SERV RANGE: 42 STEP: 01	12-01-03
WILMOTT, MARK	INST ASST - SPECIAL ED 6.0 HRS/SY CABRILLO RANGE: 20 STEP: 04	12-01-03

REINSTATEMENT

MIZEL, JULIA	INST ASST - SPECIAL ED 6.0 HRS/SY ROOSEVELT RANGE: 20 STEP: 02	11-24-03
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INCREASE IN HOURS

SIMKE, ARLENE	INST ASST - SPECIAL ED 4.0 HRS/SY MCKINLEY FR: 3.5 HRS/SY	09-08-03
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CATASTROPHIC LEAVE OF ABSENCE

WILLIAMS, ROBERT	INST ASST - SPECIAL ED SPECIAL ED	12-01-03 12-08-03
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MEDICAL LEAVE OF ABSENCE

IMAN, PAUL	CUSTODIAN I - NSI ADAMS	12-02-03 01-05-04
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TEMP/ADDITIONAL

BATCHELOR, EUGENE	CAMPUS SECURITY OFFICER SAMOHI	08-01-03 08-31-03
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BEAVERS, MARCUS	CUSTODIAN I - NSI LINCOLN	11-01-03 06-18-04
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COOPER, RAYMOND	CAMPUS SECURITY OFFICER SAMOHI	11-04-03 11-05-03
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DAVIDSON, WOODROW	CUSTODIAN I - NSI LINCOLN	11-01-03 06-18-04
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GREEN, JOSEPH	CUSTODIAN I - NSI LINCOLN	11-01-03 06-18-04
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HERRADA, JOE	CUSTODIAN I - DAY LINCOLN	11-01-03 06-18-04
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LOUISELL, ANNE	INST ASST - SPECIAL ED WEBSTER	10-24-03 11-05-03
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MANGUM, DON	CAMPUS SECURITY OFFICER SAMOHI	10-01-03 06-30-04
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YOUNG, BAMBI	INST ASST - CLASSROOM MALIBU	12-02-03 06-11-04
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SUBSTITUTE

BURKE, CARLEASE	I/A SIGN LANGUAGE INTERP LINCOLN	11-26-03 06-30-04
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FRAGNOLI, SAM	INST ASST - PHYSICAL ED ED SERVICES	11-21-03 06-18-04
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JACOBS, ALICIA	INST ASST - SPECIAL ED SPECIAL ED	12-04-03 06-18-04
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MORA, CLAUDIA	OFFICE SPECIALIST PERSONNEL SERVICES	12-01-03 06-30-04
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PYHEWSKI, GENEE	INST ASST - SPECIAL ED SPECIAL ED	12-08-03 06-18-04
SMITH, REGINALD	CUSTODIAN I OPERATIONS	11-25-03 06-30-04
TAYLOR, ANGELA	INST ASST - PHYSICAL ED ED SERVICES	11-03-03 06-18-04
TRUNNELL, LUCILLE	OFFICE SPECIALIST STUDENT SERVICES	11-01-03 06-30-04
<u>RESIGNATION</u>		
LOUISELL, ANNE	INST ASST - SPECIAL ED WEBSTER	12-16-03
WILLIAMS, ANTONIO	PHYSICAL ACTIVITIES SPEC MCKINLEY	11-26-03
<u>ABOLISH POSITION</u>		
VACANT	INST ASST - CLASSROOM 3.0 HRS/SY WEBSTER	11-13-03

MOTION MADE BY: Ms. Brownley
 SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
 AYES: All (7)
 NOES: None (0)
 ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01-08-04

FROM: JOHN E. DEASY/ROBERT SEEDS

RE: CLASSIFIED PERSONNEL - NON-MERIT

RECOMMENDATION NO. A.19

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

HERNANDEZ, STEVEN SAMOHI 10-01-03 - 06-30-04

STUDENT HELPER

MORAN, LUIS WORKABILITY 11-07-03 - 06-30-04

NOON AIDE

FARJADI, NORA ADAMS 12-05-03 - 06-18-04

FLORES, NATALIE GRANT 11-25-03 - 06-18-04

MUNOZ, MARIA MUIR 12-02-03 - 06-18-04

VALDEZ, OLIVIA GRANT 11-26-03 - 06-18-04

VILLALOBOS, JOSEFINA EDISON 12-08-03 - 06-18-04

ASSISTANT COACH

BENNAKIR, MOUSTAPHA SAMOHI 12-04-03 - 06-30-04

BOURQUIN, CYNTHIA SAMOHI 11-26-03 - 06-30-04

RODRIGUEZ, SERAFIN SAMOHI 11-01-03 - 06-30-04

ROQUES, RYAN MALIBU 11-18-03 - 12-31-03

TABATA, BRADLEY SAMOHI 11-01-03 - 06-30-04

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: Aye
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01-08-04

FROM: SUPERINTENDENT

RE: EXPULSION OF STUDENT (B/D 12-02-88)

RECOMMENDATION NO. A.20

It is recommended that the Board of Education expel student (B/D 12-02-88).

COMMENT: The Principal of Santa Monica High School recommended the expulsion based on the student's violations of Education Code Sections 48900(a)(1) and 48900(k):

"Caused, attempted to cause, or threatened to cause physical injury to another person."

Education Code 48900(a)(1)

"Disrupted school activities or otherwise willfully defied the valid authority of school officials or other school personnel."

Education Code 48900(k)

This item will be discussed in Closed Session prior to taking action.

* * * * *

This matter was discussed in Closed Session.

The Board took action to hold the expulsion in abeyance, to be implemented only if conditions are not met. Appropriate educational and intervention services will be put in place, and provided that the student is successful in meeting stated conditions, said student may be allowed to return to home school.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a
AYES: (5)
NOES: (2) Mr. de la Torre and Ms. Leon-Vazquez
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/CONSENT

01-08-04

FROM: SUPERINTENDENT

RE: EXPULSION OF STUDENT (B/D 12-22-88)

RECOMMENDATION NO. A.21

It is recommended that the Board of Education expel student (B/D 12-22-88).

COMMENT: The Principal of Santa Monica High School recommended the expulsion based on the student's violations of Education Code Sections 48900(c):

"Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, alcoholic beverage or intoxicant of any kind. Education Code 48900(c)

This item will be discussed in Closed Session prior to taking action.

* * * * *

This matter was discussed in Closed Session.

The Board took action to hold the expulsion in abeyance, to be implemented only if conditions are not met. Appropriate educational and intervention services will be put in place, and provided that the student is successful in meeting stated conditions, said student may be allowed to return to home school.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a
AYES: (4)
NOES: (3) Mr. de la Torre, Dr. Jordan and Ms. Leon-Vazquez
ABSTENTIONS: None (0)

MAJOR ITEMS

TO: BOARD OF EDUCATION
FROM: JOSE J. ESCARCE/EMILY BLOOMFIELD
RE: RENEWAL OF SUPERINTENDENT'S CONTRACT

ACTION/MAJOR
01/08/04

RECOMMENDATION NO. A.22

It is recommended that the Board of Education renew the Employment Agreement negotiated between the Board of Education and John E. Deasy as Superintendent of the Santa Monica-Malibu Unified School District, effective July 1, 2004. The Superintendent's compensation under the renewed contract will be unchanged from his compensation in the current fiscal year. Copies of the negotiated agreement will be made available upon request.

COMMENT: The Board of Education is proud to renew Superintendent John Deasy's contract for another three years after the expiration of his current three-year contract next summer. As the Board has repeatedly stated, we are extremely pleased with Mr. Deasy's performance as Superintendent, with the goals we have set for our District under his leadership, and with the progress our District is making toward achieving those goals. We still have much work to do, however, and we can think of no one better to lead and guide our District in dealing with the challenges that lie ahead. We congratulate Mr. Deasy and look forward to continuing to work with him in improving the education our schools provide to all our students.

* * * * *

Following the Board's action, Mr. Deasy stated that he felt privileged to serve the students, parents and cities of Santa Monica and Malibu. He further stated that he is extremely fortunate to work with such a remarkable Board of Education. The contributions by the district principals are outstanding and he is proud to have them as his colleagues. He appreciated the work of central office staff in its role to support school sites. He also thanked Harry Keiley and Keryl Cartee for their efforts on behalf of the students.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

**EMPLOYMENT AGREEMENT
BETWEEN THE GOVERNING BOARD OF THE
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
AND
SUPERINTENDENT**

The following Employment Agreement is entered into between the Governing Board of the Santa Monica-Malibu Unified School District (hereafter referred to as "District" or "Board") and John E. Deasy (hereafter referred to as "Superintendent").

Section 1. Term. **John E. Deasy** is hereby employed as the Superintendent. The term of employment shall be for a three-year period commencing July 1, 2004, and ending June 30, 2007, and shall be subject to the terms and conditions hereinafter set forth.

Section 2. Salary. The Superintendent shall receive a base annual salary of One Hundred Fifty Thousand Dollars (\$150,000.00).

This salary may be renegotiated with the Board of Education at the end of each contract year. Any salary increase for the Superintendent for each subsequent fiscal year shall be based upon performance and determined at the discretion of the Superintendent and Board of Education. Additionally, the Board may pay the Superintendent an annual performance bonus of up to 10% of his base salary, contingent on a satisfactory evaluation and the attainment of goals and objectives to be mutually determined by the Board and the Superintendent.

Section 3. Renewal. This Agreement shall be extended for a period of one (1) year on the then-current terms and conditions set forth herein unless the Board gives the Superintendent written notice of its decision not to so extend this agreement on or before May 1st of the third year of this Agreement, and thereafter on or before May 1st of any year of this Agreement.

Section 4. Fringe Benefits.

A. **Health and Welfare Benefits.** The Superintendent and his dependents shall be entitled to receive a choice of health insurance plans for the current school year to be selected from the plans available from the Public Employees' Retirement System (PERS) health benefits program. The District shall also provide full cost coverage of Delta Dental or PMI for the Superintendent and his dependents.

B. **Disability Insurance.** The Superintendent shall receive disability insurance at the rate indicated in the current SEIU contract.

C. **Retirement Contributions.** The District shall pay the employer contribution rate (currently 8.25%) to the State Teachers Retirement System (STRS) or Public Employees' Retirement System (PERS) on behalf of the Superintendent. The employee's contribution shall be payable only to STRS or PERS, and the Superintendent shall not be entitled to an equivalent amount with respect to severance pay, or any other compensation not specifically referred to in the Employment Agreement.

D. Life Insurance. The District shall provide a term life insurance policy for the Superintendent of Two Hundred Fifty Thousand Dollars (\$250,000) in benefits.

Section 5. Transportation Allowance. The Superintendent shall be provided with a District allowance of Five Hundred Dollars (\$500.00) per month for transportation in performance of his duties. The Superintendent shall pay fuel, maintenance, insurance and all other expenses for his own automobile. Trips beyond a one hundred mile radius will be reimbursed at the District mileage rate in addition to the monthly sum provided in this paragraph.

Section 6. Monthly Housing. The District shall provide the Superintendent with a One Thousand Five Hundred Dollar (\$1,500) monthly housing allowance.

Section 7. Evaluation of Performance. Pursuant to Board Policy, the Board shall evaluate the performance of the Superintendent twice annually on a schedule to be mutually determined by the Superintendent and the Board. In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing in reasonable detail, indicating specific instances, where appropriate, said unsatisfactory performance. The Superintendent shall inform the Board in writing by December 1st when his contract is due for renewal consideration.

Section 8. Duties and Responsibilities. The Superintendent is hereby employed as District Superintendent and shall perform the duties of the District Superintendent as prescribed by the laws of the State of California. In addition to the powers and duties set forth in Education Code Section 939, the Superintendent shall be the chief executive officer of the Board. As such, the Superintendent shall have the primary responsibility for execution of Board Policy, whereas the Board shall retain the primary responsibility of formulating and adopting said policy. The parties agree, individually and collectively, not to interfere with or to usurp the primary responsibility of the other party.

The Superintendent shall have the primary responsibility of organizing, reorganizing, and arranging the administrative and supervisory staff, including instruction and business affairs, which in his judgment best serves the District. The Superintendent shall have the primary responsibility in all personnel matters, including selection, assignment, and transfer of employees, subject to the approval of the Board. In all personnel matters, the Superintendent shall present his recommendation to the Board. In the event that the Board does not approve said recommendation, the Superintendent shall submit another recommendation to the Board within a reasonable time.

The Superintendent (or his designee) shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate employees as provided for by California law and Board policy; (3) advise the Board of all possible sources of funds that might be available to implement present or contemplated District programs; (4) endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations, and their activities; (5) establish and maintain an appropriate community relations program; (6) serve as liaison between the Board and Board's representative with respect to all employer-employee matters, and make recommendations to the Board concerning those matters; and (7) act as secretary to the Board.

Section 9. Professional Activities/Organizations. The District encourages the Superintendent to participate in professional organizations and activities, provided that such participation is consistent with his overall responsibilities to the District and, further provided that such participation does not interfere with the satisfactory performance of the Superintendent's duties and obligations to the District. Actual and necessary expenses incurred by the Superintendent in connection with attendance and/or membership in associations or organizations approved by the Board shall be paid by the District.

Section 10. Work Year. The Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this Employment Agreement. The Superintendent shall be entitled to any and all paid holidays approved of by the Board of Education for twelve-month certificated employees at the time the annual calendar is adopted. The Superintendent shall also be entitled to twenty-four (24) days annual vacation with pay exclusive of holidays defined in sections 5201 and 5202 of the Education Code. A maximum of thirty (30) accrued and unused vacation days may be carried over from one year to the next. In the event of separation from the District, the Superintendent shall be entitled to compensation for unused vacation at the daily rate in effect as of the date of separation (annual salary divided by 222 days). In the event of John Deasy's death during the term of the contract, his beneficiary shall be entitled to compensation for unused vacation specified in this Agreement.

The Superintendent shall be entitled to thirteen (13) days of sick leave/personal necessity annually. Earned sick leave shall be cumulative, as provided by state law and Board Policy. In addition to the thirteen (13) days of sick leave/personal necessity, the Superintendent shall be entitled to up to five (5) days of bereavement leave without loss of pay. Consultant services may be engaged in by the employee during regular working days only upon the written approval of the Board of Education.

Section 11. Medical Examination. The Superintendent agrees to have an annual medical examination. Any expense beyond that paid by the District insurance will be borne by the District for an amount not to exceed One Thousand Dollars (\$1,000.00). A report from the Superintendent's physician on the physical condition of the Superintendent shall be filed with the President of the Board and treated as confidential information by the Board.

Section 12. Termination of Agreement. Notwithstanding the provisions of this Agreement, said Agreement may be terminated at any time by **mutual consent** of the Superintendent and the Board of Education, subject to Government Code Sections 53260 and 53261, or upon ninety (90) days' notice to the Board by the Superintendent. The Superintendent agrees to inform the Board should he become a finalist in any position for which he applies outside the District.

During the term of this Agreement, the Superintendent may be dismissed by the Board **for cause** as defined in Education Code Section 44932 or for a material breach of this Agreement. In the event such cause is for reasons other than unsatisfactory performance, an unsatisfactory evaluation shall not be a condition precedent for such dismissal. The Superintendent will be provided a statement of charges and an opportunity to meet with the Board prior to any action to terminate for cause.

During the term of this Agreement, the Superintendent may be dismissed by the Board **at will and/or without cause**, subject to Government Code Sections 53260 and 53261. Pursuant to Government Code Section 53260, the maximum cash settlement the Superintendent may receive shall be an amount equal to the monthly salary of the employee multiplied by the number of months left on the unexpired term of the Agreement. If the unexpired term of the Agreement is greater than eighteen (18) months, the maximum cash settlement shall be an amount equal to the monthly salary of the Superintendent multiplied by eighteen (18). Pursuant to Government Code Section 53261, the cash settlement shall not include any other non-cash benefits except health benefits as set forth in this Agreement, which may be continued for the same duration of time as the cash settlement or until the Superintendent finds other employment, whichever occurs first.

Notwithstanding any other provision of this Agreement or the policies and regulations of the Board, the Board may elect not to renew this Agreement, and/or not to reemploy the Superintendent upon expiration of this Agreement pursuant to Education Code Section 35031.

Section 13. Applicable Law. This Contract is subject to all applicable laws of the state of California, rules and regulations of the State Board of Education, and rules, regulations and policies of this Board.

Section 14. Savings Clause. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction, inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

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Section 15. Interpretation.

A. This Agreement shall be interpreted in accordance with its fair meaning; captions are for the purpose of organization convenience only and shall not be considered in interpreting or construing the meaning of the terms or provisions of this Agreement. This Agreement is subject to all applicable laws of the state of California, the rules and regulations of the California State Board of Education, and the District. Said laws, rules, and regulations are hereby made a part of the terms and conditions of this Agreement as though herein set forth. Said laws, rules, and regulations may be amended from time to time.

B. For the purpose of this Agreement, "days" shall be deemed to mean calendar days.

DATED this ____ day of _____, 2004.

ACCEPTED

**SANTA MONICA-MALIBU UNIFIED
SCHOOL DISTRICT**

John E. Deasy
Superintendent

By: _____
Jose Escarce, Board President,
for and on behalf of the Governing Board of the
Santa Monica-Malibu Unified School District

TO: BOARD OF EDUCATION

ACTION/MAJOR

01/08/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: APPOINTMENT OF PERSONNEL COMMISSIONER

RECOMMENDATION NO. A.23

It is recommended that the Board of Education reappoint Ms. Celia Carroll to a three year term effective December 1, 2003 and that this recommendation be submitted to Mr. Jack O'Connell, State Superintendent of Public Instruction for formal appointment.

COMMENT: Ms. Carroll was originally appointed to the Personnel Commission in October 1998 to fill an unexpired term which extended through November 30, 2000. She was reappointed in 2000 and has faithfully served the district in this capacity since her initial appointment. Ms. Carroll has demonstrated that she is a known adherent to the principles of the Merit System which she has clearly demonstrated through meeting attendance and actions which support the Merit System and its operation.

MOTION MADE BY: Ms. Brownley

SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a

AYES: All (7)

NOES: None (0)

ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR
01/08/04

FROM: JOHN E. DEASY/LINDA KAMINSKI/STEVE CANNELL

RE: APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
(PREVIOUSLY KNOWN AS SCHOOL IMPROVEMENT PLAN) FOR JOHN
ADAMS PATHWAY SCHOOLS WHICH INCLUDE EDISON, JOHN ADAMS,
JOHN MUIR, SMASH, GRANT, WILL ROGERS, AND SAMOHI

RECOMMENDATION NO. A.24

It is recommended that the Board of Education approve the Single Plan for Student Achievement (aka School Improvement Plan) submitted by each school. The Single Plan for Student Achievement establishes a focus for raising the academic performance of students to meet or exceed state standards.

The development of the Single Plan for Student Achievement consists of twelve steps:

1. Obtain the input of the school community
2. Review the school characteristics
3. Analyze current educational practice and staffing
4. Analyze student performance data
5. Establish school goals
6. Review available resources
7. Select specific improvements
8. Consider centralized services
9. Recommend the plan to the local governing board
10. Monitor progress
11. Evaluate the effectiveness of planned activities
12. Modify the plan

The Board of Education will be presented with the Santa Monica High School, and John Adams Pathway Single Plan for Student Achievement at its January 8, 2004 meeting.

One public copy of each plan will be available at the Board meeting. Electronic copies of the plans will be posted on the district's website. Hard copies of the plans are available for viewing in the Office of State and Federal Programs in Educational Services.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez
STUDENT ADVISORY VOTE: n/a
AYES: All (7)
NOES: None (0)
ABSTENTIONS: None (0)

TO: BOARD OF EDUCATION

ACTION/MAJOR

01/08/04

FROM: JOHN E. DEASY/JUDY ABDO

RE: HEAD START COLLABORATION WITH THE LOS ANGELES COUNTY
OFFICE OF EDUCATION

RECOMMENDATION NO. A.25

It is recommended that the Board of Education approve the refunding application and budget for fiscal year 2004-2005 with (LACOE) Los Angeles County Office of Education for the purpose of providing Head Start services to eligible families effective July 1, 2004 through June 30, 2005. This agreement is to be executed between the Superintendent of Public Instruction, LACOE, and the Santa Monica-Malibu Unified School District, wherein LACOE agrees to pay the Santa Monica-Malibu Unified School District Child Development Fund an amount not to exceed \$1,045,099.

COMMENT: Head Start is a federal grant program with a long history of providing comprehensive child development and support services to young children and families with incomes at or below the poverty level. The contract, operates on a minimum of 200 days, provides for the operation of 10 Head Start classes - approximately 200 children.

Each year the district is required to submit a Head Start refunding application to LACOE. The application details the design of the Head Start program including the number of classrooms, the services offered to families, the staffing plan, the number children to be served, and the proposed budget.

The CDS Head Start program has been under enrolled each year. While the current program is designed to serve 294 Head Start children, there are approximately 200 children enrolled at this time. The reason for the low enrollment numbers is clear. The Head Start eligibility limits are based on the federal poverty level with no regional adjustment. For example, a family of 2 must have an income no higher than \$12,120 per year to qualify for Head Start. In addition, the parent must be in need of childcare because of work or school responsibilities. There are a limited number of families in Santa Monica and other local areas who qualify for Head Start under these guidelines. The district can enroll only 10% over-income children, and preschool children who have IEP's and are enrolled in inclusion classrooms typically fill these slots.

Congress is negotiating a Head Start reauthorization bill this year. One of the many changes proposed is to raise the income eligibility requirement from 100% of the poverty level to 130%. If this change is approved, the district can expect to enroll between 30 and 40 additional children using current enrollment policies.

The Head Start staff has worked very hard to find all eligible children in the area. Activities have included frequent visits and calls to local social service agencies, clinics, churches, grocery stores, grocery store picket lines, affordable housing buildings, and community events and gatherings. Staff members even distributed candy with Head Start information attached to trick-or-treaters on Halloween night.

Given the significant effort to enroll eligible children and the shortfall in numbers enrolled, CDS staff is proposing a lower target number for next year. In addition, CDS staff is in negotiations with LACOE staff about adding a Head Start component to the Easter Seal/SMC/district collaboration at John Adams Preschool, which would serve children already enrolled with Easter Seals who are eligible for the enhanced Head Start services.

This year's funding is secure through June 2004. The district will receive funds based on monthly enrollment numbers.

MOTION MADE BY: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a
AYES: All (6)
NOES: None (0)
ABSTENTIONS: None (0)
ABSENT: (1) Mr. McCloud

TO: BOARD OF EDUCATION

ACTION/MAJOR
01/08/04

FROM: JOHN E. DEASY, SUPERINTENDENT

RE: SMASH CHARTER PETITION REVISIONS

RECOMMENDATION NO. A.26

It is recommended that the Board of Education accept the revised SMASH Charter petition and agree to hold a public hearing within thirty days.

COMMENT: The Santa Monica Alternative School House (SMASH) charter petitioners have revisions to the original charter to submit to the Board of Education. The original SMASH Charter was previously discussed at the November 20, 2003 Board meeting. With the submission of the revised petition, the process for Charter status begins anew.

This item was pulled by staff and petitioners.

TO: BOARD OF EDUCATION

ACTION/MAJOR
01/08/04

FROM: SUPERINTENDENT/LINDA KAMINSKI/CINDY ATLAS

RE: APPROVAL OF SPECIAL EDUCATION CONTRACTS 2003/2004

RECOMMENDATION NO. A.27

It is recommended that the Board of Education approve the following Special Education Contracts for fiscal year 2003-2004 as follows:

NPS/NPA

2003-2004 Budget 01-65000-0-57500-11800-5825-043-1400

Nonpublic School/Agency	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Echo Horizon	10-21-92	NPS	#61	\$ 15,815
The Jeffrey Foundation	11-01-00	NPS	#62	\$ 17,531
The Devereux Foundation	04-07-88	NPS	#63	\$ 17,807
Baby & Baby, Inc.	06-15-97	NPA	#98	\$ 1,760
Baby & Baby, Inc.	01-30-01	NPA - PT Evaluation	#99	\$ 320
Baby & Baby, Inc.	02-04-01	NPA - PT Evaluation	#100	\$ 320
Baby & Baby, Inc.	05-24-97	NPA - PT	#101	\$ 480
Beautiful Minds Center for Autism, Inc.	08-14-99	NPA - Behavior Therapy	#102	\$ 29,260
Beautiful Minds Center for Autism, Inc.	08-14-99	NPA - Behavior Therapy	#103	\$ 1,250
Beautiful Minds Center for Autism, Inc.	09-15-99	NPA - Behavior Therapy	#104	\$ 16,080
Can Do Kids, Inc.	10-27-99	NPA - Speech	#105	\$ 3,250
Computer Access Center	02-10-97	NPA - Assistive Technology	#106	\$ 552
Computer Access Center	01-20-91	NPA - Assistive Technology	#107	\$ 552
Computer Access Center	03-03-92	NPA - Assistive Technology	#108	\$ 552
Therapy West	07-04-99	NPA - PT	#109	\$ 4,250

Wayne Tashjian	08-14-93	NPA - Behavior Therapy	#110	\$ 32,436
Village Glen Contract Increase	09-16-90	NPS	#56 UC04226	\$ 31,760
Augmentative Communication Therapies Contract Increase	08-14-93	NPA - Speech	#34 UC04129	\$ 4,255
Baby & Baby, Inc. Contract Increase	07-12-98	NPA - PT	#8 UC04095	\$ 2,580
Baby & Baby, Inc. Contract Increase	08-14-00	NPA - PT	#71 UC04198	\$ 4,320
Can Do Kids, Inc. Contract Increase	01-20-00	NPA - OT/PT	#46 UC04160	\$ 3,200
Institute for Applied Behavior Analysis Contract Increase	01-20-00	NPA - Behavior Therapy	#47 UC04161	\$ 700
Julia Hobbs Speech Pathology, Inc. Contract Increase	01-20-00	NPA - Speech	#48 UC04162	\$ 2,210

Amount Budgeted NPS/NPA 03/04	\$ 3,000,000
Prior Board Authorization as of 12/04/03	\$ 2,781,255*
Balance	\$ 218,745
Positive Adjustment	\$ 62,967
(See attachment)	\$ 281,712
Total Amount for these Contracts	\$ 191,240
Balance	\$ 90,472

*Prior Year Authorization (12-12-02) \$2,784,902

Adjustment

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

There has been a reduction in authorized expenditures of NPS/NPA contracts for FY 2003-04 in the amount of \$ **62,967** as of January 8, 2004.

Nonpublic School/ Agency	Service Description	Contract Number	Reduce (R) Eliminate (E)	Adjusted Amount	Comment
Islandview Academy	NPS	#3 UC04014	E	\$ 10,717	Student moved out of District.
Summitview	NPS	#17 UC04028	R	\$ 19,840	Student moved out of District.
Vista	NPS	#35 UC04046	E	\$ 32,410	Student at Different NPS.

Non-Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5890-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Parent Reimbursement	01-20-00	Non-Instr.Consultant - Speech/Language for school year 2003-2004.	#27	\$ 1,495
Parent Reimbursement	06-11-87	Non-Instr.Consultant - Mileage for 2001-02, 2002-03 and 2003-2004 school years.	#28	\$ 6,798
Parent Reimbursement	04-23-98	Non-Instr.Consultant - Outside services for 2003-2004 school year.	#29	\$31,565
Parent Reimbursement	11-16-99	Non-Instr.Consultant - Mileage for 2003-2004 school year.	#8 UC04217	\$ 600
Contract Increase				

Amount Budgeted Non-Instructional Consultants 03/04	\$ 315,000
Prior Board Authorization as of 12/04/03	\$ 187,655
Balance	\$ 127,345
 Total Amount for these Contracts	 \$ 40,458
Balance	\$ 86,887

Instructional Consultants

2003-2004 Budget 01-65000-0-57500-11800-5802-043-1400

Instructional Consultant	Student DOB	Service Description	Contract Number	Cost Not to Exceed
Adrian Witchelo-Scott	Various	Instr. Consultant - Assistive Technology Training	#30	\$ 700
Deborah Bohn	07-23-90	Instr. Consultant - Physical Therapy	#31	\$ 2,108
Patricia Ortega Contract Increase	02-12-98	Instr. Consultant - Behavior Therapy	#15 UC04102	\$ 1,080
Patricia Ortega Contract Increase	02-12-98	Instr. Consultant - Behavior Therapy 2002-2003	#21 UC03249	\$ 270

Amount Budgeted Instructional Consultants 03/04	\$ 300,000
Prior Board Authorization as of 12/04/03	\$ 217,420
Balance	82,580
 Total Amount for these Contracts	 \$ 4,158
Balance	\$ 78,422

NPS - Legal

2003-2004 Budget 01-65000-0-50010-11800-5820-043-1400

Legal Contractor	Service Description	Contract Number	Cost Not to Exceed
Lozano Smith, Atty. Contract Increase	Legal Services	#1 UC04114	\$ 50,000
Lozano Smith, Atty.	Legal Services - to cover expenses from 2002-2003 school year.	#1 UC03007	\$ 8,000

Amount Budgeted Legal 03/04	\$ 100,000
Prior Board Authorization as of 07/31/03	\$ 50,000
Balance	\$ 50,000
 Total Amount for these Contracts	 \$ 58,000
Balance -	\$ 8,000

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: Ms. Brownley
SECONDED BY: Ms. Leon-Vazquez

STUDENT ADVISORY VOTE: n/a
AYES: All (6)
NOES: None (0)
ABSTENTIONS: None (0)
ABSENT: (1) Mr. McCloud

DISCUSSION ITEMS

TO: BOARD OF EDUCATION DISCUSSION
01/08/04
FROM: JOHN E. DEASY/CINDY ATLAS previously
12/04/03
RE: ANALYSIS OF THE SPECIAL EDUCATION DEPARTMENT 11/20/03

DISCUSSION ITEM NO. D.1

In 1975 school districts in the United States were required to comply with PL 94-142, the Education for the Education for the Handicapped Act. This federal mandate required states to comply with this act in order to receive federal funding for special education students. It also specified how students with disabilities would be identified and described the necessary services and supports that districts must have in place to meet the needs of these students. The special education laws specifically discussed the need to have a range of program options so that all identified students are provided services in the least restrictive environment(LRE). The range of services extend from general education with Designated Instruction Services (DIS), to general education with Resource Specialist (RSP) support, to Special Day Classes, to Nonpublic Schools to State Schools, the most restrictive placement. In addition, these laws and regulations addressed the need for a district to provide that continuum of services and supports in a Free and Appropriate Education (FAPE). The laws also addressed the need for a district to comply with both the federal and state laws and regulations.

In 1997 PL 94-142 was revised and is now known as the Individuals with Disabilities Act, IDEA. This Act expanded parent rights and gave more responsibilities to the general education teacher for the education of disabled students. A major focus of this re-authorization was the need for special education students to receive equitable access to the district core curriculum and receive progress reports at the same time as general education students. In addition, IDEA provided guidelines to address students with behavior difficulties, requiring positive supports.

Based on the requirements of the special education state and federal laws, the Director of the Santa Monica-Malibu Unified School District's Special Education Department analyzed components of the district's special education programs. The Director also took into account the recommendations by Investigator, Fred Weintraub, "Report of a Study of Special Education Policies, Procedures and Resources related to Compliance in the Santa Monica-Malibu Unified School District," August 2000. In addition, the Director used information from recommendations from the District Advisory Committee's 2002 report to the Board. The analysis comprises a summary of these findings.

This "Analysis of the Special Education Department" will show what is needed to bring the district into compliance and establish a foundation upon which to make informed budgetary decisions. A budget cannot be created without first knowing the needs of the department. Once the needs have been identified, the budget can be developed.

Others contributing to the compilation of the report include: Mary Bush, Heidi Kleis and Mary Ellen Toomey.

* * * * *
Ms. Atlas presented her analysis of the Special Education Department. The report is available for review in the Special Education Office. A copy is attached to the permanent minutes.

Public Comments

Linda Karr O'Connor
Tricia Crane
Hyman Katz
Sheila Forsander
Craig Hamilton

TO: BOARD OF EDUCATION

DISCUSSION
01/08/04

FROM: JOHN E. DEASY/SUPERINTENDENT

RE: BOYS AND GIRLS CLUB ANNEX FACILITY AT JOHN ADAMS MIDDLE SCHOOL

DISCUSSION ITEM NO. D.2

The District and the Boys and Girls Club of Santa Monica have been collaborating on a project to house an annex of the Club on the John Adams Middle School site. The original plan for a modular designed building was not approved by DSA (Department of State Architect).

Wade Killefer, Representing the Santa Monica Boys and Girls Club, will present a revised plan to build a more permanent buildings, one of which will be a full technology center and another which will be available for classroom use by JAMS during school hours.

* * * * *

Due to the lateness of hour, Mr. Killefer was not able to stay for this item. It will be returned to a future agenda.

TO: BOARD OF EDUCATION
FROM: JOHN E. DEASY, SUPERINTENDENT
RE: BIG PICTURE MEMORANDUM OF UNDERSTANDING

DISCUSSION
01/08/04

DISCUSSION ITEM NO. D.3

It is recommended that the Board of Education approve a Memorandum of Understanding between the District and Big Picture Company in regards to The Santa Monica School House (SMASH).

COMMENT: This Memorandum of Understanding between SMMUSD and Big Picture Company describes a partnership that would begin fall 2004 in order to provide professional development for the SMASH staff, and educational program ideas that enhance students' and families' experiences.

Big Picture provides staff training, guidance, curriculum, assessment, and recruitment materials, and a national network of philosophically aligned schools.

SMASH as an SMMUSD school in partnership with Big Picture would agree to follow the guiding philosophy of "One Student at a Time" by incorporating the following small school size, advisory structure, personalized education, real world learning, authentic assessment, focus on community, governance, and family engagement.

* * * * *

This item was pulled by staff and the petitioners.

TO: BOARD OF EDUCATION

DISCUSSION

01/08/04

FROM: JOHN E. DEASY/LINDA KAMINSKI

RE: REVIEW OF CALIFORNIA STANDARDS TESTS DISAGGREGATED
RESULTS

DISCUSSION ITEM NO. D.4

The California Standards Tests measure student mastery of the state adopted content standards in English/Language Arts and Mathematics. Aggregate results of performance by all students have previously been presented to the Board of Education. This presentation will discuss data relative to the performance of identified subgroups of students based on socioeconomic, linguistic and special education indicators. Performance of both all students and identified subgroups of students is important for accomplishing the District's mission - "Extraordinary Achievement for All Students While Simultaneously Closing the Achievement Gap."

* * * * *

Due to the lateness of the hour, this item will be returned to a future agenda.

TO: BOARD OF EDUCATION

DISCUSSION

01-08-04

FROM: JOHN E. DEASY/LINDA KAMINSKI/STEVE CANNELL/
LAUREL SCHMIDT

First
Reading

RE: BOARD POLICY 6171 - TITLE I PROGRAMS

DISCUSSION ITEM NO. D.5

It is recommended that the Board of Education adopt Board Policy 6171:

COMMENT: Title I of the Federal Elementary and Secondary Education Act is designed to improve the academic achievement of disadvantaged students.

The District does not currently have a Title I policy. Adopting this policy will meet the requirement of No Child Left Behind.

* * * * *

Due to the lateness of the hour, this item will be returned to a future agenda.

Instruction
TITLE I PROGRAMS

BP 6171 (a)

In order to improve the academic achievement of disadvantaged students, the district shall use federal Title I funds to provide eligible students with supplementary services to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state and local sources for program purposes. (20 USC 6312, 6314)

In any school receiving Title I funds that does not operate a schoolwide program, the district shall use Title I funds only for targeted assistance programs for eligible students. (20 USC 6315)

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The Superintendent or designee shall ensure the coordination of Title I activities with other programs as appropriate.

District Plan

The district shall submit to the California Department of Education a plan containing the components specified in 20 USC 6312, which describe the assessments, strategies and services the district will use to help low-achieving students meet challenging academic standards. (20 USC 6312)

(cf. 0420 - School Plans/Site Councils)

The district shall periodically review and, as necessary, revise the district plan. (20 USC 6312)

Instruction
TITLE I PROGRAMS

BP 6171 (b)

Parent Involvement

Title I programs, activities and procedures shall be developed and agreed upon with parents/guardians of participating students. (20 USC 6318)

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall (20 USC 6318):

1. Involve parents/guardians in the joint development of the district's Title I plan pursuant to 20 USC 6312, and the process of school review and improvement pursuant to 20 USC 6316.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the capacity of schools and parents/guardians for strong parent involvement.
4. Coordinate and integrate Title I parent involvement strategies with parent involvement strategies under other programs specified in 20 USC 6318.
5. Conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I, including
 - a. Identifying barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
 - b. Using evaluation findings to design strategies for more effective parent involvement.
 - c. If necessary, revising the district and school parent involvement policies.
6. Involve parents/guardians in the activities of schools served by Title I.

This policy shall be distributed to parents/guardians of participating students and incorporated

into the district's Title I plan. (20 USC 6318)

Instruction
TITLE I PROGRAMS

BP 6171 (c)

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

The Governing Board shall adopt a districtwide salary schedule and the Superintendent or designee shall establish procedures which ensure that all district schools are provided with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and other staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain records of the quantity and quality of books and equipment at each school.

The Superintendent or designee shall develop procedures for ensuring comparability of services and shall biennially update records documenting the district's compliance. (20 USC 6321)

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually review the progress of each participating school and determine whether the school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6312)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

Instruction
TITLE I PROGRAMS

BP 6171 (d)

Legal Reference

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

UNITED STATES CODE, TITLE 20

6301 Program purpose

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

6322 Coordination with early childhood education programs

7881 Participation of private school students

Management Resources

CSBA ADVISORIES

Supplemental Educational Services for NCLB School Districts and County Offices as Providers, November 2002

The "No Child Left Behind" Act of 2001 Policy Implications for School Districts, July 2002

USDOE GUIDANCE

Supplemental Educational Services, draft nonregulatory guidance, August 6, 2002

WEB SITES

CDE <http://www.cde.ca.gov/iasa/titleone>

U.S. Department of Education <http://www.ed.gov>

No Child Left Behind <http://www.nclb.gov>

(3/91 10/95) 11/02

ANALYSIS

OF

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT'S

SPECIAL EDUCATION DEPARTMENT

Prepared by

Cindy Atlas
Director of Special Education

May 2003

PREFACE

It is the responsibility of the Director of Special Education to keep the district in compliance with Special Education laws and regulations. In addition, it is also the responsibility of the Director to inform the Superintendent and Board Members when the district is out of compliance and the necessary steps to bring the district into compliance.

This "Analysis of the Special Education Department" shows what is needed to bring the district into compliance and establish a foundation upon which to make informed budgetary decisions. A budget cannot be created without first knowing the needs of the department. Once the needs have been identified, the budget can be developed.

I want to thank the Special Education office staff and district special education staff who helped me compile the information in this report. I especially want to acknowledge the Special Education Department's Coordinators: Mary Bush, Heidi Kleis and Mary Ellen Toomey for their input.

Cindy Atlas
Director of Special Education

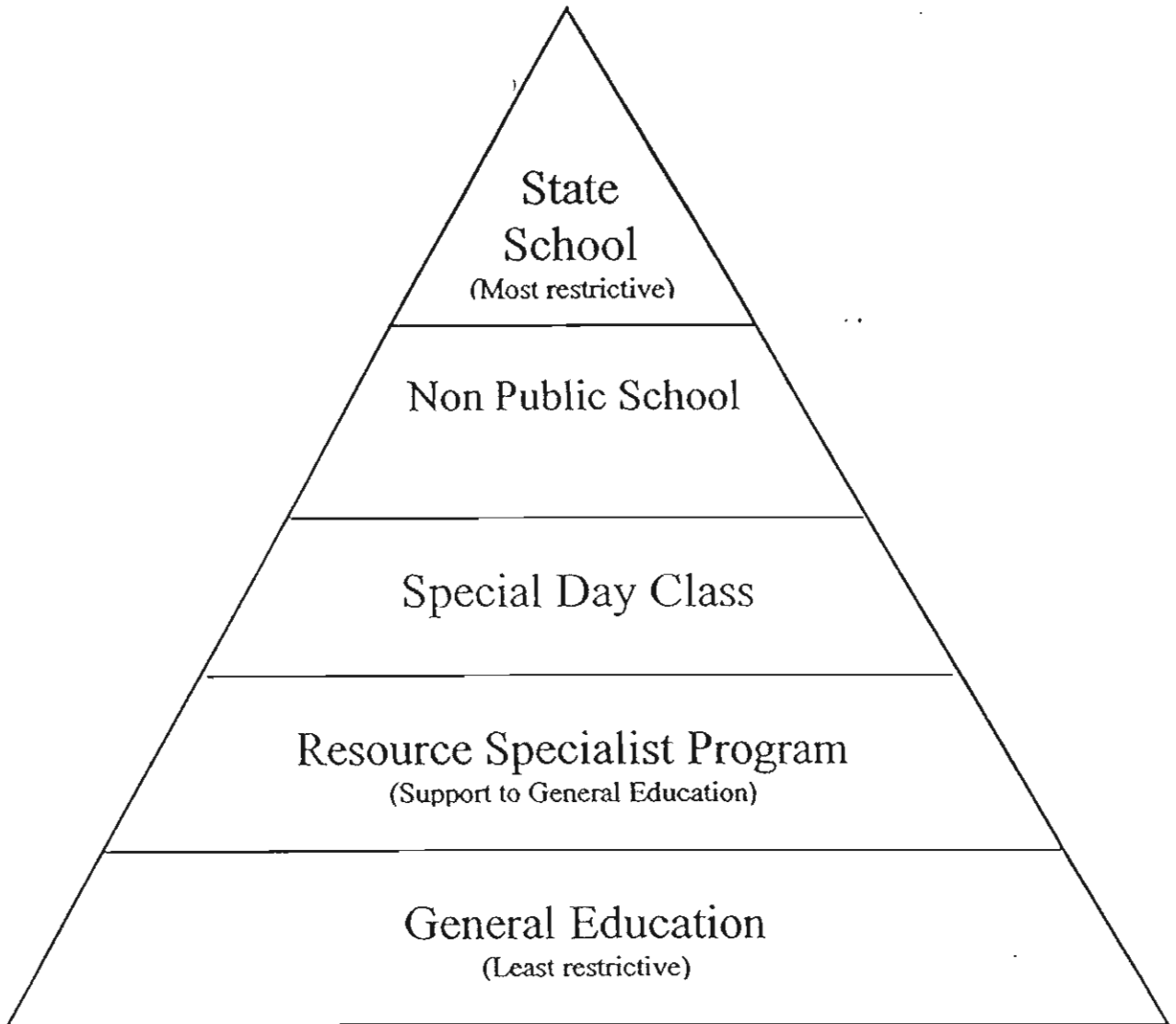
INTRODUCTION

In 1975 school districts in the United States were required to comply with PL 94-142, the Education for the Handicapped Act. This federal mandate required states to comply with this act in order to receive federal funding for special education students. It also specified how students with disabilities would be identified and described the necessary services and supports that districts must have in place to meet the needs of these students. The special education laws specifically discussed the need to have a range of program options so that all identified students are provided services in the least restrictive environment (LRE). The range of services extend from general education with Designated Instruction Services (DIS), to general education with Resource Specialist (RSP) support, to Special Day Classes, to Nonpublic Schools to State Schools, the most restrictive placement. (refer to Least Restrictive Environment chart). In addition, these laws and regulations addressed the need for a district to provide that continuum of services and supports in a Free and Appropriate Education (FAPE). The laws also addressed the need for a district to comply with both the federal and state laws and regulations.

In 1997 PL 94-142 was revised and is now know as the Individuals with Disabilities Act, IDEA. This Act expanded parent rights and gave more responsibilities to the general education teacher for the education of disabled students. A major focus of this reauthorization was the need for special education students to receive equitable access to the district core curriculum and receive progress reports at the same time as general education students. In addition, IDEA provided guidelines to address students with behavior difficulties, requiring positive supports.

Based on the requirements of the special education state and federal laws, the Director of the Santa Monica-Malibu Unified School District's Special Education Department analyzed components of the district's special education programs. The Director also took into account the recommendations by Investigator, Fred Weintraub, "Report of a Study of Special Education Policies, Procedures and Resources related to Compliance in the Santa Monica-Malibu Unified School District," August 2000. In addition, the Director used information from recommendations from the District Advisory Committee's 2002 report to the Board. This analysis comprises a summary of these findings.

Least Restrictive Environment



SPECIAL EDUCATION DEPARTMENT
CONTINUUM OF PROGRAM OPTIONS:
PRESCHOOL LEVEL

History:

Students with identified disabilities from birth to age five are considered under the Early Childhood category. There is special legislation for these students. The focus of the legislation is on the types of services for this age group and the importance of including families in their child's education at an early age. The program for infants is usually a home component with district personnel visiting the homes of identified students in order to educate the parents in the home environment. Districts and agencies coordinate their services in working with families. As stated in California Education Code 56440, when children reach the age of 2.6 year there is defined procedure that must be followed. Agencies, such as Regional Center, notify districts about identified children and by 2.9 years an Individual Family Service Plan (IFSP) needs to be developed by the agency in conjunction with a district. This plan outlines the needs of the student and the services to be provided by the agencies. At the age of 3.0 school districts must offer appropriate programs to identified students. This may be in the form of DIS only services or a special day class at a district preschool setting.

As part of the Tri-City SELPA, Santa Monica-Malibu Unified School District is responsible for service to students in the preschool age range.

Findings:

Our present preschool programs do not have adequate capacity to satisfy all the needs of these children. There is no program for students on the autism spectrum. The autism spectrum refers to students identified with autistic-like behaviors who have cognitive levels ranging from significantly below average to the highly gifted range. The current preschool program has identified students in the significantly below average to above average range. The early identification of students with autism is on the rise. According to an article in the Los Angeles Times dated May 14, 2003, there has been an increase in the last two years in the identification of students with autism by 200%. The district does not have a designated program for these students. There have been numerous due process mediation cases over this issue, resulting in contracts with outside agencies. These costs continue to escalate with the increasing identification of these students.

In addition, the district lacks appropriate services for students needing more specialized instruction, specifically in the area of behavior intervention. Again, district funds pay for contracts with outside agencies for these services. This current year the district will pay \$213,650.00 for behavior intervention services for six preschoolers.

California Education Code 56426.6 requires that early childhood services be provided through a transdisciplinary team approach. This means that the members of this team and the student's families work together to provide a program for the child. This coordinated approach is not clearly evident at the preschool level.

Procedural errors often characterize preschool IEP meetings. Assessors are not always present at the meeting to interpret their findings and participate in developing goals. Also, Designated Instruction Service (DIS) providers are not always present at the IEP meetings. In addition, the IEP meetings often fail to satisfy the “team approach” requirement found in the California Education Code.

Recommendations:

In order to meet student needs and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

Add the necessary components to the preschool program to provide a continuum of program options based on the needs of students:

- 1. Special day class for students on the autism spectrum**
- 2. Clinic setting to provide the necessary one on one training and DIS therapies**
- 3. Certified Behavior Specialist**
- 4. Social Worker**

The district is spending a considerable amount of funds for nonpublic school and agency contracts for preschoolers on the autism spectrum. This is because the district does not have the appropriate programs to meet the significant needs of these students. Research shows that early intervention is fundamental to the development of pre-academic skills, behavior, speech and sensory needs. In order to address these needs in a comprehensive manner, the district needs to create a more complete preschool program. If the district were able to provide adequate services within such a program then it would be considered a “defensible program.” According to the lawyers at the Lozano Smith firm, the district’s present preschool program would not be defensible in a due process Fair Hearing.

Appropriate programs for students on the autism spectrum in special education preschools have a minimum of 25-30 hours of instruction each week. This amount of time has been recommended in court cases according to the lawyers at Lozano Smith. In order to create such a program, the length of time the preschool classes would need to change from three hours to four hours daily. The teaching methods would incorporate instructional strategies such as Picture Exchange Communication System (PECS) and Training and Education of Autistic and Related Communication Handicapped Children (TEACCH). Woven throughout the curriculum would be behavior intervention, speech, occupational therapy (OT) and physical therapy (PT) strategies. In the afternoon students would receive one on one instruction through Discrete Trial Training, Floor-time and other specialized behavior interventions in a clinic-like setting. In addition, the afternoons would include any necessary individual therapy for speech, occupational therapy and physical therapy.

Currently, students come to the preschool program starting at age three. However, at age 2.6 years Regional Center starts referring students to nonpublic agencies for behavior, speech and OT/PT services. Past experience has shown that it is very difficult to get the students to come to the district’s preschool day class program with the DIS services once families have connected with an outside agency. If the district could provide these services sooner, the families would already be in the district’s program. District personnel have had preliminary discussions with personnel from Regional Center regarding an earlier referral. Regional Center indicated that they are willing to contract with the district for the preschool

services. An ancillary clinic needs to be established within the preschool program. Once the clinic is established, the district can become a vendor for Regional Center

In addition, if the district provided more clinic-based services, those services could also be available to other students in the district in an after school program. A considerable amount of district funds are spent for elementary age students to receive additional services from nonpublic agencies for behavior intervention services. For example, this year the district has ten contracts with behavior intervention specialists serving twenty-one students at the total expense of \$737,170.00. The district needs to employ a certified behavior specialist to provide this service. A district behavior specialist would provide consultation to the preschool program, the proposed high school class for students with autism and also to teachers and psychologists on behavior intervention plans.

The clinic would be an ancillary clinic providing the necessary services to students on the autism spectrum and other disabilities. In addition to the clinic utilizing service providers and a behavior specialist, a social worker would be necessary to provide ongoing communication and training for the parents of the preschoolers. This would fulfill the early childhood requirement of providing continuous parent training. The clinic would have an advisory board to provide guidance on the latest research and best practices for students on the autism spectrum and other disabilities. The advisory board would include representatives from the university community, specialists in the field of behavior intervention and augmentative communication, etc.

The preschool personnel must begin to employ a transdisciplinary model.

The district has the personnel to carry out this task. They need to be given the opportunity to restructure their approach to evaluating students. Through the restructuring process, the IEP teams would become more cohesive.

The Special Education Department needs to evaluate the effectiveness of the collaborative model.

It appears that not all the needs of students in these programs are being met. Also, the ongoing problems with the HeadStart and Easter Seals programs must be addressed and resolved.

The district needs to continue to fund a Preschool Coordinator. Due to the increase in responsibilities, the coordinator position needs to be increased from a .40 to .50 position.

It is necessary to continue to have a Preschool Coordinator, especially if the preschool program will be restructured. The preschool coordinator has to attend every preschool initial, annual and transition IEP meeting. There are at least 100 initial evaluations each year and approximately fifty other IEP meetings. In addition, the preschool coordinator schedules all the IEP meetings and communicates with the parents and agencies. The coordinator keeps track of all placements and possible openings. Also, the coordinator is aware of each student's progress to ensure that students are in the proper preschool setting. The coordinator is responsible for the effectiveness of the preschool programs. Other duties include coordinating with agencies such as Regional Center and HeadStart. The coordinator will also be responsible for designing the functions of the ancillary clinic, the implementation of the services, determining the effectiveness of the clinic and making any necessary changes.

SPECIAL EDUCATION DEPARTMENT
CONTINUUM OF PROGRAM OPTIONS:
ELEMENTARY LEVEL

Background:

Both federal and state special education laws require districts to offer an identified special education student a free and appropriate education in the least restrictive environment. It is the responsibility of the public school system to educate their special education students in the district schools. In addition, a continuum of program options must be available to all students in special education. The continuum of program options is based on the needs of the students in each district. If programs are not available, then the district has to offer an appropriate program at district expense in a nonpublic school.

Findings:

The district has a limited continuum of program options for special education students. The district has general education with resource specialist support, some special education day classes and some DIS services. The failure to offer a full continuum of options to meet the needs of all identified special education day class students results in the district being out of compliance. Also, by not offering the continuum, the district will continue to incur the expense of sending students to nonpublic schools and agencies. Additionally, the district will continue to see the number of mediations increase and those costs rise.

Within the current program options the quality of instruction varies greatly. There is a lack of standards for special day classes. The only curriculum for the day classes is in the area of reading, the Language! Program. One reading program is not enough to teach all students with varying learning disabilities and different reading levels. There is no set curriculum for the basic skill areas, such as math and written language. Also, the day class teachers and resource specialists need a repertoire of different instructional strategies to use to teach their special education students.

After questioning teachers, it was discovered that there has only been sporadic training for special education teachers over many years. The teachers are asking for training in the following areas:

- IEP process
- Laws and Regulations
- Curriculum Implementation
- Instructional Strategies
- Accommodations/Modifications
- Behavior Interventions/Behavior Plans
- Learning Styles
- Autism Spectrum

The district currently has programs to address the needs of students with learning disabilities, emotional disabilities and those with severe disabilities. Although these programs are not to the standards we would hope, there are some essential pieces in

place. However, the district does not have programs to meet the needs of students on the autism spectrum, those with severe communication handicaps and those in the mild range of mental retardation. The district is committing a significant amount of funds in mediation costs and to send students to nonpublic schools to meet the needs of those students.

Recommendations:

In order to meet student needs and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

Add the necessary components to the elementary level to provide a continuum of program options based on the needs of students.

1. Create a primary Communicatively Handicapped class to serve students with severe communication needs and also those on the autism spectrum.

Currently, most of these students are in other special day classes, but their communication and behavior needs are not being met effectively. There is a Communicatively Handicapped class in the Beverly Hills district, but the class is usually full and SMMUSD now has enough students to open its own class.

2. Create a program for students in the mild mental retardation range.

There are two existing classes for these students at Muir Elementary, however, they are not identified as such. Criteria needs to be established to clearly define the type of students who would be appropriate for these classes.

3. To improve the present day classes and the resource specialist program, the following is recommended:

- Ongoing training for all teachers
- Appropriate research-based curriculum
- Standards for all day classes
- Job Alike monthly meetings

SPECIAL EDUCATION DEPARTMENT

SPECIAL EDUCATION CONTINUUM OF OPTIONS: SECONDARY LEVEL

Background:

The same federal and state laws apply to secondary students as to elementary students. In addition, at the secondary level, transition services are required for students ages sixteen and older. According to California Education Code Section 56460:

“The goal of transition services is planned movement from secondary education to adult life that provide opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the students leaves the system.”

IEP teams need to address the transition needs of all special education students. For example, the district is responsible for helping students plan for life after high school, teaching job readiness and job skills, teaching any necessary daily living skills, connecting students with outside agencies, etc.

Students in special education have the option to be educated by the public school system through their twenty-second birthday. It is up to each district to develop appropriate programs to meet the transition needs of all their students

Findings:

As with the elementary programs, there is a lack of a continuum of program options and quality programs for students at the secondary level. The following list summarizes the areas of need at the secondary level:

- Program options for students identified on the autism spectrum
- Limited transition program for students in high school
- Program options for students age 18-22 as required by Education Code 56460.
- Program options for chronic non-attenders/SARB options
- Program options for students returning from court schools

At the middle schools, instruction in the least restrictive environment for resource specialist (RSP) students is not consistent. Some RSP students are receiving instruction in a day class setting. This model is not serving these students in the least restrictive environment. By definition, the resource specialist program is for students in general education classes who need resource specialist support in order to access the core curriculum. Therefore, students in the resource specialist program need to receive their primary instruction in general education classes. In addition, these students need to be attending general education classes the majority of the school day.

At the high school level, there are many issues:

- Special education students cannot earn regular grades. They can only earn “special education grades”. Therefore, a special education student’s transcript indicates that the student took special classes and those grades do not count toward the cumulative GPA. This is not an acceptable practice.
- Some nonpublic school placements appear to have been the result of this discriminatory grading policy and transcript designation. These placements incur extraordinary costs to the school district through mediations and contracts.
- There is no process in place to track students going into and coming out of court schools. In addition, there is no procedure to determine what school these incarcerated students would attend when finished with the court school. Districts have been cited as out of compliance by the Office for Civil Rights for this violation.
- Transition services need to be available to all special education students ages 16-22. The district is starting to serve those students who are still in high school age, but there is no program in place for students ages 18-22. Most of the students who stay in school from 18-22 years are those with severe disabilities.
- Students on the autism spectrum do not have specific program options. Currently, they are served in different programs. Also, there are district students in nonpublic schools because the district lacks an appropriate program to meet the needs of these students.
- The Intensive Studies class at SAMOHI has sixteen students and one teacher. This class is for students with very severe disabilities. There were two classes at SAMOHI for these students with last year. When the need arose for this type of class at the middle school level, one teacher was moved from SAMOHI to Lincoln Middle School to teach the class this year. That left one teacher at SAMOHI this year with sixteen very involved students. It is very difficult for one teacher to manage all these students and go out in the community with the students.
- The secondary teachers are in need of staff development in the same areas as the elementary teachers.
- Lack of appropriate curriculum is also an issue at the secondary level.

Recommendations:

In order to meet student needs at the high school level and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

Add the necessary components to the secondary program to provide a continuum of options and services based on the needs of students.

1. Special day class for students who are chronic non-attenders and those returning from court schools.

There are numerous students not attending high school for a variety of reasons. Some students cannot handle the large SAMOHI campus and need a more secluded, secure environment. A classroom near the edge of campus would meet these needs. In addition, some of the non-attenders may be school phobic and may need a modified schedule. Other students have other emotional disabilities that need to be addressed. Ongoing counseling services woven throughout the day and embedded through the curriculum would address the significant emotional needs of these students. A full-time social worker would add that therapeutic component. Other districts have created such a program and accessed money from the Early and Periodic Screening, Diagnostic, and Treatment program (EPSDT) to support the funding of a therapeutic counselor. EPSDT is a federally mandated program that ensures preventive health services for children from birth to age 21. This includes mental health services for students eligible for Medi-Cal.

The social worker component may alleviate the need for some students to attend a day treatment facility. Usually students who need a daily therapeutic environment are referred to the Department of Mental Health for an evaluation and then placement in a day treatment facility. The county pays for the therapy services and the district pays for the schooling. If these students could attend either SAMOHI or Olympic and get the necessary services, the students would be in the least restrictive environment, in their neighborhood school and also save the district money.

This class could also accommodate some students who are eligible for special education services returning from court schools. The therapeutic component would be beneficial to these students.

The needs of students returning from court schools should be addressed in an organized manner. Currently there is no procedure to follow when these students return, resulting in each student being treated differently. A committee should be established to consider the most appropriate options for these "difficult to place students." Options would include the Olympic program, the ED class at SAMOHI and the other special education classes at SAMOHI and Malibu High. This committee would include representatives from both high schools, including administrators, counselors and psychologists. Other students and their needs could be discussed with the committee members, such as those non-attenders who will be referred to the School Attendance Review Board (SARB). The committee could also deal with issues before going to SARB and resolve special education questions. Previous practice indicates that issues have arisen at SARB meetings that call into question policies and procedures regarding special education law.

2. Special day class for students with autism.

A special day class is needed to meet the needs of the secondary students with autism who are also in the low functioning cognitive range. This class should have the proper curriculum and instructional strategies for working with these type of students. A behavior specialist needs to be an integral part of this program to meet these student's significant needs. A consultant with knowledge in working with these students and their particular needs is recommended. Training for the teacher and aides on behavior issues, how to set up the program and determine the curriculum is very important for the class to be successful at the beginning. Then ongoing meetings with teachers and aides will be necessary, as there will always be behavior issues that arise.

3. Hire additional teacher for Intensive Studies class.

The Intensive Studies class at SAMOHI has sixteen students. There are too many students with intense needs in this class. Another class needs to be added for next year.

4. Hire the coordinator and clerical support as delineated in the Transition Partnership Program grant.

The Director of Special Education wrote a Transition Partnership Program (TPP) grant with the Department of Rehabilitation for the 03-04 school year. There was no TPP grant money this year, however, in previous years there was some funding. It is important that the district participate in this grant, as it enables the district to fund personnel and services to students in the required transition program. Next school years TPP grant money will fund a coordinator position and the necessary clerical support. The coordinator will work closely with the high school special education teachers to develop a comprehensive transition program for students with various disabilities. The clerical support staff will take care of all the paperwork that is necessary to file with the Department of Rehabilitation. The TPP grant along with the Workability grant will begin to provide the funds to meet the transition needs of the district's students, both at the high school level and up to age 22.

5. The district must come into compliance with the grading policy at both high schools.

Special education classes cannot be identified on a transcript as special education. Grades should reflect the type of services a student received, not the type of class.

6. Staff development is necessary at the secondary level for both general education and special education teachers and administrators.

Teacher responsibilities need to be delineated, agreed upon and implemented at the secondary level. In addition, accommodations and modifications for students need to be explained to all staff and must move from theory to practice. This includes both students with an IEP and those with 504 plans. In addition, staff development is needed in the areas of discipline, suspensions, the IEP process and how it relates to special education students.

7. A committee needs to be formed to consider curriculum at the secondary level.

The secondary level lacks curriculum options, especially for struggling readers. The Language! Program is being used, however, there are other supplemental programs that are also very effective for teaching reading to struggling readers at the secondary level. These options should be explored.

SPECIAL EDUCATION DEPARTMENT

CONTINUUM OF PROGRAM OPTIONS: FULL INCLUSION MODEL

Background:

The concept of Full Inclusion for special education students started about twenty years ago. At that time the focus was on including students with severe disabilities (mental retardation range) in general education classes to learn appropriate social skills from age appropriate peers. The expectations of the included student focused on learning how to get along with other students, how to develop friendships and how to act in different social situations using the Circle of Friends model. The included students were not required to do the same academic work as their age mates. They worked at their own pace to learn academic skills at their level. For example, if the general education classmates were working on math concepts, the included student was working on very basic math concepts, such as identifying money or single digit addition. The academic work was modified (usually by an aide or a special day class teacher) to meet each student's individual needs. The general education teacher was not responsible for the included students progress in their academic skills.

Over the years, the Full Inclusion model has changed to include students with different disabilities. The focus has shifted to include students on the autism spectrum, with both behavior challenges and different functioning levels. The focus is not just on gaining social skills, but also has broadened to include a wide variety of academic skills.

With the increase in fully included students, more demands have been made on district staff and resources. This includes:

- One-on-one aides to modify the curriculum and support the student in the classroom
- Inclusion Specialists to supervise the aides and monitor the included students
- Behavior Specialists to evaluate the behavior needs of the included students and develop a behavior program for each student.
- General education teachers taking a more active role in the total program of the included student and the student's progress

Findings:

The Special Education Department does not have written guidelines for the Full Inclusion program. As a result, the IEP teams do not have the tools to make informed decisions as to which students are ready to be fully included and would benefit from the experience.

Some students served in the full inclusion model receive general education instruction and also receive instruction from special education teachers. This means that the students are in the general education setting only part of each school day. Some of these students receive so many outside services (behavior intervention, RSP services, DIS services, etc.) that the program does not reflect the intent of full inclusion.

There is a clause in the teacher's contract that allows general education teachers who have fully included students in their class to receive fifty hours of extra pay at their hourly rate. This is an unusual procedure. In addition, special education teachers have received this additional pay for working with included students. This is an unacceptable practice, as special education teachers are paid to work with special education students and should not receive extra pay for completing their designated assignment. The district paid close to \$60,000 last year to all the teachers utilizing this procedure. This is a large sum of money that comes out of the special education budget each year and there is no source for this money. (Refer to teacher contract explanation at end of this section.)

Recommendations:

In order to meet student needs and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. The district's Special Education Department needs to develop guidelines for the district's full inclusion model as part of the continuum of program options.**

A committee was formed in previous years to address the full inclusion model. However, there were no guidelines set forth as to how to determine which students would benefit both socially and educationally from full inclusion. The guidelines should provide questions to ask at an IEP team meeting when deciding whether to consider the full inclusion model. In addition, the definition of full inclusion needs to be outlined. The role of the Inclusion Specialist should also be defined. A new committee needs to be formed to address these issues.

- 2. The district negotiations committee may want to revisit the practice of paying teachers extra for fully included students in their class.**

If this practice is continued each year, the guidelines need to be followed. As described in the teacher's contract, only general teachers are to receive this stipend.

EDUCATION CODE 56030.5

"severely disabled" means individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: autism, blindness, deafness, severe orthopedic impairments, serious emotional disturbances, severe mental retardation, and those individuals who would have been eligible for enrollment in a development center for handicapped pupils under Chapter 6 (commencing with Section 56800) of this part, as it read on January 1, 1980.

2. Guidelines for District Support for Full-Inclusion Student

a. The following categories of students are candidates for placement as a full-inclusion student. Placement of a full-inclusion student in a regular classroom for the majority of the day counts as a full student for determining contractual class size, and qualifies the teacher for district support services outlined under Section D.

1) Category 1 - Student meets the definition of severely disabled as stated in Education Code 56030.5, has an active IEP and is receiving appropriate special education services.

2) Category 2 - Student has an active IEP but is receiving services in a less restrictive environment than the placement recommend on the IEP due to parent refusal.

3) Category 3 - Students recommended by the Student Study Team to be assessed but assessment is refused by the parent. In this instance, documentation and extended portfolios are required of the teacher and final approval for full inclusion placement is to be made by the principal and the Director of Special Education.

3. Support for Teachers Receiving Full-Inclusion Students

Upon teacher request:

a. A one-day training program for teachers prior to the opening of school or within two weeks of the enrollment of the student in class. Teachers will be paid District stipend rate if the training takes place outside of school time.

b. One or two school site visitations may be scheduled.

c. When the assigned aide is absent, a substitute will be provided.

d. A resource consultant will be provided for specific student centered curriculum modifications.

e. Upon request by the teacher, a specific schedule will be determined for the psychologist or Program Facilitator to provide support including but not limited to behavior modification strategies.

f. Up to ten (10) release days or up to fifty (50) hours at the District hourly rate may be provided for planning time.

g. Every effort will be made not to exceed a class size of twenty-eight (28) at the elementary level and thirty-two (32) at the secondary level where a fully included student is enrolled.

4. Support for Unit Members Providing Services for Full-Inclusion Students

Upon unit member request:

a. A one-day training program for unit members prior to the opening of school or within two weeks of the enrollment of the student in class. Unit members will be paid District rate if the training takes place outside of school time.

b. One-two school site visitations may be scheduled.

c. Up to ten (10) release days or up to fifty (50) hours at the District hourly rate may be provided for planning time with the regular education teacher.

5. Should the teacher or unit member disagree with the range of support services recommended by the IEP team or student study team, that teacher or unit member may request a meeting to review support services.

6. Requests for additional support shall be mutually agreed upon by site administrator and teacher/unit member.

ARTICLE XVI

REPLACEMENT OR REPAIR OF EMPLOYEE'S PERSONAL PROPERTY.

A. Replacement of Personal Property

1. Subject to the conditions and procedures provided below, the District will pay the cost of replacing or repairing personal property of an employee such as vehicles, eyeglasses, hearing aids, dentures, watches, or articles of clothing necessarily worn or carried by the employee when such items are damaged in the course of employment without fault of the employee or if such property is stolen from the employee by robbery or theft while the employee is in the course of employment.

SPECIAL EDUCATION DEPARTMENT

CONTINUUM OF PROGRAM OPTIONS: READING SPECIALISTS

Background:

Two years ago the Special Education Department established the Reading Specialist position to accommodate students who were not making adequate progress in reading within the existing instructional models. These students receive one on one instruction in reading four to five times a week.

Findings:

The Reading Specialist position is not cost effective. Funding for two full time positions is presently dedicated to only ten students. These teachers are taking on the responsibility of the special day class teacher or resource specialist. Many identified students are in special education due to learning disabilities that interfere with their ability to learn to read. It is the primary responsibility of the special education teachers to teach reading.

If the special education teachers cannot meet the specialized needs of some students, then these teachers need staff development to learn these skills.

With the number of requests for specialized instruction this year and in previous years, it is apparent that this issue needs to be addressed in a more cost effective manner. There are many students who could benefit from these specialized services.

Also, the Reading Specialist position is not a DIS service in the California Education Code, yet it is coded as one on district IEP forms.

Recommendation:

In order to meet student needs and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

- 1. Utilize the two Reading Specialist positions to start two SMMUSD Learning Resource Centers.**
- 2. Train the Reading Specialists and aides at the Learning Resource Center in various specialized instructional strategies.**
- 3. Train the district's Resource Specialists and special day class teachers in appropriate instructional strategies to use in the classroom.**

The district has spent a considerable amount of money over the years contracting with private agencies to teach reading and other basic skills. These agencies use specialized teaching methodologies. Very few teachers in the district have received training in these special instructional methods. The district will spend \$78,980.00 this year for nonpublic

agencies (Kelter Center, Lindamood-Bell) to tutor our students in reading and other basic skills. In addition, there is the cost of two reading specialists salaries who work with a total of ten students. Also, there is the cost of two resource specialists who are tutoring district students at extra pay. The district will pay \$183,980.00 this year to serve only seventeen students. That amount of money could be used more cost effectively to support a district Learning Resource Center and serve many more students. These services would be more comprehensive, research-based and state of the art.

The creation of a Learning Resource Center would address the need for highly specialized instruction in reading for some students. Students attending would not have to leave school to receive this instruction. Presently, there are two students who are receiving these specialized services all day at a nonpublic agency and the district is losing ADA for the six weeks the students are absent. The Center would also serve students who are struggling learners in areas other than reading due to significant learning disabilities. In addition, the Learning Center would be a professional training facility focusing on teaching the special education teachers highly specialized skills. The training center could also be open to other teachers outside the district for a fee.

The Center would use only research-based teaching methodologies and curriculum, state of the art learning strategies and the latest in brain research and its effect on learning. According to the newest book (April, 2003) on dyslexia, Overcoming Dyslexia by Dr. Sally Shaewitz at Yale University, only research-based materials and instructional models should drive instruction.

The Director has received many parent requests for district funding for nonpublic agency/school for reading instruction or a specialized program such as Lindamood-Bell or Fast ForWord either through an IEP meeting or mediation cases. The services provided at these agencies are not so specialized that they cannot be provided in a public school setting. As a matter of fact, the Director convinced one parent to leave an agency and bring her child back to the district and let the resource specialist provide the service. This resource specialist had been previously trained in the same techniques used at the agency. The student is making good progress with the district's resource specialist.

The Director of Special Education has experience creating a Learning Center. With the shift from agency to district provision of service, the Learning Center saved district funds. In addition, the district had more control on monitoring the students and the choice of particular strategies used to teach the students. The district was also able to serve more students in the Learning Center than would have been served in nonpublic agencies. There was an additional benefit to the district as, at-risk students were also seen in the Learning Center before being identified as needing special education. Those students needing extensive time and services after a short time intervention were then referred for a special education evaluation.

Funding for the Learning Resource Center could come from a variety of sources. The Malibu Special Education Foundation has expressed interest in helping to fund this project. In addition, numerous parents have expressed a desire to participate in a

fundraiser for the purposes of supporting a Learning Resource Center. Research grants should also be explored, in that this project lends itself so readily to research studies. Previously, the Director received a grant from a company that developed curriculum used at the Learning Center. In addition, the California Department of Education awarded a grant to the Director for conducting research on prevention and intervention strategies used at the Center.

It is recommended that a Learning Resource Center be opened up in Santa Monica and in Malibu. This would lower the costs of transportation. If a school housed one of the Learning Centers, the Center would also be available to the non-identified students at the school, especially the at-risk ones. This would help the school focus on prevention, intervention services early on before a referral to special education.

The district needs to be aware that there is a lot of competition in the area of tutoring and remediation for students with learning disabilities. (refer to Malibu Learning Center brochure). Parents are going to continue to request these services. The Director believes that the district could provide this service and for less cost than paying an agency. The Learning Center the Director created in another district realized a savings of several thousand dollars per student each year.

Once a Learning Resource Center has been established, the district could acquire a nonpublic agency license. SMMUSD could then charge tuition for students from other school districts.

SPECIAL EDUCATION CONTINUUM OF OPTIONS EXTENDED SCHOOL YEAR

History:

Extended School Year (ESY) for special education students is described in California Education Code as follows:

“Extended school year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the individualized education program team determines the need for such a program and includes extended school year in the individualized education program.”

Findings:

There is a need for written guidelines/procedures for the coordination of services for the extended school year program for special education students.

Previous practices:

- Special Day Class students received ESY services, however, those students in the RSP program did not receive services. After investigation, it was discovered that most of the special education staff were under the impression that RSP students could not qualify for the ESY program. IEP teams must consider the need for ESY services at all IEP meetings.
- DIS services were only provided half of the time delineated on the IEP because summer school hours were half of the regular school day. This is incorrect and made the district out of compliance. This practice should have resulted in the need for compensatory services. Services do not change unless delineated on the IEP.
- Progress reports generated at the end of summer school last year were put in a box and not sent out to the schools to be added to each student’s records. As a result, teachers returning in the fall did not know what progress students made during ESY. The progress could have changed the goals and objectives. This discovery was not made until April of this year when the special education department was preparing for the upcoming extended school year.
- There was no report generated on the success of the ESY program last summer. There is nothing in writing that tells which programs were successful and which were not. Suggestions for improvement were not made.
- There are no guidelines for the ESY budget. For example, psychologists were paid to work an eight hour day last year, but it is not certain as to what services were needed for that amount of time. DIS providers worked beyond the summer

school day, but, again, there are no guidelines as to what the providers did in the afternoons. Also, there was no money in the budget for any needed curriculum.

Recommendations:

In order to meet student needs and as a result, be compliant with special education federal and state laws, the Director of Special Educations recommends the following:

- 1. Assign a Coordinator to coordinate the Extended School Year program.**
- 2. The Coordinator will:**
 - Analyze the needs of students signed up for Extended School Year.
 - Develop a budget based on student needs.
 - Develop written guidelines/procedures for future Extended School Year programs based on this year's program.

summer 2003

Update

from the
Malibu Learning Center

"help for struggling students"

Sometimes it takes more than a tutor

When a student struggles in school, often just getting some extra help is not enough. Here is a list of underlying skills that can be developed to help make students stronger, more independent learners

When a student struggles, there can be many reasons. Some students have just missed some information along the way. Others simply take a little longer to "get it." And sometimes the information is just difficult.

But none of those characteristics should be on-going. Getting "a little behind" should be a very temporary condition. It shouldn't last months or years. If it does, it normally means that something else is going on.

One of the things that really frustrates parents is when they can see that their child is bright, but certain "roadblocks" keep making school difficult. Things like:

- Takes 3 hours to do 45 minutes worth of homework
- Needs someone sitting right there with him in order to get his work done
- Can't keep his attention on his work for more than a few minutes
- Doesn't get it, in spite of lots of help and repetition
- Appears lazy or unmotivated
- Doesn't recognize words from one line to the next
- Can't seem to get the "big picture" in a story or textbook
- Seems disorganized
- Can't follow directions

When time and attention don't solve these roadblocks, what can parents do? Frequently they hire a tutor...someone to provide academic help for their student. When that doesn't work, they start "tearing their hair out!"

Often, the characteristics listed above (and others) are simply indications of underlying thinking and "executive function" skills that are weak or have not completely developed.

These are the skills that allow "academics" to make sense. They make it possible for a student to process all of that information that is covered in school, in their reading, and even in their life experiences.

At the Malibu Learning Center, our mission for each student is that they become

"Comfortable, Independent Learners"

This issue of UPDATE explains the specific underlying skills that, when underdeveloped, can lead to academic struggle.

summer 2003

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What are these skills? Here is a list of the technical names for some of these skills:

Auditory Processing: to process sounds. The major underlying skill needed to learn to read and spell.

Auditory Discrimination: to hear differences in sounds such as loudness, pitch, duration, and phoneme.

Auditory Segmenting: to break apart words into their separate sounds.

Auditory Blending: to blend individual sounds to form words.

Auditory Analysis: to determine the number, sequence, and which sounds are within a word.

Auditory- Visual Association: to be able to link a sound with an image.

Comprehension: to understand words and concepts.

Divided Attention: to attend to and handle two or more tasks at one time. Such as: taking notes while listening, carrying totals, while adding the next column.

Required for handling tasks quickly as well as handling complex tasks.

Logic and Reasoning: to reason, plan, and think.

Long Term Memory: to retrieve past information

Math Computations: to do math calculations such as adding, subtracting, multiplying, and dividing.

Processing Speed: the speed which the brain processes information.

Saccadic Fixation: to move the eyes accurately and quickly from one point to another.

Selective Attention: to stay on task even when distraction is present.

Sensory-Motor Integration: to have the sensory skills work well with the motor skills - such as eye-hand coordination

Sequential Processing: to process chunks of information that are received one after another

Simultaneous Processing: to process chunks of information that are received all at once

Sustained Attention: to be able to stay on task.

Visual Discrimination: to see differences in size, color, shape, distance, and orientation of objects.

Visual Processing: to process and make use of visual images.

Visual Manipulation: to flip, rotate, move, change color, etc. objects and images in one's mind

Visualization: to create mental images or pictures.

Visual Span: to see more/wider in a single look.

Working Memory: Holding information in your memory while deciding what to do with it.

While these skills develop naturally in some students, others have a number of areas that need "exercising."

So how can someone strengthen these skills?

Through the years there has been research in each of these skill areas. Programs have been developed and implemented.

For many students, going more slowly, or repeating the directions over and over again, simply doesn't make a difference.

They can pay attention all day, but until they can process the information, they will continue to be lost."

While these skills develop naturally in some students, others have a number of areas that need "exercising."

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summer 2003

Over the last few years a program has become increasingly in demand because it takes research from each of those processing areas and combines exercises into a single unified program. The program is called PACE and stands for Processing and Cognitive Enhancements.

The focus is not on academic subjects, but rather on building those skills that hold some students back from the kind of academic success they are capable of.

The best part of this kind of approach is that the goal is for students to become
INDEPENDENT!

The PACE program is implemented in sessions with an educational professional. Students get immediate feedback, and each session is planned to build and strengthen the student's less developed skills. Sessions are adjusted to keep the student challenged, but not frustrated. Like the best video games, the sessions are high energy and intense. Maintaining a challenging level with immediate feedback allows for faster learning and encourages deficient skills to improve.

"Is PACE the best program available?"

There are any number of specific programs that help struggling students. The advantage to PACE is that it strengthens such a broad range of skills, makes very significant gains, and takes less time than many other programs on the market. And students report that PACE is more fun than many other programs. When those underlying skills are brought "up to speed" and start supporting a student's academic work, the need for extra help diminishes or disappears.

"Why haven't I heard about PACE at school?"

There are a few schools that do use PACE, but with budget limitations and the one-on-one aspect of the program, most schools look for less intensive solutions. And schools have so many very severe disabilities they have to deal with that they run out of time and resources to deal with all students who could possibly benefit.

"Will PACE 'fix' all learning problems and my student get A's?"

What PACE can do is strengthen those underlying processing skills. After any "program," the next step is always to transfer/transition those skills into academic work.

"How do I know if PACE (or any program) is right for my student?"

A PACE screening has been developed that takes 20 - 30 minutes to complete. After the screening is finished, the provider spends some time scoring the results. Later, a graph is printed that shows areas of strength and weakness.

Like the best video games, the sessions are high energy and intense.

Maintaining a challenging level with immediate feedback allows for faster learning and encourages deficient skills to improve.

Malibu

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Please think of us
when your parents ask
about summer programs.

Jill Greenberg



Mark Your Calendars

Jill Greenberg,
Director of Malibu
Learning Center,
will be speaking at the
Malibu Women's Club
meeting on

Wed June 11 at noon.

Call Jill for more
details.

School Budget Crisis

The California state budget crisis will create a huge change in our public schools next year. Every school district is being forced to make cuts in programs and in staff. As those cuts take place, our goal at the Malibu Learning Center is to work hand-in-hand with your student's teachers to insure the very best progress possible. By recognizing the needs of students and by offering additional services that are necessary for those students, we can continue to turn struggling students into comfortable, independent, and successful learners.

Free Screenings thru June 30

Through June 30 we are offering you a free screening to identify areas of strength and weakness in your student's processing skills.

After the screening you will receive a graph that highlights these areas. During our consultation we will analyze how your child's processing skills affect his or her academic performance. This information is useful in understanding your student's learning style. It also helps determine whether PACE is an appropriate intervention for you.

Call (310) 457-3707 for your appointment.

SPECIAL EDUCATION DEPARTMENT

CURRICULUM

Background:

Each district is required to have a core curriculum that all students in general education classes will use. Core curriculum can be defined as the district adopted curriculum for all general education students. According to special education laws, all students in special education are to have access to each district's core curriculum. The goal in special education is to increase the access to the general education curriculum as much as possible through the use of appropriate supports/services and instructional strategies

When a student is identified as needing special education services, two criteria must be met. The first criterion requires that the student must meet the identified criteria (as outlined in California Education Code) for one of the thirteen handicapping conditions. The handicapping conditions describe the different disabilities in the field of special education, such as mental retardation, deaf, blind, emotionally disturbed, learning disabled, etc. The second criterion requires that the student's disability must impact the student's ability to access the core curriculum. Depending on the severity of each student's disability, the ability to access the core curriculum will vary greatly. Each special education student is to be given appropriate accommodations/modifications and instructional strategies to help him/her access the core curriculum.

In addition to having access to the core curriculum, many special education students will need a specialized curriculum to learn basic skills, such as reading, writing and math. Also, many of these students will need to learn through different teaching methodologies. In order to meet the many different learning styles and instructional needs of all special education students, special education teachers need a repertoire of instructional strategies and curricula from which to choose.

Findings:

The district does not have the necessary specialized curriculum in place for teachers to appropriately teach all special education students and meet their individualized needs. (refer to Curriculum Focus Chart for SMMUSD and same chart for another district at end of the curriculum section)

- The Intensive Studies (IS) classes for students with severe disabilities do not have a functional curriculum. The purpose of a functional curriculum is to teach these students the necessary skills to function as independently as possible in the community where they live. Since these students have a significantly low cognitive level, they need a lot of repetition to learn a skill. In addition, they are not able to transfer skills learned in one place to another and therefore, need to learn skills where they will use them, mainly in community settings. There is no standard curriculum for any of the IS classes in elementary, middle and high school levels. The curriculum choices have

been left up to each individual teacher's discretion. In addition, necessary augmentative communication systems are not used for all students.

- The Resource Specialist (RSP) teachers need specialized curriculum and instructional strategies to choose from in their classroom in order to teach their special education students and meet their individual needs. The only specialized curriculum that each RSP has access to is the Language! Reading Program. Also, the level of knowledge of each RSP varies and this impacts the degree of services provided.
- The Non-Severe Day class teachers do not have appropriate curriculum to teach the basic skills in reading, written language and math. The only curriculum that each day class is the Language! Reading Program. Lanugage! is a start, however, some students need more than that particular program. Many students need additional supplemental specialized curriculum to obtain success in reading. In addition, these students need specialized curriculum in the areas of written language and math.
- The teachers for students with emotional disabilities need access to the core curriculum and also specialized basic skill curriculum. In addition, these students require other specialized curriculum in the area of social skills training, etc. The teachers do not have the appropriate curriculum to work with their students.
- The only funds for curriculum in the 02-03 budget was for the Language! Program materials. There was no funding for any other curriculum materials or instructional methodologies. The 03-04 budget does not have an allocation for curriculum.
- There was no money in the budget for all special education students to have access to the core curriculum reading series, Houghton Mifflin. When a district adopts a new curriculum, special education students are to be included in the adoption. If some of the special education students cannot use the new curriculum, then funding from the adoption is to be used to either purchase a reading curriculum for those students or to pay teachers to write a curriculum for those students.
- Appropriate curriculum for transition students between 18-22 years must also be developed or purchased. The curriculum should focus on all aspects of working and living in their community as independently as possible.

Recommendations:

In order to meet student needs and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

1. **Curriculum committees need to be formed to consider different curriculum options to teach the basic skills and other necessary instructional strategies to special education students with different disabilities.**
 - Any curriculum chosen must be research-based. The committee members should refer to the new book on dyslexia, Understanding Dyslexia by Dr. Sally Shaewitz at Yale University.

- The committees should use the reading document, “The California Reading Initiative and Special Education in California” as a guideline for choosing materials. In addition, the committee should consider “The Design”, a paper written by the district’s Director of Special Education on the implementation of The California Reading Initiative.

2. Committee members make recommendations to Director of Special Education.

Once each committee has decided on appropriate curriculum for each program, the recommendations should be presented to the Director of Special Education.

3. The necessary curriculum should then be purchased.

Santa Monica-Malibu Unified School District

Special Education Curriculum Focus

Placement is based on the curriculum needs of students, not the federal handicapping condition (FHC).

Resource Specialist RSP	Non-Severe NS-SDC	Emotional Disabilities ED-SDC	Alternative Curriculum PACE-SDC	Life Skills LS-SDC
<u>Reading Language!</u>	<u>Reading Language!</u>	<u>Reading Language!</u>	<u>Reading</u>	<u>Reading</u>
<u>Written Language Language!</u>	<u>Written Language Language!</u>	<u>Written Language Language!</u>	<u>Written Language</u>	<u>Written Language</u>
<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>
<u>Instructional Strategies</u>	<u>Instructional Strategies</u>	<u>Instructional Strategies</u>	<u>Instructional Strategies</u>	<u>Instructional Strategies</u>

Special Education Programs Division Special Day Classes Curriculum Focus

Placement is based on the curriculum needs of the student, not the federal handicapping condition (FHC).

	Resource Specialist RSP	Non-Savere NS-SDC	Emotionally Disturbed ED	Progressive Alternative Curriculum Environment • PACE	Integrated Life Skills ILS
Teaching Approach	<ul style="list-style-type: none"> Multi-Sensory Direct Instruction 	<ul style="list-style-type: none"> Multi-Sensory Direct Instruction 	<ul style="list-style-type: none"> Direct Instruction Multi-Sensory 	<ul style="list-style-type: none"> Direct Instruction Multi-Sensory 	<ul style="list-style-type: none"> Systematic Instruction (task analysis) Multi-Sensory
Curriculum Approach	<p>Curriculum Focus:</p> <ul style="list-style-type: none"> Academics parallel general education Core Curriculum May be served in RSP room up to 60% of day Served in general class and/or RSP room 	<p>Curriculum Focus:</p> <ul style="list-style-type: none"> Academics parallel general education Core Curriculum Served in day class 51% or more of day 	<p>Curriculum Focus:</p> <ul style="list-style-type: none"> Academics parallel general education Core Curriculum Additional Instructional Focus: <ul style="list-style-type: none"> behavioral support self-management social skills training self-advocacy 	<p>Curriculum Focus:</p> <ul style="list-style-type: none"> Alternative Academics: <ul style="list-style-type: none"> moderate modifications/adaptations to core curriculum functional academics Alternative skills training: <ul style="list-style-type: none"> social skills sensory/behavior management skills skill generalization in school community as appropriate per grade level 	<p>Curriculum Focus:</p> <ul style="list-style-type: none"> Functional activity-based <ul style="list-style-type: none"> domestic vocational recreation/leisure school/community-based instruction core academics Functional skills training: <ul style="list-style-type: none"> extensive modifications/adaptations inclusion of basic skills across all environments
District Core Curriculum	Appropriate Modifications/Adaptations should be made to District Core Curriculum as indicated in student's IEP.				
Supplemental Curriculum Guidelines	<p>Reading</p> <ul style="list-style-type: none"> Project READ Reading Mastery Corrective Reading Lindamood-Bell (Visualizing/Verbalizing) Extreme Readers Timed Readers <p>Written Language</p> <ul style="list-style-type: none"> Project READ <p>Math</p> <ul style="list-style-type: none"> Anytime Math Quest 2000 Connecting Math Touch Math 	<p>Reading</p> <ul style="list-style-type: none"> Project READ Reading Mastery Corrective Reading Lindamood-Bell (Visualizing/Verbalizing) Extreme Readers Timed Readers <p>Written Language</p> <ul style="list-style-type: none"> Project READ <p>Math</p> <ul style="list-style-type: none"> Anytime Math Quest 2000 Corrective Math Touch Math 	<p>Reading</p> <ul style="list-style-type: none"> Reading Mastery Corrective Reading Project READ Lindamood-Bell (Visualizing/Verbalizing) Extreme Readers Timed Readers <p>Written Language</p> <ul style="list-style-type: none"> Project READ <p>Math</p> <ul style="list-style-type: none"> Anytime Math Quest 2000 Excel Math Corrective Math Touch Math 	<p>Reading</p> <ul style="list-style-type: none"> Reading Mastery Project READ Lindamood-Bell (Visualizing/Verbalizing) <p>Written Language</p> <ul style="list-style-type: none"> Alternative Approaches <p>Math</p> <ul style="list-style-type: none"> Touch Math Excel Math Saxon 	<p>Reading</p> <ul style="list-style-type: none"> Functional Language Arts materials Reading Milestones Literature Prop Boxes Reading Power Leubach Way to Reading Meyer-Johnson <p>Written Language</p> <ul style="list-style-type: none"> Alternative approaches <p>Math</p> <ul style="list-style-type: none"> District written core math functional adaptations Commercially available functional math
Instructional Strategies/Techniques Guidelines according to age and appropriateness)	<p>Graphic Organizer</p> <ul style="list-style-type: none"> Mnemonic Clues Scaffolding Chunking SQR Pre-Concept Teaching Study/Organizing Skills Task Analysis 	<p>Graphic Organizer</p> <ul style="list-style-type: none"> Mnemonic Clues Scaffolding Chunking SQR Pre-Concept Teaching Study/Organizing Skills Task Analysis 	<p>Graphic Organizer</p> <ul style="list-style-type: none"> Mnemonic Clues Scaffolding Chunking SQR Pre-Concept Teaching Study/Organizing Skills Task Analysis 	<p>TEACCH</p> <ul style="list-style-type: none"> PECS-Picture Exchange Communication System DTT-Discrete Trial Training Other appropriate strategies/techniques 	<p>TEACCH</p> <ul style="list-style-type: none"> PECS-Picture Exchange Communication System DTT-Discrete Trial Training Other appropriate strategies/techniques

This sheet is a guideline for serving special education students and is not meant to be comprehensive for any particular area.

SPECIAL EDUCATION DEPARTMENT

TRANSPORTATION

Background:

According to Section 56342 in California Composite of Laws, transportation is a Related Service for Special Education students. This means that the IEP team needs to consider the need for transportation services at IEP meetings. Factoring into the decision making process should be a discussion as to how non-disabled peers get to the neighborhood school if the special education student would be attending their neighborhood school. If most students walk to school and the special education student cannot walk due to his/her disability, the team needs to consider the necessary transportation services. If the student will be attending a school outside their neighborhood, then transportation needs to be provided by the school district.

Findings:

There are no written guidelines for determining transportation services for students receiving special education services in the district. Also, there are no written procedures for implementing the recommended transportation services. As a result, there have been many problems with transportation services this year and past years.

The following list indicates the most prevalent transportation issues:

- Once the transportation form has been completed and the transportation department receives the form, the number of days to start the bus transportation varies greatly from student to student. Some students get transportation within a week while other students have waited up to four months. Some parents have been able to transport until the bus service started, however, other parents have not been able to and the students stayed home until the transportation started. Other districts have been found out of compliance when transportation was not provided in a timely manner.
- Parents have complained that the bus ride is one hour for their child, when a ride in a car would take ten minutes to get to school.
- Transportation department will not start service until the parents call the department, however, parents were not told to call.
- It appears that there are not enough buses to accommodate wheelchairs. In one case this year, when a new student moved into the district, the special education department had to contract with a taxi service to transport the student because the transportation department said that they couldn't. This will cost the district \$4200.00.
- Parents have been told that the transportation department could not accommodate their child for various reasons. As a result, the Special Education Department had to contract with a taxi service. For example, the buses cannot go up the canyons in Malibu. In one particular case, the student was offered a pick up point at a store in Malibu. This was an undesirable choice for a student with emotional

problems. It will cost the district \$1900.00 this year for taxi service for this student for five weeks. The total cost for taxi service to schools in the district this school year will be \$5020.00.

- There is no bus service from Pt. Dume to Cabrillo. This means that Pt. Dume students cannot attend any special day classes at Cabrillo, the only elementary school in Malibu to offer special day classes.
- Before this Director started in the district, transportation forms were sent home twice a year to every special education student. This included students that did not have transportation indicated on their IEP and as a result, due to the increase of the returned forms, the district ended up transporting students it did not need to. Additionally, parents would sign up to send their student to different school on the form and they were accommodated by the transportation department because there was no checking on which school the student was to attend according to the IEP. The practice of sending forms home was stopped by the Director, since transportation services need to be determined at the IEP team meeting.

Recommendations:

In order to meet the needs of students and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. The transportation department should be analyzed for its efficiency.**

It appears that the routing system presently used may not be the most effective. Also, the most up to date type of bus routing system may not be utilized. Presently, numerous buses pick up students at their homes, then the buses congregate at a parking lot where the students get off the bus and get on another bus that then takes them to school.

- 2. The transportation department should also be analyzed for its cost effectiveness.**

It might be more cost effective to outsource the transportation services to a private transportation company specializing in school transportation.

- 3. The transportation department's budget should be analyzed to ensure proper funding to accommodate all special education student needs.**

There needs to be proper funding for child safety equipment. When additional car seats were needed to transport preschoolers, the Director of Special education had to buy the car seats, as the transportation department did not have any money in its budget to pay for the car seats.

In this district transportation for special education students is paid for out of the general fund. However, transportation costs agreed to in mediation settlements for nonpublic school attendance, nonpublic agency attendance and reimbursements to parents for

transportation are charged to the special education budget. The special education budget does not have a line item for these transportation services.

Students placed in a residential facility by the Department of Mental Health incur transportation costs usually through airfare to the facility. In, addition, parents are entitled to visit the residential school several times a year which also incurs airfare costs. The special education budget does not have a line item for these transportation costs.

As the result of a previous mediation agreement, a student is attending a nonpublic school in South Pasadena. The district is paying \$270 a day to transport a student via a private transportation service as the district's transportation department could not accommodate this placement. This one case alone is costing the district \$175,000.00 for transportation, nonpublic school cost, speech services, tutoring and a one on one aide on the bus. Future mediation decisions should take into account the distance of a nonpublic school.

4. Steps should be taken to change the image of the transportation department to a more consumer-oriented approach.

Transportation is a mandated related service for special education students. The present image portrayed by this department is not particularly "user friendly" and the willingness to accommodate is not always positive to both staff and parents.

SPECIAL EDUCATION DEPARTMENT

LEGAL

Background:

Since the federal and state special education laws can at times be difficult to interpret, most districts have some form of legal representation for their special education department. Additionally, the legislative rulings have increased over the years and become more complex. Also, more and more parents are exercising their rights and filing for due process through their attorneys. As a result, school districts are either hiring an in house attorney or have a legal firm on contract with the district.

Findings:

The district has a history of contracting with a legal firm. In previous years, the firm that the district used implemented a strategy of waiting until the last possible date before the case was going to go to Fair Hearing. In order to avoid the Fair Hearing, the district had to incur substantial costs to settle the case. Then for a year or two, the district had no attorney representation and ended up spending a considerable amount of money. The last couple of years the district has contracted with a firm that specializes in school litigations, especially in the area of special education. The firm, Lozano Smith, employs lawyers that are very knowledgeable about special education laws and regulations.

The Director of Special Education has found the lawyers at Lozano Smith to be an asset to the district. They have been invaluable at mediations when other lawyers are present. They know how to proceed with opposing counsel or advocates and have been able to guide the mediation process in a positive way. In addition, these attorneys know how to negotiate on behalf of the district and build in safeguards that protect the district from future litigation.

The attorneys have also attended IEP teams meeting when parents have brought attorneys. This has been very helpful and educational to the district's IEP team members. Another benefit provided is the staff development training that the Lozano Smith firm is willing to do and has started with this district. One of the lawyers conducted trainings for administrators in January on the changes in the special education laws and the administrators responsibilities. That same lawyer also conducted a workshop for the general education and special education staff at Malibu Middle and High School on the meaning of 504 rules (American with Disabilities Act) and the responsibilities of teachers to implement the 504 plans. The lawyer also has met with the Coordinators and psychologists to interpret the laws and answer questions about specific cases. Finally, the lawyers at Lozano Smith have been very responsive to the Director of Special Education and her staff, returning phone calls promptly and giving advice on how to respond in writing to legal issues that routinely arise.

Recommendations:

In order to meet student needs effectively and enhance programs for students and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

- 1. Revise the contract with Lozano Smith law firm to “Office Hours” to be more fiscally responsible and receive enhanced services.**

The district has a contract with Lozano Smith law firm that is renewed annually. The cost of the contract has increased this year from the anticipated cost because the Director of Special Education is using the lawyers for both mediation cases and in a proactive way to begin to train district staff on all the laws and regulations pertaining to special education. The Lozano Smith firm conducts workshops across the nation for all special education personnel. This firm is well recognized as a leader in interpretation of the special education laws and has prevailed in Fair Hearings more than any other law firm in California.

Due to the increased usage of the lawyers at Lozano Smith and awareness of the resulting increase in cost, the Director of Special Education met with one of the partners of the firm to discuss how to possibly cut the costs, but not the services. Presently, the district is charged for each attorneys’ billable rate, phone calls to the district and other lawyers, written correspondence, faxes, mailings, etc.

Howard Fulfroost, one of the partners with Lozano Smith, proposed to change the contract with SMMUSD to an “Office Hours” format. Specifically, the attorney would spend eight hours a day once a week at the district office for a flat fee. The district could then use the lawyer in a variety of ways. For example, all mediations would be held only on the days the lawyer is present. If no mediations were scheduled, specific responsibilities would be assigned to the lawyer by the Director to address general as well as specific needs of the district. Such duties could include conducting trainings for special education staff, going out to schools and meeting with their special and general education staff, writing the necessary legal responses to other lawyers and parents or holding office hours where district staff could sign up to ask him/her questions. The lawyer would bring his/her own computer so he could access the files from the Lozano Smith office. The district would need to provide the lawyer with an office on the days he/she was scheduled to be at the district.

The Lozano Smith law firm has been conducting Office Hours at different districts for several years. The districts have found this to be a very positive, proactive approach and a savings to the district. For example, Las Virgenes realized a savings of \$14,000 in the first six months of instituting Office Hours.

The amount of time per month for these office hours would need to be decided by the district’s Director of Special Education and the lawyers from Lozano Smith after

reviewing the amount of time the district used the firm this year. Other districts use Office Hours at least twice a month. The cost for the Office Hours is \$1500 for a partner and \$1400 for an associate lawyer per day.

The Director of Special Education recommends changing the contract with Lozano Smith to Office Hours, not only for the potential cost savings, but also to address out of compliance issues proactively rather than reactively. It would be incumbent upon the legal staff to educate district personnel in developing and implementing defensible IEPs which include offers of Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). All too often a case goes to mediation because of the lack of an appropriate educational offer and procedural errors. In addition, a lawyer housed at the district office several days a month would free up some of the Director's time, as presently at least 50% of her time is spent on legal issues, such as responses either by phone to staff or via letters to families. (see attached letters created in conjunction with Lozano Smith lawyers)

SPECIAL EDUCATION DEPARTMENT

DUE PROCESS

Background:

Under IDEA, parents have the right to exercise their due process rights and file for a Fair Hearing if they do not believe that the district offer for special education services is FAPE (Free and Appropriate Education). The purpose of special education is to offer FAPE to all students in the least restrictive environment (LRE). When a parent files, they send a letter to the McGeorge School of Law in Sacramento requesting a Due Process Hearing. A Fair Hearing is then scheduled. Most cases requesting a Fair Hearing are taken off calendar and a mediation is scheduled. Mediations are preferred, to determine if the two parties can come to a mutual agreement as to appropriate services for the student. A mediator from the McGeorge School of Law is assigned the case. The mediator meets at the district office with district personnel and the parents who filed for due process and their attorney/advocate. A mediation settlement is developed and agreed to by both parties. If both parties cannot agree to a settlement then the case moves forward to a Fair Hearing.

The mediation process typically ends up a compromising session. Through compromise both sides agree to the type and amount of services that a student needs. This could be as little as an increase in speech services to as much as a day class placement in a nonpublic school if the district does not have an appropriate program. If the district does not want to compromise and believes that it has a defensible case, then the only alternative is to go to a Fair Hearing. This means that the case is defended in front of a judge and the judge makes the final decision as to where the student should receive services. Going to Fair Hearing is very costly. The district would have to hire a lawyer. The lawyer would have to prepare for the case, prep the witnesses and defend the case. The minimum number of days for a Fair Hearing is usually five days. The cost would start around \$100,000. In addition to the cost of the lawyer, district personnel would have to be in court for several days, incurring more costs by having to hire subs. The judge's decision could also cost the district additional money if the decision involves a nonpublic school placement for several years and the cost of any other support services.

Findings:

Mediations are filed for a variety of reasons. The reasons for mediations during this current school year were as follows:

- Lack of appropriate DIS services – no Physical Therapy, no Assistive Technology, no Behavior Therapy
- Lack of intensity of services – the amount of time for OT, Speech, etc. services
- Lack of placement through a continuum of options –such as, no programs for students on the Autism Spectrum from preschool through high school
- Lack of small, safe environment such as those found in a nonpublic school setting
- Parent distrust of the school district to provide an appropriate educational program for their child

In previous years, many mediations resulted in nonpublic school placements at great expense to the district. The reasons parents request a nonpublic school vary greatly. The common belief is that a nonpublic school offers the following:

- Regular education grades at a college prep level
- Non-modified grades. In the district Non-Severe special day class students are precluded from access to colleges because their grades don't count toward their GPA. (see Secondary section)
- A private education for special education students
- A small, protective environment
- An atmosphere free from teasing
- School's ability to handle emotional issues, especially depression
- Sports teams that the students can participate in at their level. The nonpublic schools are in a separate athletic division.

In Public Law 94-142, the nonpublic school option was designed for those students that could not be maintained on a school campus due to extreme behaviors and other issues that could not be dealt with effectively in a special day class setting. Over the years, the nonpublic school options have expanded to include schools for students with less extreme behaviors and mild to moderate learning problems. Presently, there are nonpublic schools for all different levels of disabilities. Some of these schools are very effective at educating out students and some are not. The Director and Coordinators believe that the district could provide appropriate educational programs for some students presently in nonpublic schools and at less expense to the district. However, the program options and supports need to be in place before a student can be expected to return to the district from a nonpublic placement.

Recommendations:

In order to meet student needs and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. The district needs to offer a complete continuum of program options based on student needs.**

Some of the mediation requests this year were appropriate. If the district does not have programs to meet the needs of all students, then the district cannot defend itself in mediation. It then becomes necessary to agree to a placement in a nonpublic school. The district will continue to need to fund nonpublic school placements until it has a complete continuum of program options based on the needs of students in the district. The cost for nonpublic schools this year will be at least \$1,939,813.03 (refer to NPS/NPA charts).

Of the 58 district students presently attending nonpublic schools, 48 were placed by a previous administration. Of the ten new placements this year, one was agreed to in a mediation by the Director. Six placements were in residential facilities for students with

serious emotional problems. The Department of Mental Health determines the need for a residential placement and they pay the therapeutic component. The district has to pay the educational cost. Two of the placements were for students to go to a day treatment facility. This is the same process as residential placement, however, those attending a day treatment facility live at home. The remaining placement was because a student moved into the district from Los Angeles and was already in a nonpublic school. The district has to incur that cost.

2. The district needs to hire appropriate personnel to provide services to students and alleviate the need to use nonpublic agencies.

There have been numerous mediation cases that requested services from nonpublic agencies, both this year and previous years. These services have been in the areas of behavior, speech, occupational therapy, physical therapy and assistive technology. The district was not able to provide the necessary services this year. The district did not have the appropriate number of speech pathologists to serve the preschool students from September to April. District personnel tried since August to find speech pathologists to interview and hire. The few that were available to interview decided to take positions at a hospital setting that paid considerably more. According to the National Association for Speech Pathologists, there is a shortage of speech pathologists throughout California and the nation. The district employed a physical therapist, but only for a couple of months. The district has not had appropriate assistive technology services for several years. In the area of behavior therapy, the district does not have a behavior specialist to evaluate the needs of students and provide behavior intervention plans and services. The district will continue to need to fund nonpublic agency services until the district has appropriate personnel to provide services based on the needs of district students. The cost for nonpublic agencies this year will be at least \$834,129.00.

3. Coordinators will provide staff development to special education personnel.

The improvement of current special education programs will help decrease the need for parents to file for mediation. The instructional program in the special day classes has a direct impact on the number of mediation cases. Teachers need training in best practices, how to offer a strong instructional program using appropriate curriculum. If these standards are in place, the program will meet the needs of the students.

4. Coordinators will attend each nonpublic school IEP and determine if a student could return to a district program.

All nonpublic school placements will be reviewed at the end of school year or annual IEP date if sooner. At the IEP meeting a discussion will take place to determine next school year's placement. In current mediation agreements, the Director has built in safeguards to ensure that a nonpublic school/agency provide progress reports and data collection results. In addition a district representative will observe the student and collect data on a periodic basis. This will help to ensure that students are making appropriate progress in nonpublic schools.

Similarly, all nonpublic agency services will be reviewed at the end of the duration of service. Past history in this district allowed nonpublic placements to continue without discussion as to returning to the district. In current mediation agreements the Director makes sure that the agreements indicate start and stop dates for all services.

5. Coordinators will prepare for mediation cases and do any necessary follow-up work resulting from the mediation settlement.

Presently the Director of Special Education is representing the district in the mediations. The Director has participated in twenty-three mediations this school year, the great majority of which were cases filed under the previous administration. The Director chose to do the mediations to get an idea on what the issues were and the degree to which the district was out of compliance in relationship to lack of program options.

For the 03-04 school year the Coordinators will prepare for mediation cases and follow-up on medication settlement agreements. As the Coordinators get more familiar with the mediation process and have been trained how to mediate, they will start to participate in the mediations. Until then, the Director will continue to do the mediations.

Ideally, the district should have an in house attorney to handle mediations, complaints and compliance issues.

SPECIAL EDUCATION DEPARTMENT

COMPLAINTS

Background:

Parents are guaranteed due process rights under IDEA. These due process rights include the ability to file a complaint against the district if the parent believes that the district did not implement any part of their student's IEP. In addition, a complaint could be filed regarding assessments and timelines. The complaint is filed with the California Department of Education (CDE), Complaint Division in Sacramento. Once CDE receives the complaint, it is assigned to a complaint investigator. The investigator determines if the allegation(s) are a violation of any special education laws. If so, the investigator delineates the allegations and the violations in a written format to the district. District personnel investigate the complaint(s). Then the district responds to CDE on each allegation and if the district believes they were out of compliance, the district writes a Corrective Action Plan. CDE contacts the parent to discuss and obtain agreement to the Plan. Once all parties have agreed on the Corrective Action Plan, the district implements the Corrective Action Plan. If a Plan can be agreed to within fifteen days, CDE will classify complaint as a Voluntary Resolution. Otherwise, the complaint becomes a formal complaint and CDE is responsible for the Corrective Action Plan.

Findings:

1. There have been four complaints filed against the district during the current 02-03 school year.
2. Parents filed for the following reasons:
 - District personnel did not implement parts of IEP
 - District personnel did not assess in a timely manner
 - Parent did not believe that the district would provide compensatory DIS services, even though it was written in IEP that the student would receive the necessary make-up services
 - Parent wanted district to have a "black mark against its' name"

Recommendations:

In order to meet student needs and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends:

1. **District Special Education Coordinators will process complaints for the 2003-04 school year.**

Presently, the Director of Special Education is handling all complaints. In order to get an idea of the types of complaints, the reasons for filing a complaint and the areas of non-compliance, the Director chose to perform this task. However, it is very time-consuming, as time is needed to perform the following:

- gather background information

- communicate with CDE several times until agreement is reached on whether the district is out of compliance and what needs to happen to bring the district into compliance
- write the corrective actions
- obtain all the necessary signatures (Parents, Superintendent, SELPA Director)
- do all the necessary follow-up work to ensure the corrective action is carried out correctly by all involved parties and in a timely manner

Beginning the 2003-04 school year, under the direction of the Director, the Coordinators will process the complaints that involve their assigned schools. This would give each Coordinator an awareness of areas of noncompliance at a particular school. It would also give them an opportunity to educate the staff and make any necessary changes at the school.

2. District Coordinators will maintain a list of non-compliance topics that need to be addressed in future staff development workshops.

Staff development in areas of non-compliance is a necessity. The only way to stay in compliance is to provide ongoing trainings for all district staff on a very regular basis. Since the common areas of non-compliance are procedural errors, timelines and implementation of the IEP, the Coordinators will focus their trainings in these areas.

SPECIAL EDUCATION DEPARTMENT

PERSONNEL

History:

Previously, the Director's role in this district has been more a reactive than a proactive one. There also has been a history of conflict resolution by acquiescing to parent demands. Regardless of the effectiveness of such an approach, it did set a precedent. This practice put the district in a compromising position.

Findings:

The present Director of Special Education has had to take on a reactive role, also. There was and continues to be an onslaught of parent calls, e-mails and demands made by parents. There is a pervasive lack of trust of district personnel among many parents of special education students. There exists, also, a certain sense of entitlement that has been fostered in the past. The Director is very willing to resolve issues, but cannot make decisions regarding services to students independent of an IEP team. As frustrating as it may be, families have been directed back to the IEP team by the present Director to resolve most issues brought forward. This is the correct and only legal procedure to follow and will continue to be the department's policy.

During this school year, the director found the following issues:

- lack of infrastructure to run the special education department
- lack of policies and procedures
- lack of guidelines on how to make decisions
- lack of standards for special education students, teachers
- lack of staff development focus
- lack of curriculum for teachers
- lack of overall knowledge base of special education laws and procedures among many staff members
- many misconceptions about special education procedures
- lack of supports in place to carry out the necessary services
- lack of processes/no systems in place
- many non-compliant issues
- numerous procedural errors on IEP forms and at meetings

Due to a lack of infrastructure, the Director has had at times to take on the role of program specialist, coordinator and director. Many times it appears that the Director is the "only one with the answers." There is a distinct need to empower others with the appropriate knowledge so they can be more responsive and start to change the culture of the department. This empowerment extends from the Coordinators to all office staff. Everyone in the Special Education Department needs training in special education laws and how to answer pertinent questions regarding special education services. This will then allow the Director to address the most pressing issues that rightly belong at the Director's level.

Recommendation:

In order to meet student needs effectively and enhance programs for students and as a result, be compliant with special education state and federal laws, the Director of Special Education recommends the following:

1. Create the necessary infrastructure in the Special Education Department.

The Director was hired to bring this district “Out of the dark ages and into the 21st Century.” Superintendent John Deasy used those exact words when he hired this Director. In order to carry out that task, the Director needs to build an infrastructure so that the basic tasks can be performed by her staff and she would then have time to focus on moving the district forward rather than maintaining the status quo. The Director should be focusing on restructuring the department and changing the image of the department through:

- program development
- grant writing
- research projects
- connections with universities and research facilities
- community connections
- fundraising sources
- public relations
- positive parent connections

The Director’s role needs to shift to a proactive one. This district should have a quality Special Education Department with trained professional staff who develop and provide exemplary programs using best practices and research-based curriculum. The Superintendent, Board, staff and parents should be proud of their Special Education Department and its functions.

2. Redefine role of Coordinator.

In order to develop the necessary infrastructure and to restructure the Special Education Department, changes must occur. The Coordinator’s role must be shifted. Currently the role is one of putting out fires, running from one crisis to another one and cleaning up procedural errors. Telephone calls and e-mails average around three hours daily. A tremendous amount of time has been spent attending IEP meetings. For example, in the short period of time one Coordinator has been in the department (Jan. 26 – April 30), she attended 26 IEPs, eight of which were with advocates. In addition, she attended 21 IEPs at nonpublic schools. The average time for an IEP is three hours with two hours of preparation time.

There are many contentious IEP meetings in this district. In addition, many parents bring advocates or attorneys to the IEP meetings and demands are put on the district’s team members. Most of the district personnel do not know how to handle these situations. Past history has shown that if a Coordinator was not present at some of these “high level” IEP meetings, the case ended in due process. Adequate training of special education personnel would allow for site IEP teams to understand their role, know how to make

informed decisions and how to support district programs using data on progress on goals and objectives.

Presently, the Coordinator's role also includes ensuring day class teachers are meeting the program needs and appropriately implementing each student's goals and objectives. In addition, the Coordinator is responsible for attending IEPs at both their assigned district and nonpublic schools. They are also responsible for maintaining compliance in each of their assigned schools and resolving any legal issues that may arise. Another important responsibility is communicating with staff, administrators and parents on a regular basis.

3. Utilize the Program Specialist position as defined in California Education Code.

The Program Specialist position is described in the California Education Code, however, SMMUSD currently has no staff working in this capacity. There were Program Specialists previously in the district, however, several years ago the title of Program Specialist was changed to Coordinator, yet the responsibilities did not change with the title. The responsibilities of a Program Specialist are very different from that of a Coordinator. A Coordinator is a management level position and has the responsibility of evaluating staff, among other management duties. The two positions are not interchangeable. The district receives funding for Program Specialists and should use the money for that position.

It is the intent of the law that the Program Specialist position would be the link to teachers and other school staff. Program Specialists are responsible for assisting in the following:

- delivery of instruction
- implementation of the curriculum in the day classes
- teaching instructional strategies
- creating standards for all special education day classes
- compliance in assigned schools
- IEP meetings

In addition, one of the major responsibilities of the Program Specialist is staff development. This requires determining the needs for the department, developing workshops and conducting the trainings in the above categories for all special education teachers and general education teachers when necessary. The Coordinators would assist the Program Specialists in conducting the trainings. In previous years, trainings for the special education teachers were rare. Both teachers and administrators need to be current with special education laws.

If the district had Program Specialists in place to take care of the day to day needs of each school, the Coordinator's focus could shift. For example, in order to bring students back from nonpublic schools, a staff member needs to go to each school, assess the needs of

the student and create a plan to bring the student back. This is very time consuming, but worth the time invested. If the Coordinator had appropriate time to do this research before an IEP meeting, they would be better able to make informed decisions at the meeting and offer appropriate services. The research would also give the Coordinators the necessary information as to what the district is lacking in program options. Then the Coordinator could develop the appropriate programs in the district and monitor the effectiveness of the programs. This shift in the role of the Coordinator would be cost effective in the long run. The creation of more program options would reduce the number of new nonpublic placements and also would give the Coordinators options for returning students to the district from nonpublic placements. The high cost of nonpublic placements can be reduced, but not without adequate staff to do the research and appropriate programs in place in the district.

Along with the Program Specialist, the Coordinator would be responsible for the district's compliance and notifying the Director when the district is out of compliance. Another goal would be for the Coordinator and Program Specialists to evaluate the need for one on one aides assigned to students. In addition, the Coordinators would be evaluating the Program Specialists and DIS personnel.

The new Coordinators have not had the experience their job requires. It is not because of their lack of ability, it is the experience that they lack. Usually, Coordinators have served in the capacity of Program Specialists before taking on the administrative role of Coordinator. This Director was a Program Specialist for ten years before she became a Coordinator and then a Director. Those years as a Program Specialist were invaluable for laying the foundation of knowledge about processes/procedures, legal issues, curriculum and instruction staff development, etc.

The district needs to look at the past history of the Coordinators and their length of stay. During this current school year there was a turn over of all four Coordinator positions. After questioning why they left, all of the Coordinators indicated that they felt they could not do what was asked of them. The job is overwhelming, unmanageable and often non-rewarding. Currently, the Coordinator position is a combination of the role of Coordinator and also the role of Program Specialist. It is not possible to effectively perform both assignments.

4. Consider options to build infrastructure.

It is common knowledge that in any work place adequate staffing and appropriate training are necessary. In the field of special education adequate staff equates to lower due process costs and out of district expenses to nonpublic schools and agencies. After adding appropriate staffing a few years ago, Beverly Hills School District was able to lower their expenditures for nonpublic schools and decrease the number of compliance issues.

In the Tri-City SELPA, Santa Monica-Malibu Unified School District has the most students in both general education and special education, yet the support staff ratio is much lower.

Beverly Hills

5200 students Total Enrollment
600 Special Education students

.50 Director
1 Coordinator
2 Program Specialists

Culver City

6100 students Total Enrollment
590 Special Education students

1 Director
2 Program Specialists

Santa Monica

12,344 Total Enrollment
1538 Special Education students

1 Director
3 Coordinators
.4 Coordinator to oversee 135 preschoolers

In comparison to the other districts in the SELPA, this district's Special Education Department is understaffed. The district needs to take into account the distance from Santa Monica to Malibu. One Coordinator has to work only in Malibu in order to save time. The two other Coordinators are assigned to Santa Monica schools. Three Coordinators would be appropriate staffing, if there were also Program Specialists to assist them. Beverly Hills and Culver City realized the need for both levels of support staff. A phone survey conducted by department staff indicated that the majority of school districts in California have the Coordinator level and Program Specialist level as part of their Special Education Department.

Both the number of due process cases and complaints is much higher in SMMUSD than Beverly Hills or Culver City. (refer to attached information at end of this section) In addition, the number of students in nonpublic schools and receiving services from nonpublic agencies is considerably higher. As stated before, without adequate staff and appropriate programs, there can be no changes and the costs will continue to escalate.

Also over the past three years, the special education staff at the district level has been reduced each year.

<u>01-02</u>	<u>02-03</u>	<u>03-04</u>
.50 Asst. Superintendent	.50 Asst. Superintendent	1 Director
4 Coordinators	1.00 Director	3.4 Coordinators
	3.00 Coordinators	
	.40 Coordinator for Preschool added 11/02	

A school district must provide the appropriate instructional programs for students with disabilities in the least restrictive environment. In order to accomplish this task, a district needs the infrastructure to build capacity both internally and at school sites.

There are creative ways to build the proper infrastructure to adequately support and serve the special education staff, students and families in Santa Monica-Malibu School District. The Director of Special Education would like to explore those options.

5. Analyze the number of identified special education students in SMMUSD.

Federal guidelines recommend that the number of identified special education students in a district should be no more than 10%. Most district's in the state of California average 10%. Beverly Hills District has 9% and Culver City has 10%. SMMUSD has 12.5% of the total enrollment identified as special education students.

One reason could be that the criteria for determining eligibility in special education was not adhered to. In prior years, there was a lot of inconsistency as to the criteria used for identification of students. As a result, students were identified under the wrong categories and some might not have qualified for services using more appropriate criteria. When the Director discovered this, she took immediate measures to clear up this problem.

Another reason for the high number of identified students in this district could be the high number of students on permit. Presently, there are 158 special education students on permit. Of that total, 90 are receiving services from resource specialists and 24 are in special education day class students. The number of special education students on permit would need three resource specialists and two day class teachers to provide the appropriate services.

There is a need to utilize prevention, intervention strategies before a referral to special education. In addition, the process of how IEP teams are qualifying students for special education needs to be reviewed with IEP team members. This focus will ensure compliance with all special education laws.

6. Shift from reactive to proactive role.

The Director of Special Education, along with her staff, was able to begin to shift the perception of the department during this year. The Director held a “Coffee” for parents and staff in both Santa Monica and Malibu. These meetings were well attended and the evaluations were very positive. Several trainings for staff were held:

- Howard Fulfrost from Lozano Smith met with administrators to discuss changes in special education laws.
- Howard also met with the psychologists and Coordinators to interpret the laws and answer questions.
- Trainings were conducted for the special education staff to explain the IEP process, discuss common procedural errors and other non-compliance areas. This particular workshop was created as the result of reading 1500 IEPs this past summer and finding that many of the IEPs were not filled out correctly and had numerous procedural errors. A notebook was given to each staff member that contained information about the Special Education Department, the IEP forms and important legal information.
- A Disability Awareness Day was held at Malibu High School. Both the Director and Maria Shriver presented information on students with severe disabilities and the Best Buddies program for these students.
- The Coordinators trained the staff and put the kits together for the California Alternative Performance Assessment (CAPA test). This is a new state test for students with severe disabilities.
- The Coordinators conducted workshops on how to collect data on student’s progress on IEP goals and objectives. Before the end of the school year another workshop will be held to finalize forms for collecting data. All service providers will be required to monitor student’s progress using data collection forms in the fall. This will enable every service provider to articulate clearly and with accuracy student’s progress at IEP meetings.

The Director and the Coordinators will continue to take proactive measures to make the Special Education Department a more cohesive unit and continue to educate all staff.

SPECIAL EDUCATION DEPARTMENT

OFFICE STAFF

Background:

Over the years, the special education office staff has had different responsibilities. As the responsibilities have changed, so has the staff. The office staff in the Special Education Department needs to be organized in a more efficient manner.

Findings:

Since the Special Education Department is losing a secretarial position, the responsibilities of the three remaining clerical support staff will need to be revised.

One secretary needs to be assigned to the Director.

Another secretary needs to be assigned to working with the Coordinators.

The responsibilities of the office staff should be reviewed for necessity and efficiency.

The following list contains the major tasks performed by the present staff:

- High volume of phone calls
- Contracts
- Invoices
- Payroll
- Aides
- One-on-one aides
- Transportation requests
- Record requests
- Assessment packets
- Information reported to CDE
- Class rosters for school personnel

Recommendations:

In order to indirectly meet the needs of students through communication to schools and parents and performing related tasks and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. Determine department requirements and then put systems in place to ensure accuracy and efficiency of performing those requirements.**
- 2. Meet with the office staff to reorganize the department and reassign responsibilities as necessary, so that the office runs more efficiently.**
- 3. Improve image of department through better communication and other types of public relations.**
- 4. Take a “Nordstrom” approach when communicating with the public.**

SPECIAL EDUCATION DEPARTMENT
MANAGEMENT INFORMATION SYSTEM (MIS)

Background:

The Management Information System is used to report information to California Department of Education (CDE). The computer program generates a list of the number of each district's special education students. This information is reported to CDE twice a year. This list is then used to calculate state and federal special education money. The system also produces lists such as number of students in each disability category, IEP due dates, and class rosters for each school. The System is a valuable source of information to the Special Education Department.

Findings:

The MIS Specialist position is currently filled by an Instructional Aide working out of class. The position should be classified correctly.

In the past, information reported to CDE has not always accurate. There were errors in the way students were reported. The total number of students may have been correct, however, the number in each disability category was in error. This was due to a misunderstanding by the IEP teams as to which disability code to use for certain students. Psychologists have been informed as to the correct way to identify these students.

Class rosters created by data entered in the system continue to be problematic. Reporting from schools is inconsistent, not always accurate nor reported in a timely manner. This impacts the accuracy of the rosters and as a result, the number of students used to calculate class lists. This becomes a problem when calculating the number of resource specialist positions, as the California Education Code does not allow any resource specialist to have more than twenty-eight students on their caseload.

IEP forms are difficult to read and need to be updated to reflect changes in required reporting.

The housing of the IEPs at the district office should be organized in a more efficient manner.

Recommendations:

In order to adhere to the required reporting of student data and as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

1. **The data reporting system needs to be revised to ensure accurate reporting of information.**

The district must have an accurate count of special education students and other data information. The number of special education students reported to the state department determines the funding the district receives for the special education budget. In addition, projected growth is determined from the numbers reported. Steps need to be taken to ensure the accuracy of the reports generated.

2. The duties of the MIS Specialist need to be expanded.

The MIS specialist should take a more active role to ensure the district is in compliance with reporting of information. The System should be used as a tool to monitor compliance. For example, the specialist could be generating rosters on a monthly basis to send to schools to ensure the district stays in compliance. The specialist could then be working directly with each teacher of record to correct any errors. Other data collected in the computer system should be shared with service providers. Also, the data system allows for information to be generated a variety of ways to provide different types of statistical information. The specialist could use this information to help make projections and determine other special education needs.

3. A committee should be formed to begin to make the necessary changes to the IEP forms.

The IEP forms need to be reviewed for accuracy of what is required by CDE and appropriate changes made. In addition, the forms could be made more user friendly for both the personnel filling out the forms and for those reading the forms.

4. The housing of IEPs and other confidential information on special education students needs to be reviewed.

Current information on each student should be organized into folders with sections delineating assessments, IEP forms, health issues, etc. This will ensure that all necessary information is in one place.

5. The district should consider using a computerized IEP system.

Computerized IEPs should be considered, as this would improve the accuracy of records greatly. If an IEP is generated on a computer, the data is immediately in the system and there is no question as to accuracy of reporting of student information. Also, IEPs are misplaced frequently and there are no additional copies. Computer IEPs would alleviate that problem.

SPECIAL EDUCATION DEPARTMENT

FISCAL SERVICES

Background:

The district's Fiscal Department supports the Special Education Department's fiscal needs. This includes processing invoices from nonpublic school and agencies, consultants and other service providers. In addition, a consultant (retired Director of Fiscal Services) provides the necessary services to do the required reporting to California Department of Education and the budget runs for the department.

Findings:

The Special Education Department staff and the staff in fiscal services assigned to special education matters should meet regularly. Previously, there were no check and balances as to which students were receiving services and which agency to pay for those services. A system has been put in place to prevent any payment errors.

The district did not keep accurate records in regards to mediation settlements and payments agree to in those settlements. The Assistant Superintendent and Director of Special Education have had to spend numerous hours back tracking on previous years cases since parents were not paid in a timely manner.

There is a high volume of invoices from nonpublic schools and agencies to process.

The Director discovered that the funds from the SELPA were not paid in a timely manner.

The Special Education Department staff discovered that some invoices from nonpublic schools included names of non-district students or those that already had graduated. This billing error has been corrected and is now monitored each month.

Recommendations:

In order to be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. Develop more checks and balances, more systems in place.**
The procedures for processing new students attending nonpublic schools and agencies need to be refined.
- 2. Increase communication with fiscal department.**
- 3. Due to the large volume of invoices, one staff member from Fiscal Services may need to be devoted to only special education.**
- 4. Training of a clerical position on special education budget procedures is necessary.**

SPECIAL EDUCATION DEPARTMENT

BUDGET FOR 02-03 SCHOOL YEAR

Background:

The Special Education budget for the 2002-03 school year was decreased \$500,000 from the previous year's budget. This reduction came from projecting a \$500,000 decrease in costs for nonpublic schools. The intention was that students would be returning from nonpublic schools to a district program for students with emotional disabilities (ED) at Olympic High School. However, there was no organized plan on how to return the students and no actual students were identified. As a result, students did not return from any nonpublic schools this school year to attend the Olympic ED class.

Findings:

There were savings from nonpublic schools/agencies costs for other reasons:

- Through the diligent efforts two of our Coordinators, two students in a nonpublic school were found to be living outside the SMMUSD boundaries. The district is no longer paying for these students and is seeking reimbursement for the time the students were in the nonpublic schools and not living in SMMUSD boundaries.
- A student was receiving reading tutoring from a nonpublic agency. The Director convinced the parent of the student to return to the district and receive the same services from a Resource Specialist. The RSP is tutoring the student after school and receiving extra pay, however, that pay is considerably lower per hour than the cost at the agency. The RSP is utilizing specialized curriculum that very few teachers have been trained to use.
- A student returned on his own from a nonpublic agency to SAMOHI. He did not want to attend the nonpublic school anymore.

It should be noted that the Special Education Department reduced expenditures allocated in the budget for the 02-03 school year:

- Savings from unfilled teacher positions:
 - Speech pathologist vacancy from September to April
 - Speech pathologist vacancy from September to June
 - Psychologist vacancy from September to June (position only partially filled by part-time psychologists)
 - Retirement of RSP from January to June
 - Coordinator vacancy from September to end of January
 - Coordinator vacancy from November to end of January
 - RSP position when RSP took Coordinator position
 - Aides for RSP positions
 - One-on One aides
- \$72,000 for reserving spaces for special education students in Head Start programs
- savings from cell phones

Recommendations:

In order to meet student needs and enhance programs for students as a result, be compliant with state and federal laws, the Director of Special Education recommends the following:

- 1. Expand the continuum of program options so that students can stay in the district and not need to be sent to nonpublic schools.**

The need to send students to non public schools and therefore incur considerable expenses could be alleviated if the district had appropriate programs to meet the needs of all students. Currently, the district is not meeting the needs of the students on the Autism Spectrum and therefore has to send these students to nonpublic schools. As the Coordinators and the Director have visited nonpublic schools this school year, they have found that many of these schools are not providing a quality education. The district is paying significant fees for inferior services.

In addition, the nonpublic schools are asking the district to pay extra for reading teachers and one on one aides to work with our students in the nonpublic schools. It is the department's belief that these extra expenses should be included in the set fees the nonpublic schools charge, not an additional expense. The district is questioning each school that requests pay for additional services.

If the district does not begin to create programs that are necessary to offer a continuum of options, then the amount of money paid to nonpublic schools will continue to escalate. Over the last five years the district paid \$11,001,724 for non public school and agency services. Not only have the fees of nonpublic schools continued to rise, but also the number of requests to attend has continued to increase. It can be anticipated that the district will pay more and more each year.

The department believes that the funds currently being spent on nonpublic schools could be used to create programs in the district. (refer to 03-04 Proposed Reorganization Chart) Some of the nonpublic schools are not providing district students with a quality education. The students are not always receiving what is delineated in their IEP. In addition, for some students the district has to pay extra for a one on one aide, yet the aide is working with the whole class, not just the district's student. Also, some schools are charging extra to teach reading or other services. The Director and the Coordinators believe that they could create exemplary day class programs to meet the needs of most of the district's students.

- 2. Reconsider the reason for paying teachers to have included students in their class.**

The amount of money this department spends each year to supplement teacher's salaries for working with included special education students is not an appropriate use of special education funds. In addition, not only are general education teachers supplemented, special education teachers have also been supplemented in the past years. As stated before, teachers should not be paid double for doing their contracted work. This procedure should be reconsidered at the next negotiations meetings.

SPECIAL EDUCATION DEPARTMENT

BUDGET 03-04 SCHOOL YEAR

The Special Education Department has reduced the 03-04 budget as follows:

- .50 FTE Assistant Superintendent
- 1.00 FTE Administrative Secretary
- 1.00 FTE former RSP now in BTSA position
- .20 FTE AP position at Grant
- Extra pay for Lead OT position
- 50 % of Psychologist pay during summer school

Anticipated reductions:

- If an Autism class is started at Malibu High School, two students in current nonpublic placements would return. Cost savings of \$63,000.
- If the Preschool Program is redesigned, it would cut down the cost of nonpublic agencies and schools and mediation costs. The redesign would include an Autism class, an Ancillary Clinic and vendor services with Regional Center. This year the district will spend approximately \$500,000 for preschoolers to receive services at nonpublic agencies.
- If a Learning Resource Clinic is created, the cost of nonpublic agencies for tutoring services would be reduced. This year the district will spend \$183,930 for tutoring services.

There are no other reductions in the Special Education Budget that would not interfere with the services to students.

Recommendations:

In order to meet student needs and as a result, be compliant with state and federal laws the Director of Special Education recommends the following:

1. **Increase psychology time for required counseling services and assessments due to increased caseloads and referrals at the following schools:**
 - + .40 at Lincoln
 - + .50 at Webster
 - + .20 for Nonpublic school assessments
 - +1.00 at SAMOHI

Based on the enrollment at SAMOHI, the amount of psychology time is not adequate. The school needs three fulltime psychologists, according to guidelines from the National Association of School Psychologists.

The district should consider hiring social workers to perform counseling services. This would lower the amount of psychologist time and as a result, lower the cost. Psychologists are paid on a management scale and social workers are paid on a teacher's salary.

2. Based on the requirement in California Education Code limiting the caseload for Resource Specialist services to 28 students, the following positions need to be increased:

- +.20 at Muir
- +.40 at Pt. Dume

3. Increase speech pathologist services.

- +.10 at Webster

In a previous mediation agreement, additional speech services for a student were agreed to. However, the student did not receive those services. The district owes approximately two years of compensatory service.

4. Hire a Physical Therapist.

A lack of a Physical Therapist this year cost the district \$117,890.

5. Hire a part-time Assistive Technology consultant.

This year the district has to pay \$95.00 per hour to refer to a nonpublic agency.

6. Hire an Intensive Studies (IS) teacher at SAMOHI.

There were two IS teachers at SAMOHI last year. One was sent to Lincoln this year to serve the middle school students. Unfortunately, the teacher at SAMOHI was then left with sixteen students with very severe disabilities. This is a very difficult class to manage. Most classes with students with severe disabilities average eight students.

- The proposed budget does not allocate any money for curriculum beside the Language! Reading Program. There is no set curriculum for any day class program. Programs cannot be effectively taught or assessed without appropriate curriculum. All day classes need curriculum in the basic areas of reading, math, writing and social skills. In addition, specialized curriculum needs to be available for different special day class programs. Curriculum and instruction are an integral part of teaching. If the district's goal is to improve instruction, this goal should also include special education students. Funding for necessary curriculum needs to be included in the special education budget.
- The proposed budget does not allocate enough money (only \$7313 from federal funds) for staff development. The teachers in this district are significantly under trained and under informed. Training needs to occur in the areas of compliance issues, special education laws, the IEP process, instruction, teaching strategies, how to implement what curriculum they have, etc. Funding for staff development needs to be part of the special education budget.

- The propose budget does not allocate enough money for consultants. In order to train the teachers in their areas of need, consultants will be required to conduct the trainings. The district needs experts in various special education areas such as behavior, autism, and functional curriculum. Improved instruction is dependent on raising the knowledge level of teachers. Consultants are needed to help improve instruction, as the district does not have experts in the needed specific areas of special education.
- Due to an agreement in a mediation, the Director was able to hire consultants this year to work with teachers in the Intensive Studies (IS) classes at McKinley. The consultants also evaluated the district's IS program and gave numerous suggestions for changes. In addition the consultants are training the aides in the classes and will be conducting workshops for parents of students in the classes. There is no money in the budget for these consultants to continue next year. There is little doubt that this case will go back to mediation if the consultants do not return. This case almost went to Hearing this year before the Director was able to stop it. The district already spent a significant amount of money for mediations in previous years on this case and did not resolve the issues.
- The proposed budget does not allocate any funds for Community Based Instruction (CBI) for transition students to learn how to access their community. There were CBI funds in the 01-02 budget, but those were eliminated when the Intensive Studies teacher position moved to Lincoln Middle School. Community Based Instruction has to be a major part of the IS curriculum for both middle and high school students. These students need to learn how to access their community. Since these students do not transfer skills mastered from one setting (classroom) to another (community), they need to learn life skills in the community where they will be working, residing, etc.
- The Transition Partnership Program grant from the Department of Rehabilitation will bring in \$131,377.00. Within that amount of money is funding for a management position and office staff. Knowing that the required paperwork for the Department of Rehabilitation is considerable, the Director saw it as necessary to include office staff. Also, since there is no position to organize the transition students and their needs, the Director added a management position. These positions need to be included in the 03-04 special education budget.
- The Extended School Year budget for 2003-04 has increased from last summer's budget due to several factors. Malibu High is open this year and since most of those students did not attend last summer, this will be an increase in personnel to teach the classes at Malibu High. Also, due to the fact that the district was not able to hire a speech pathologist until April, there are many students who will be receiving their compensatory services this summer. This is an additional cost to the budget. Also, there will be need to be compensatory services provided for students receiving occupational therapy, physical therapy and counseling.

- The special education budget has a line item for nursing services. When the district had ten nurses and the number of special education students was 10% of the district's enrollment, the amount of time nurses provided to special education students could have been equal to one nurse. However, with the proposed reduction in nurses, special education should not have to pay for one full time equivalent of only five nurses.
- Both the psychologists and speech pathologists generate Medi-Cal funds for the services they provide. In previous years, only a portion of these funds were used to buy assessment materials. The special education budget did not have enough additional funds to purchase all of the necessary assessments. As a result, the therapists had to choose which assessments to purchase. The lack of up to date assessment materials caused some cases to end up in mediation. The materials district personnel used were compared to newer assessments used by private therapists. The district was not able to support those cases and ended paying for the private assessments and additional services. It is recommended that the Medi-Cal funds be utilized to bring all assessment materials up to date for psychologists and speech pathologists.
- Districts receive federal and state funds to educate students receiving special education services. This money is earmarked for special education only. It is a known fact that the funds are not enough to cover the cost of educating each special education student (refer to chart on Direct Services to Students at end of this section). As a result, districts have to make up the difference through a contribution from the general fund. In times of financial crisis this is especially difficult. It should be noted that the California Department of Education will be auditing all school districts this year to ensure that they have followed the Maintenance of Effort legislation regarding reductions to special education budgets (refer to attached legislation).
- At the May 2003 Revise Workshop, it was indicated that growth for special education for the 2003-04 school year would be funded at the same rate as in 2002-03 (\$524.78 per ADA). In the 2002 December count there was an increase in identified special education students from the previous December count. The increases were in the number of students in the identified areas of autism, emotionally disturbed and speech and language delays. This growth indicates the need for three additional special day classes. At the preschool level, there was growth in the area of students with speech and language needs. Although there has been an increase in students with autism at the preschool level, last year these students were not consistently identified in that category.

SPECIAL EDUCATION EXPENSES
2002-2003

Direct Services to Students

Direct Service	Cost (approx)
Resource Specialists (RSP) RSP Aides Substitutes	3,041,602
Special Day Class Teachers (SDC) Non-Severe SDC Aides Substitutes	2,389,876
Special Day Class Teachers (SDC) Severe SDC Aides Substitutes	2,296,054
One on One Aides	788,541
Inclusion Specialist, Aides & Support	179,760
Reading Specialists	107,052
Job Developer & Support	26,032
Psychologists	192,794
Speech Pathologists & Support	1,070,057
Occupational Therapy Specialists	461,101
Adapted Physical Education Specialists	160,825
Specialist for Visually Impaired	54,155
Orientation & Mobility Specialist	67,773
Deaf & Hard of Hearing Specialist	47,000
Home/Hospital Teachers	27,956
Nurse	73,431
Total	\$10,984,009

Income received from state and federal funds
for direct services to students. \$10,034,202

Difference \$ 984,807

Direct expenses for educating students in nonpublic schools and agencies (\$3,930,512) were not included in above total of \$10,984,009. Only direct services provided by district personnel were included.

Based on the amount of income received from state and federal funds, additional expenses for indirect services to students and operational expenses of the Special Education Department would not be covered by that income.

SPECIAL EDUCATION DEPARTMENT

REORGANIZATION PROPOSAL

The following Reorganization Proposal would begin to bring the district into compliance by expanding the continuum of program options to meet the needs of our students in special education. In addition, the proposed enhancements would strengthen the current programs and provide our students with services they need and to which they are entitled.

The Director of Special Education is very aware of the current budget crisis and has tried to utilize existing funds wherever possible. However, the Director is also very aware of what happens when a district is found out of compliance and the ensuing ramifications. The Director also believes that the only way to drive down the high cost of nonpublic school and agency placements and due process cases is to offer appropriate programs. The three million dollars that the district currently spends on nonpublic schools and agencies could be better utilized creating exemplary programs for our special education students.