

**For a Listing of Upcoming Board Meetings See Page v of this Table of Contents**  
**Santa Monica-Malibu Unified School District**  
**Board of Education Meeting**  
**MINUTES**

**June 13, 2007**

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, June 13, 2007, in the District Administrative Offices, 1651 16<sup>th</sup> Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:20 p.m. in the Board Conference Room at the District Offices: 1651 16<sup>th</sup> Street, Santa Monica, CA. At 4:21 p.m. the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:23 p.m. in the Board Room.

**I. CALL TO ORDER**

- A. Roll Call
- B. Pledge of Allegiance

**II. CLOSED SESSION**

- Closed session with legal counsel concerning pending litigation pursuant to GC §54956.9(b)(3) as cited in the Brown Act.
- Public Employee, to consider appointment, employment, performance evaluation, or dismissal of employee pursuant to GC 54957 as cited in the Brown Act.

**II. APPROVAL OF THE AGENDA**

**III. APPROVAL OF MINUTES**

- A.01 Approval of Minutes ..... 1  
*No Minutes to Approve*

**IV. 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 (Major Items).

**V. 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 are 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. If the number of persons wishing to address the Board of Education exceeds the time limit, additional time will be provided in Section **XVI, CONTINUATION OF PUBLIC COMMENTS.**

- *Anabella Large, a member of the community, expressed the need for a bilingual liaison at Edison Language Academy. Board President Wisnicki asked staff to make this placement a priority.*
- *Molly Strauss, Isabel Polon, and Lulu Mickelson, Samohi students and members of the Samohi Solar Alliance, urged the district to be exemplify environmentally responsible in the Facilities Master Plan.*
- *Ted Bardacke, a member of the community, addressed environmental concerns as they relate to the Facilities Master Plan.*

### **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.*

#### **VI. 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.02 Appoint Members to the Measure “BB” Advisory Committee ..... 2-3

#### **VII. 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.

6:55 pm

D.01 Presentation of Preliminary Draft Facilities Master Plan .....4

#### **VIII. INFORMATIONAL ITEMS**

I.01 California Environmental Quality Act (CEQA) and Draft Program-Level Environmental Impact Report..... 5-8

I.02 Sustainability/Design and Construction of High Performance Schools (CHPS) ..... 9-12

#### **IX. BOARD MEMBER ITEMS**

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

**X. CONTINUATION OF PUBLIC COMMENTS**

A continuation of Section VIII, as needed. (If the number of persons wishing to address the Board of Education exceeds the time limit in section VIII, additional time will be provided in Section **XVI, CONTINUATION OF PUBLIC COMMENTS.**)

**XI. 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."

- *Board Member Bloomfield shared her responses to the previous night's Santa Monica City Council meeting, specifically regarding the original AB 1200 document regarding SMMCTA salary compensation, salary compensation scenarios, and Special Education expenditures.*
- *Board President Wisnicki and Board Member Escarce echoed Ms. Bloomfield's remarks.*

**XII. 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.

- *Appointment of Additional Measure "BB" Advisory Committee Members*
- *Public Hearing and Adoption of 2007-08 Budget*

**XIII. CLOSED SESSION**

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

**XIV. ADJOURNMENT**

It was moved by Ms. Emily Bloomfield, seconded by Mr. Barry Snell, and voted 7/0 to adjourn the meeting at 9:37 p.m. The next meeting will be held on **Thursday, June 28, 2007, at 5:30 p.m.** in the **District Administrative Offices: 1651 16<sup>th</sup> Street, Santa Monica, CA.**

Approved: \_\_\_\_\_

6/28/07

\_\_\_\_\_  
President

\_\_\_\_\_  
Superintendent

**Meetings held at Santa Monica City Hall are broadcast live - City TV2, Cable Channel 16.**

**Meetings held at the District Office and in Malibu are taped and rebroadcast**

**in Santa Monica on CityTV2, Cable Channel 20 - Check TV listing.**

**Meetings are rebroadcast in Malibu on Government Access Ch. 3 every Saturday at 8pm**

**Board of Education Meeting Schedule – 2006-2007**  
**Public Meetings will begin at 5:30 p.m.**

July through December 2006					
Month	1 <sup>st</sup> Thursday	2 <sup>nd</sup> Thursday	3 <sup>rd</sup> Thursday	4 <sup>th</sup> Thursday	Special Note:
July		13 DO	20* DO	7/27 DO	* Special Meeting
August	3 DO		8/17 SM	8/31 DO (5 <sup>th</sup> Thurs)	* Special Meeting
September		9/14 DO		9/28 DO	<b>School Opens 9/6, 2006</b> (Because of Labor Day and start of school, mtgs on 2 <sup>nd</sup> & 4 <sup>th</sup> in Sept.)
October	10/5 M		10/19 SM		
November	11/2 <del>DO</del> M		11/16 SM	<del>11/30 DO</del> (5 <sup>th</sup> Thurs)	Thanksgiving 11/24-25
December		12/14 DO			Usually one mtg. (Three wks in Dec. before winter break)
<b>December 25-29 Winter Break</b>					
January through June, 2007					
<b>January 1-5 Winter Break</b>					
January			1/18 SM		
February	2/1 M		2/15 SM		
March	3/1 DO		3/15 SM		Stairway 3/22-23 (5 Thursdays in March)
<b>April 02 - 13, 2007 - Spring Break</b>					
April			4/19 SM	4/25* DO	*Wednesday: Special Meeting
May	5/3 M		5/17 SM		
June	6/7 DO	6/13* DO		28 DO	*Wednesday: Special Meeting

District Office (DO): 1651 16<sup>th</sup> Street, Santa Monica.  
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu, CA  
 Santa Monica City Council Chambers (SM): 1685 Main Street, Santa Monica.

# SMMUSD Board of Education Meeting Schedule 2007-2008

## Public Meetings begin at 5:30pm

July through December 2007					
Month	1 <sup>st</sup> Thursday	2 <sup>nd</sup> Thursday	3 <sup>rd</sup> Thursday	4 <sup>th</sup> Thursday	Special Note:
July		7/12 DO			
August		8/9 DO		8/23 DO	
September	9/6 DO			9/27 DO	
October	10/4 M		10/18 SM		
November	11/1 M		11/15 SM	11/30 WHERE (5th Thurs)	Thanksgiving 11/22-23
December		12/13 DO		winter break	Usually one mtg. (Three wks in Dec. before winter break)
December 24 – 31: Winter Break					
January through June 2008					
January 1 – 4: Winter Break					
January	winter break		1/17 DO	1/31 WHERE (5th Thurs)	
February	2/7 M		2/21 SM		
March		3/13 DO	spring break	spring break	Stairway 3/6 & 3/7
March 17 – 28: Spring Break					
April	4/3 DO		4/17 SM		
May	5/1 M		5/15 SM	5/29 WHERE (5th Thurs)	
June	6/5 DO			6/26 DO	Last day of school 6/20

District Office (DO): 1651 16<sup>th</sup> Street, Santa Monica.  
 Malibu City Council Chambers (M): 23815 Stuart Ranch Road, Malibu, CA  
 Santa Monica City Council Chambers (SM): 1685 Main Street, Santa Monica.

**Santa Monica-Malibu Unified School District  
Board of Education  
June 13, 2007**

**I CALL TO ORDER**

4:20pm

Moved to Closed Session: 4:21pm

Reconvened Public Meeting: 6:23pm

**A Roll Call**

Kathy Wisnicki – President  
Oscar de la Torre – Vice President  
Emily Bloomfield  
Jose Escarce  
Maria Leon-Vazquez  
Kelly Pye  
Barry Snell

**Student Board Members**

*None were present due to the end of the school year.*

**B Pledge of Allegiance**

*Led by Superintendent Dianne Talarico.*

**II CLOSED SESSION**

*There was no action to report out of closed session.*

TO: BOARD OF EDUCATION  
FROM: DIANNE TALARICO  
RE: APPROVAL OF MINUTES

ACTION  
06/13/07

RECOMMENDATION NO. A.01

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

*There are no minutes for approval.*

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

---

## **MAJOR ITEMS**



TO: BOARD OF EDUCATION

ACTION/MAJOR

06/13/07

FROM: DIANNE TALARICO

**UPDATE**

RE: APPOINT MEMBERS TO THE MEASURE "BB" ADVISORY COMMITTEE

RECOMMENDATION NO. A.02

It is recommended that the Board of Education appoint the following individuals to the Measure "BB" Advisory Committee (names are alphabetical):

<u>Name</u>	<u>District Affiliation</u>
Dennis Crane	Parent, Expertise: Construction
Gleam Davis	
<u>Donald Girard</u>	<u>Member of the community, SMC</u>
Craig Hamilton	Parent, Expertise: Technology Implementation & Requirements, Environmentally Conscientious Construction
Chris Harding	
Ralph Mechur	Member of the community, Expertise: Environmentally Conscientious Construction
David Reznick	Expertise: Environmentally Conscientious Construction
Laura Rosenthal	Parent, Expertise: Construction
Bob Stallings	Member of the community, City of Malibu
Barbara Stinchfield	Member of the community, City of Santa Monica

Attached is a copy of the committee's charges.

BACKGROUND: At the meeting on April 19, 2007, the board approved the name change from the Ad Hoc Facilities Committee to the Measure "BB" Advisory Committee and began accepting applications to fill open positions. The names above represent members of the Ad Hoc Facilities Committee who expressed interest in participating on the Measure "BB" Advisory Committee. The remaining slots on the committee will be filled at a future board meeting from a pool of applications that were received by the Superintendent's Office by May 31, 2007.

\*\*\*\*\*

*Board members agreed that these preliminary committee members would review membership applications for the remaining slots and bring recommendations for nominations and changes to the committee's charges to the board at a future board meeting.*

MOTION MADE BY: Ms. Maria Leon-Vazquez

SECONDED BY: Dr. Jose Escarce

STUDENT ADVISORY VOTE: N/A

AYES: All (7)

NOES: None (0)

**SANTA MONICA-MALIBY UNIFIED SCHOOL DISTRICT**

**Measure "BB" Advisory Committee**

**Committee Charges**

The purpose of the Measure "BB" Advisory Committee is to provide the Board of Education and district staff with the community's perspective regarding school site construction projects using funds from Measure "BB," which was voted on and passed November 7, 2006.

The committee shall consist of a minimum of 11 members, not to exceed 15 members. All attempts will be made to include members of the community who will bring different views to the committee, including relevant expertise (e.g., technology implementation and requirements, construction, safety, curriculum/fine arts, environmental concerns, issues regarding cultural relevance; etc.), cultural backgrounds, geographical areas of the district, representatives from both Santa Monica and Malibu, SEIU, Santa Monica College, and the teacher's union.

The committee's charges are as follows:

1. Advise the board during the final stage and development of the comprehensive Facilities Master Plan.
2. Advise district staff in identifying potential project managers needed to implement construction projects.
3. Provide input to staff on identified Health and Safety priorities for Phase I projects.
4. Work with staff and project consultants to review projects that reflect board, district, and site priorities during all phases of construction.
5. Provide progress reports to the board as necessary and/or requested.

*Approved April 19, 2007*

---

## **DISCUSSION ITEMS**

TO: BOARD OF EDUCATION

DISCUSSION

06/13/07

FROM: DIANNE TALARICO

RE: PRESENTATION OF PRELIMINARY DRAFT FACILITIES MASTER  
PLAN

DISCUSSION ITEM NO. D.01

The Board of Education will be presented with the Preliminary Draft Facilities Master Plan by representatives from Harley Ellis Devereaux (HED). The Preliminary Draft of the Facilities Master Plan shows revisions made to the plan as a result of extensive input from members of the community at previous board meetings, individual school site meetings, and via feedback on the "Our School Plan" website.

During the California Environmental Quality Act (CEQA) process (please see Item No. I.01 in this agenda), there will be multiple opportunities for the public to comment on the scope and content of environmental issues to be addressed through a Program Environmental Impact Report (Program EIR). As part of this process, a Draft Master Plan will be issued for a minimum 45-day public comment period, along with the Draft Program EIR. Following this comment period, the Final Master Plan and Final EIR will be prepared for board adoption at a public hearing or hearings expected in mid 2008.

\*\*\*\*\*

*Ms. Gleam Davis and Mr. Craig Hamilton, Co-Chairs of the Ad Hoc Facilities Committee, summarized the impetus for the creation of the Facilities Master Plan, which was suggested in the Prop X Committee's final report. They explained that the Preliminary Draft plan represented the culmination of input from school sites, community members, committee members, and staff. Mr. Hamilton encouraged the board to view the plan with the students and district's academic goals in mind.*

*The board agreed that projects suggested in the plan aimed at making each school site desirable from a facilities standpoint, and that identification of Phase I Measure "BB" projects should aim to standardize campus facility use at each site, including dedicated and swing spaces for art, music, specialized services; etc.*

*In addition to representatives from HED, the board also heard from Concordia and SideWalk Studios.*

---

## **INFORMATION ITEMS**

TO: BOARD OF EDUCATION

INFORMATION

06/13/07

FROM: DIANNE TALARICO/STEPHEN R. HODGSON/VIRGINIA I. HYATT

RE: CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA) AND DRAFT  
PROGRAM-LEVEL ENVIRONMENTAL IMPACT REPORT

INFORMATION ITEM NO. I.01

This agenda item provides information in relation to the California Environmental Quality Act (CEQA) and the related Program-Level Environmental Impact Report (EIR) and its importance in the district's Facilities Master Plan and Measure "BB" bond program.

Project History and Overview

In early 2005, the Santa Monica-Malibu Unified School District (SMMUSD) initiated a planning process to prepare a district-wide Facilities Master Plan. Currently, a Preliminary Draft Facilities Master Plan is being reviewed by district staff and will be issued for review on June 8, 2007. The Board of Education is scheduled to discuss the plan and consider authorizing staff to initiate environmental review of the plan under the California Environmental Quality Act (CEQA) at their regularly scheduled board meeting on June 28, 2007. During the environmental review process, the Preliminary Draft Master Plan will be subject to additional refinement prior to being issued as a Draft Master Plan during the public comment and circulation period for the Draft Program-level Environmental Impact Report (Draft Program EIR). The Final Master Plan will be presented to the board for approval following certification of the Final Program EIR at the conclusion of the environmental review process. Overall, the environmental review process leading to the adoption of the Final Master Plan is expected to extend over an approximate 12-month period.

The Facility Master Plan addresses 17 capital improvement projects. These projects include 8 elementary schools, 3 middle schools, 3 high schools (including a continuation high school), a childcare facility, a language academy, and district administrative offices. Overall, the Facility Master Plan provides for a net increase of 40 new classrooms to be constructed over time to accommodate district-wide enrollment growth forecasted through the 2015-2016 school year. In addition to new classrooms at a number of schools, the Facility Master Plan proposes a broad array of other necessary capital improvements that vary from campus to campus. Some of the more common improvements relate to circulation, pick-up and drop-off areas, surface parking lots, playfields and courts, and a

variety of physical plant upgrades for technology, buildings, and aging infrastructure.

### California Environmental Quality Act (CEQA)

The California Environmental Quality Act (CEQA) requires that public agencies assess the potential effects of development projects on environmental resources. In enacting this statute, the California Legislature intended that long-term protection of the environment be considered in public decisions, that governmental decision makers and the public be informed about the potential environmental effects of a proposed project, and that ways be identified to avoid or significantly reduce environmental damage. CEQA generally applies to projects that require discretionary decisions by government entities. As implementation of the proposed Master Plan has a limited potential to impact the environment and will require a discretionary approval by the Board of Education, the district needs to address the proposed projects pursuant to the requirements of CEQA.

### Program Environmental Impact Report

It has been determined that the proposed Master Plan be addressed through preparation of a Program EIR pursuant to Section 15168 of the CEQA Guidelines. According to the Guidelines, a Program EIR is appropriate for actions that can be characterized as one large project and are related either geographically, as logical parts in the chain of contemplated actions, in connection with issuance of rules, regulations, plans, or other general criteria to govern the conduct of a continuing program, or as individual activities carried out under the same authorizing statutory or regulatory authority and having generally similar environmental effects which can be mitigated in similar ways. Program EIRs contain less detail than typical development project EIRs because the level of detail in the environmental analysis is reflective of the level of detail in the program description itself. As a Program EIR, it should be understood that the level of analysis and specificity of certain impacts and mitigation measures will be inherently limited in specificity, particularly where the campus improvements presented in the Master Plan are more long-term in nature and subject to change and refinement over time. As such, a subsequent and more focused environmental review may take place based on evaluation of individual campus proposals if the individual projects are not exempt under CEQA or if they have the potential to result in impacts that are not adequately addressed or mitigated in the Program EIR. In instances in which subsequent CEQA review is required, the Program EIR will

provide the basis for Initial Study determinations of the potential for significant environmental effects while helping focus subsequent review on only those effects not adequately considered in the Program EIR. Accordingly, reliance on the Program EIR will help the district avoid future environmental review, or streamline future review through preparation of Mitigated Negative Declarations or Focused EIRs where more comprehensive documentation would otherwise be required.

### Project-Level EIR Analysis

In addition to addressing the overall environmental implications of the Master Plan at a programmatic-level, certain campus improvement recommendations presented in the Master Plan are well defined and are being considered by the district for implementation in the near-term; therefore, the Program EIR will also include project-level analysis for certain schools.

### Goal of Program EIR

The goal of the Program EIR will be to provide project-level approval for near-term projects, and to only provide the level of analysis warranted for other projects, understanding they will be subject to change and refinement overtime and will be implemented at a point in time when environmental conditions are likely to have changed. An additional goal of the Program EIR will be to assist the district in the development of project commitments or design practices, which, if adopted as part of the Master Plan, will serve to avoid or reduce impacts on the environment that might otherwise occur as a result of school construction and operation. Having such commitments or practices in place as part of the Master Plan will provide the district with another tool to help streamline future environmental review.

While it is important for the district to assess the overall Master Plan program under CEQA, it is also important to note that CEQA Guidelines, Section 15314, Minor Additions to Schools, provides a categorical exemption for "minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25 percent or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption."

It is also important to note that CEQA Guidelines, Section 15064.5(b)(3), indicates that projects that follow the "The Secretary of Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings, 1995"



("Standards") shall be considered to have avoided significant impacts on historic resources. Furthermore, as specified under Section 15331 of the CEQA Guidelines, projects that conform to the Standards are considered categorically exempt from CEQA as relates to historic resources.

Based on the above, the district should be careful to consider the CEQA exemptions described above after approval of the Master Plan and associated Program EIR as individual projects are being implemented. Most of the district's future projects under the Master Plan are likely to individually qualify as exempt from CEQA as minor additions to schools.

#### Opportunities for Public Input

In addition to on-going public participation related to the development of the Facilities Master Plan, the process for the Program EIR will provide several opportunities for public input. In the early stages of the environmental review process, a Notice of Preparation (NOP) will be issued to notify agencies and the public that an EIR will be prepared. The NOP, which is circulated for a 30-day period, will solicit input from agencies and public regarding their views on the scope and content of the EIR. Following this scoping period, a Draft Program EIR will be prepared. After district review, the Draft Program EIR will be circulated for public review and comment for a period of 45-days or more. Following the circulation period for the Draft Program EIR, the district will respond to comments and prepare a Final Program EIR for the Board of Education to consider along with approval of the Master Plan at a public hearing.

#### Next Steps

District staff is negotiating with PCR Services Corporation (PCR), a local Santa Monica firm with expertise in CEQA compliance, to bring a proposal for a Program EIR to the district for review in the next few weeks. Once the scope of work is determined, staff will bring their proposal to the Board of Education for approval on June 28, 2007.

TO: BOARD OF EDUCATION

INFORMATION

06/13/07

FROM: DIANNE TALARICO / STEPHEN R. HODGSON /  
VIRGINIA I. HYATT

**UPDATE**

RE: SUSTAINABILITY/DESIGN AND CONSTRUCTION OF HIGH  
PERFORMANCE SCHOOLS (CHPS)

INFORMATION ITEM NO. I.02

This agenda item provides information in relation to the construction of **the Collaborative for** High Performance Schools (CHPS) program, and its importance in the district's Measure "BB" bond program.

CHPS criteria should be viewed as standard practice in all district construction projects with the goal of ensuring that every project qualifies as a CHPS school.

The district supports **Santa Monica's Sustainable City Program** and Solar Santa Monica, and supports other efforts by Federal and State agencies, local utilities and other parties **interested in high performing environmentally sustainable schools** and will work closely with these agencies in defining the CHPS priorities within the district.

**The CHPS Program - Overview:** Organized in 2000, the Collaborative for High Performance Schools (CHPS) program was developed to increase the **environmental** performance of California schools by providing information, services, and incentive programs directly to school districts and designers. The CHPS criteria explicitly defines a CHPS schools through performance standards and design criteria. The system provides a convenient means of identifying and developing a High Performance School through a point system, while remaining flexible to give districts and designers the freedom to create a facility that fits their budget, timeline and educational goals. The goal of the CHPS stakeholders is to facilitate the design of high performance schools: learning environments that are energy efficient, healthy, comfortable, well lit and contain the amenities needed for a quality education. CHPS has five key elements to creating High Performance Schools:

- Set goals
- Communicate goals to designers
- Pursue integrated design
- Monitor construction
- Verify goals

## **A High Performance School is:**

Healthy - Good indoor air quality is essential. It requires minimizing pollutant sources, and providing adequate ventilation and air filtration.

Thermally, Visually, and Acoustically Comfortable - Thermal comfort means that teachers, students, and administrators should be neither hot nor cold as they teach, learn, and work. Visual comfort means that quality lighting makes visual tasks easier. Daylight and electric lights are integrated and glare is minimized. Acoustic comfort means teachers and students can hear on another easily. Noisy ventilation systems are eliminated, and the design minimizes the amount of disruptive outdoor and indoor noise affecting the classroom.

Energy and Resource Efficient - The school **reduces energy use, thus saving the district on operating costs, and** incorporates **durable** building materials that have been produced in a way that conserves raw materials.

An Environmentally Responsive Site - To the **maximum** extent possible, the site conserves existing natural areas and restores damaged ones; minimizes stormwater runoff and controls erosion; incorporates products and techniques that do not introduce pollutants or degradation to the project site.

Water Efficient - High Performance Schools are designed to use water efficiently, saving money while reducing the depletion of aquifers and river systems. The school uses as little off-site water as possible to meet its needs and controls and reduces runoff from its site.

Easy to Maintain and Operate - Building systems are easy to use and maintain.

Commissioned - The school operates the way it was designed to and meets the district's needs. This happens through a formal commissioning process-a form of "systems check" for the facility. The process tests, verifies, and fine tunes the performance of key building systems so that they perform at the highest levels of efficiency and comfort.

Teaching Tool - By incorporating important concepts such as energy, water and material efficiency, **and by making those concepts visual,** schools can become tools to illustrate a wide spectrum of scientific, mathematical, and social issues.

**Safe - A safe environment is created primarily by design: by ensuring safe access for all forms of transportation; reducing the number of potentially toxic materials in the buildings and**

**on the grounds; and ensuring that visits to the school by outsiders is properly planned for.**

A Community Resource - Parent involvement can be enhanced if schools are designed to be used for neighborhood meetings and other community functions.

Simulating Architecture - High Performance Schools should invoke a sense of pride and be considered a genuine asset for the community.

**The CHPS points system and Scorecard includes the following:**

- Site - 14 points, 2 prerequisites - Code compliance, Sustainable site selection, transportation, Stormwater management, Outdoor surfaces and lighting
- Water - 5 points, 1 prerequisites - Outdoor and indoor systems
- Energy - 24 points, 2 prerequisites - Energy efficiency, alternate energy sources, Commissioning and verification
- Materials - 11 points, 1 prerequisites - Waste reduction and efficient material use, sustainable materials
- Indoor environmental quality - 17 points, 3 prerequisites - Daylighting, indoor air quality, acoustics and thermal comfort
- District Resolutions - 10 points, no prerequisites - Institutionalize High Performance goals, Indoor air quality management plan, Maintenance plan, Energy star equipment performance, Transportation and alternate fuel use.

**For new campuses, a minimum of 32 points, out of a total of (TBD), is necessary to qualify as a CHPS school. For new buildings on existing campuses and major modernizations, 25 points is required. CHPS offers both a self-certified ("CHPS Designed") option and a third-party certified ("CHPS Verified") option. CHPS Verified schools may be eligible for additional state incentives.**

**Benefits of High Performance Schools include:**

- Higher Test Scores
- Increased Daily Attendance (ADA)
- Reduced operating costs
- Increased Teacher satisfaction and retention
- Reduced liability and exposure
- Reduced environmental impacts

Over the next few months, discussions will follow with the Board of Education on recommendations for a standard level of CHPS points **and potential certification.** This will be done through

recommendations from staff and the Measure BB Advisory Committee. Following an agreement, a Resolution outlining the specifics for a CHPS program in the Santa Monica-Malibu Unified School District will be prepared for final consideration by the Board of Education. **These issues need to be addressed prior to design work beginning with the Architects, as incorporating sustainable design and CHPS criteria is more cost-effective when addressed early in the design process.** The selected Program Management firm will need to evaluate district standards on fixtures and equipment and revise as necessary to comply with CHPS and environmentally sound concepts.

Per Board Resolution 06-01, adopted by the Board of Education on July 27, 2006, (calling for the Measure "BB" bond elections), provided, among other things the following:

"WHEREAS, as the Board identifies critical need school improvements to be founded with a local general obligation bond, the Board determines that each such project, regardless of whether it is a new construction or repair and upgrade project, from the beginning of the design process shall incorporate Collaborative for High Performance Schools (CHPS) criteria to the extent feasible, and that the focus be on criteria in the following:

- a. student performance and staff health and well being, through measures such as daylighting, use of non toxic emitting materials and sound insulation or isolation to minimize noise and enhance acoustical quality in the classroom;
- b. operating cost minimization, through energy and water efficiency; and
- c. minimizing the impact of district operation on the environment, through, for example, the installation of purchase of renewable energy resources such as solar power, and maximizing the beneficial use of stormwater runoff.