

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

July 1, 2009

A special meeting of the Santa Monica-Malibu Unified School District Board of Education was held on Wednesday, July 1, 2009, at District Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 5:45 p.m. in the Board Conference Room. At 5:46 p.m., the Board of Education moved to Closed Session regarding the items listed below. The public meeting reconvened at 6:51 p.m. in the Board Room.

I CALL TO ORDER

A. Roll Call – Board of Education

Ralph Mechur	Oscar de la Torre	Kelly Pye
Barry Snell	Jose Escarce	
Ben Allen	Maria Leon-Vazquez	

B. Pledge of Allegiance

Led by Student Board Member Kim.

II CLOSED SESSION (60)

- Closed session with legal counsel concerning anticipated litigation pursuant to GC §54956.9 as cited in the Brown Act (1 case). (15)
- Closed Session, Superintendent’s performance evaluation pursuant to GC §54954.5 as cited in the Brown Act. (45)

III 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 “III. 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 twenty (20) minutes.

There were no speakers

IV MAJOR ITEMS (50)

6:52 pm	A.01	Adopt Resolution No. 08-49 – Findings and Adoption of Mitigated Negative Declaration, Mitigation Monitoring & Reporting Program, & Approval of the Malibu High School Football Lighting Project (40).....	1-5d
7:22 pm	A.02	Adopt Resolution No. 08-50 – Exemption of the Malibu High School Football Lighting Project from the City of Malibu Zoning Code (5).....	6-9

V DISCUSSION ITEMS (150)

7:25 pm	D.01	Revise Policy 6146.11 – Alternative Credits toward Graduation (30).....	10-15
7:58 pm	D.02	Revise Policy 6154 – Homework/ <u>Makeup Work</u> (Formerly known as Homework Policy K-12) (30).....	16-22
Break: 9:51 pm- 10:05 pm	D.03	Review Board Policy Series 0000 and 1000 (90)..... <i>0000 (Philosophies, Goals, Objectives, and Comprehensive Plans) 1000 (Community Relations)</i>	23


VI ADJOURNMENT

It was moved by Mr. Snell, seconded by Ms. Pye, and voted 7/0 to return to closed session at 10:55 p.m. Closed session adjourned at 11:40 p.m. The next regular meeting will be held on **Thursday, July 16, 2009, at 5:30 p.m.** in the Board Room at the District Office: 1651 16th Street, Santa Monica, CA.

Approved: 08-19-09



President



Superintendent

MAJOR ITEMS

TO: BOARD OF EDUCATION ACTION/MAJOR
07/01/09
FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM Previously
06/25/09
RE: ADOPT RESOLUTION 08-49 – FINDINGS AND ADOPTION OF MITIGATED
NEGATIVE DECLARATION, MITIGATION MONITORING AND REPORTING
PROGRAM, AND APPROVAL OF THE MALIBU HIGH SCHOOL FOOTBALL
LIGHTING PROJECT

RECOMMENDATION NO. A.01

It is recommended that the Board of Education (“Board”) adopt Resolution 08-49 to find that the mitigated Malibu High School Football Lighting Project (“Project”) will not have a significant effect on the environment, adopt the Proposed Project Mitigated Negative Declaration (“MND”), adopt the Mitigation Monitoring and Reporting Program (“MMRP”), and approve the Project.

DISCUSSION:

In 2000, the athletic field for the Malibu High School was constructed by the Santa Monica-Malibu Unified School District (“District”) as part of the Proposition X bond program. The athletic field has been used ever since for football, soccer, band practice, and other activities as part of the school’s educational program.

In 2003, Malibu High School began its first use of temporary night lights for evening football games starting with the homecoming game. The school has continued using temporary night lights for each football season thereafter. Although District staff did receive questions and concerns about the night lighting, no formal complaint has ever been made to the District until September 2008. The City of Malibu and the Coastal Commission have not directed the District to cease the use of night lighting.

In 2008, during the formulation of the Measure BB Malibu Middle and High School Campus Improvements Project (“Measure BB Project”), it was discovered that an existing Coastal Development Permit that was issued by the California Coastal Commission for the Proposition X bond project at Malibu High School in 2000 contained a restriction that prohibited the use of night lights on the athletic field, whether permanent or temporary. The permit’s lighting restriction was to be memorialized in a separate agreement between the District and the California Coastal Commission. Unfortunately, neither the District nor the California Coastal Commission can locate the agreement, which may not have been ultimately executed. The District acknowledged that it violated the permit’s lighting restriction in the Notice of Preparation/Initial Study that was released for public comment on the Measure BB Project.

To remedy the violation and permit the continuance of evening football practices and games, the District developed this Project to obtain an amendment to the Coastal Development Permit for the Malibu High School. The Project would provide night lighting for the 16-night practices and games totaling no more than 62 hours annually. Five portable light standards, 53-feet high, and having six lights each on top would be positioned around the athletic field, as has been done for the past six years. In addition, visors will be included on the lights to reduce glare, spill light, and sky glow. After the football season ends, the lights would be removed until the next football season. No other lighted evening sporting event would be allowed on the athletic field.

The District engaged CAA Planning (“CAA”) to conduct an environmental review of the Project under the California Environmental Quality Act (“CEQA”). CAA determined that the Project could potentially cause significant environmental impacts, but with implementation of certain mitigation measures there would be no resultant significant environmental impacts. As a result, CAA prepared an MND that discloses the Project, analyzes the potential environmental impacts, and includes mitigation measures to reduce those significant environmental impacts to less than significant.

On May 8, 2009, the District released the Project MND for public review and comment. The comment period ended June 10, 2009, 33 days later. In all, 18 written comment letters and a petition signed by 268 members of the public in support of the Project were received. CAA prepared responses to the comments and an Errata to the MND ("Errata") that are included together with the comments in CAA's letter, which is available for review at the District's Main Office and on the District's website. Most comments focused on the claims that the Project would cause significant impacts on aesthetics and biological resources. However, the MND provided analysis and mitigation to reduce these impacts below significant. Although there are many comments, none of them disclose the potential that the mitigated Project would create a significant environmental impact.

Based upon the Project MND, its Errata, the mitigation measures referenced therein and identified in the MMRP, the MND's reference documents, the comments, CAA's responses to those comments, and the whole of the record of proceedings, there is no substantial evidence or fair argument that the mitigated Project will potentially have a significant effect on the environment.

CAA prepared a proposed MMRP for the Project as required by CEQA. The proposed MMRP is attached hereto as Exhibit A. The proposed MMRP lists two mitigation measures needed to reduce the Project's impacts to less than significant, as well as an additional measure to give further assurances that the number of nights and the duration of their use do not exceed the 16 nights or total of 62 hours, annually. As part of this last measure, Malibu High School would voluntarily lose the use of the lights for one football season should the lights be used in excess of the maximum 16 days per year. By adopting the proposed MMRP, the Board will provide the District with the mechanism to ensure that the mitigation measures are implemented.

If Resolution No. 08-49 is adopted by the Board, the District will submit its Project application for an amendment to the Coastal Development Permit with the California Coastal Commission. If the California Coastal Commission grants the permit amendment, Malibu High School will be able to continue using temporary night lights for its football season.

Ms. Maez read a statement into the record, which can be found under Attachments at the end of these minutes.

Public Comments:

- *Mark Kelly, Steven O'Neill, Barbara O'Neill Ferris, Ryan Houge, Victor Tyler, Sean Ryan, Ray Humphrey, and Hap Henry urged the board to approve this recommendation.*

MOTION MADE BY: Mr. de la Torre
SECONDED BY: Mr. Snell
STUDENT ADVISORY VOTE: Yes
AYES: All (7)
NOES: None (0)

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION 08-49

**FINDINGS AND ADOPTION OF THE MITIGATED NEGATIVE DECLARATION AND
MITIGATION MONITORING AND REPORTING PROGRAM, AND APPROVAL
OF THE MALIBU HIGH SCHOOL FOOTBALL LIGHTING PROJECT**

WHEREAS, the Santa Monica-Malibu Unified School District (“District”) developed the Malibu High School Football Lighting Project (“Project”) to obtain an amendment to the existing Coastal Development Permit with the District to authorize the continuance of the Malibu High School football night practices and games using temporary portable lights that will be in place during the football season;

WHEREAS, the California Environmental Quality Act (“CEQA”) requires the District to evaluate and determine whether the Project could create significant environmental impacts and develop and adopt feasible mitigation measures to reduce such impacts to less than significant;

WHEREAS, the District engaged CAA Planning (“CAA”) to conduct the environmental review of the Project;

WHEREAS, CAA conducted an Initial Study of the Project and determined that it could potentially create certain significant environmental impacts, but that implementation of certain mitigation measures would reduce such impacts to less than significant and that a Mitigated Negative Declaration (“MND”) is the appropriate environmental document;

WHEREAS, CAA prepared an MND that describes the Project, analyzes the potential environmental impacts, and identifies mitigation measures to reduce those significant environmental impacts to less than significant;

WHEREAS, the Project MND was noticed and circulated for public comment according to CEQA’s procedures;

WHEREAS, the District received 18 comment letters and a petition signed by 268 members of the public in support of the Project during the comment period; and

WHEREAS, CAA prepared responses to the comment letters and an Errata to the MND (“Errata”) and determined that the comments do not provide a fair argument or substantial evidence that a potentially significant impact would result from the mitigated Project or requires the substantial revision of the MND, and thus, the MND need not be recirculated for additional public comment.

NOW, THEREFORE, BE IT RESOLVED, that the Santa Monica-Malibu Unified School District Board of Education (“Board”) hereby finds as follows:

1. Based upon the Project description, the Project MND, its Errata, the mitigation measures identified therein, the comments, the responses to comments, the Mitigation Monitoring and Reporting Program, the Board Item, all other referenced documents, and the whole of the record of proceedings, there is no substantial evidence that the Project will have a significant effect on the environment.
2. Based upon the Project description, the Project MND, its Errata, the mitigation measures identified therein, the comments, the responses to comments, the

Mitigation Monitoring and Reporting Program, the Board Item, all other referenced documents, and the whole of the record of proceedings, the Project will not adversely or significantly impact aesthetic resources or biological resources or any other environmental resources.

3. Based upon the Project description, the Project MND, its Errata, the mitigation measures identified therein, the comments, the responses to comments, the Mitigation Monitoring and Reporting Program, the Board Item, all other referenced documents, and the whole of the record of proceedings, no new significant effect has been identified and no further mitigation measures or Project revisions are required to reduce an effect to less than significant.
4. Based upon the Project description, the Project MND its Errata, the mitigation measures identified therein, the comments, the responses to comments, the Mitigation Monitoring and Reporting Program, the Board Item, all other referenced documents, and the whole of the record of proceedings, the new mitigation measure to monitor and report on the number of nights and the hours of usage annually is not a new mitigation measure needed to reduce potential impacts to less than significant.
5. The responses to comments and Errata merely clarify or amplify the information in the MND.
6. Based on the forgoing findings, the District determines that recirculation of the MND is not required.
7. Based upon the Project description, the Project MND, its Errata, the mitigation measures identified therein, the comments, the responses to comments, the Mitigation Monitoring and Reporting Program, the Board Item, all other referenced documents, and the whole of the record of proceedings, there is no fair argument or substantial evidence that the Project will have a potentially significant effect on the environment and an environmental impact report is not required.
8. The Project's MND, its Errata, the responses to comments, the Mitigation Monitoring and Reporting Program, and the content of the Board Item and this Resolution reflect the District's independent judgment and analysis.

BE IT FURTHER RESOLVED that the Board hereby adopts:

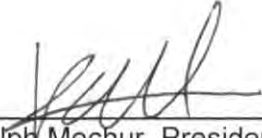
1. The Project MND prepared by CAA and dated May 8, 2009 and Errata dated June 18, 2009; and
2. The Malibu High School Football Lighting Project Mitigation Monitoring and Reporting Program (attached hereto as Exhibit A) for the mitigation measures that are required to mitigate or avoid potentially significant environmental impacts.

BE IT FURTHER RESOLVED that the Board approves the Project and authorizes the submission of an application to the California Coastal Commission to permit the Project.

BE IT FURTHER RESOLVED that the Board directs the Assistant Superintendent to serve as the custodian of the documents and other materials that constitute the record of proceedings upon which the Board's decision is based. The record of proceedings shall be maintained at the District's offices at 1651 Sixteenth Street, Santa Monica, California 90404.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District of Los Angeles County at a special meeting held on this 1st day of July 2009.

AYES: 7
NOES: 0
ABSTENTIONS: 0
ABSENT: 0



Ralph Mechur, President
Board of Education

I, Tim Cuneo, Secretary of the Board of Education of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Education at its special meeting held on July 1, 2009.



Tim Cuneo, Superintendent
Santa Monica-Malibu
Unified School District

MITIGATION MONITORING AND REPORTING PROGRAM

MALIBU HIGH SCHOOL FOOTBALL LIGHTING PROJECT

The Santa Monica-Malibu Unified School District developed a project to operate temporary and portable athletic field night lighting at Malibu High School for a limited number of football practices and football games. Football lighting will occur no more than sixteen (16) nights per football season during the months of September, October and November. Playoff games, if necessary, could be played into December and are included in the total number of night games. The night lights will be used for team practices and games, with an overall usage of approximately 62 hours per year. The light standards will be placed on the athletic field during the football season and removed at the end of the season. The lights will be 53 feet in height with a 5'x5'x3' base. Each light standard would have six 1,500-watt metal halide fixtures and would be powered by diesel-powered generators. The fixtures will be shielded to reduce light spill and reduce glare.

The California Environmental Quality Act (CEQA) requires that all public agencies establish monitoring and/or reporting procedures for mitigation measures (MMs) adopted as conditions of approval in order to mitigate or avoid significant environmental impacts caused by a project. Specifically, Public Resource Code Section 21081.6(a)(1) states:

The public agency shall adopt a reporting or monitoring program for the changes made to the project or conditions of project approval, adopted in order to mitigate or avoid significant effects on the environment. The reporting or monitoring program shall be designed to ensure compliance during project implementation.

CEQA Guidelines §15097 provides clarification of mitigation monitoring and reporting requirements and guidance to local lead agencies on implementing strategies. The reporting or monitoring program must be designed to ensure compliance during project implementation.

The following Mitigation Monitoring and Reporting Program includes MMs identified in the Mitigated Negative Declaration (MND) for the Malibu High School Football Lighting project. MMs have been drafted to meet the requirements of *Public Resources Code* §21081.6 as fully enforceable monitoring programs. The Mitigation Monitoring and Reporting Program defines the following for each MM:

1. A time for performance. In each case, a time for performance of the mitigation measure, or review of evidence that mitigation has taken place, is provided. The performance points selected are designed to ensure that impact-related components of project implementation do no proceed without establishing that the mitigation is implemented or assured.
2. A responsible party for supervising performance. In each case, a public official is named in the mitigation measure as responsible for ensuring that the mitigation is carried out. To guarantee that the mitigation measure will not be inadvertently overlooked the supervising public official is the official who grants the permit or authorization called for in the performance.

3. **Definition of mitigation.** In each case (except where a mitigation measure, such as a geotechnical report, is a well-known procedure or term of art), the mitigation measure contains the criteria for mitigation, either in the form of adherence to certain adopted regulations or identification of the steps to be taken in mitigation.

Matrix Orientation

The following matrix lists all mitigation measures from the MND referenced above. The matrix also identifies the required timing, the responsible parties for implementation and the completion date of the required mitigation.

Mitigation Measure	Timing	Responsible Party	Date Completed
MM A-1: Prior to the operation of night lighting for football use, the District shall ensure that spill and glare control fixtures be added to each light. The spill and glare control fixtures utilized shall be capable of reducing spill, glare, and sky glow from the football lights.	Prior to operation of night lighting each football season	Santa Monica-Malibu Unified School District, Malibu High School Principal	
MM A-2: Field lighting shall be designed to minimize visibility of light source and glare impacts by directing lighting towards the sports field area and not illuminating areas outside the project boundaries. The light control visors shall be examined to ensure the maximum benefit of light and glare reduction. Prior to the commencement of night lighting for footballs use, the District shall ensure that the lights have been tested by a qualified engineer.	Prior to operation of night lighting each football season	Santa Monica-Malibu Unified School District, Malibu High School Principal	

Mitigation Measure	Timing	Responsible Party	Date Completed
<p>MM A-3: Operating Plan:</p> <ol style="list-style-type: none"> 1. Athletic field lighting is limited to football games and practices; 2. Signs will be posted describing the permitted lighting use; 3. The use of portable lighting is limited to eight football practices until 7:30 p.m. and eight football games until 10:30 p.m. for a maximum total of 62 hours per year; 4. The temporary lights shall only remain on the athletic field during the football season and shall be removed thereafter; 5. The District will contract with a third party vendor to monitor the athletic field lighting usage and to annually report to the Board of Education on the number of nights and times the lights were in operation and render an opinion on whether the Project is compliant with the lighting usage limitations; and 6. The District will prohibit others from using the temporary lights on the athletic field. 7. If the portable lights are used in excess of the 16 nights, the next football season shall be prohibited from using lights on the athletic field. 	<ol style="list-style-type: none"> 1. During athletic field lighting usage; 2. Prior to usage of the athletic field lighting; 3. During athletic field lighting usage; 4. End of football season; 5. Prior to, during, and following the football season; 6. At all times; 7. Following the football season. 	<p>Santa Monica-Malibu Unified School District, Ms. Jan Maez</p>	

Notice of Determination

Appendix D

To:

Office of Planning and Research
For U.S. Mail: Street Address:
P.O. Box 3044 1400 Tenth St.
Sacramento, CA 95812-3044 Sacramento, CA 95814

County Clerk

County of: Los Angeles
Address: 12400 Imperial Highway
Norwalk, CA 90650

From:

Public Agency: Santa Monica-Malibu Unified School District
Address: 1651 Sixteenth Street
Santa Monica, CA 90404
Contact: Ms. Janece L. Maez, Assistant Superintendent
Phone: (310) 450-8338

Lead Agency (if different from above):
same as above

Address:
Contact:
Phone:

SUBJECT: Filing of Notice of Determination in compliance with Section 21108 or 21152 of the Public Resources Code.

State Clearinghouse Number (if submitted to State Clearinghouse): 2009051042

Project Title: Malibu High School Football Lighting

Project Location (include county): 30215 Morning View Drive, Malibu, Los Angeles County

Project Description:

Operation of temporary, portable night lighting for a limited number of football practices and football games. Football lighting will occur a max. of 16 nights per football season during Sept.-Nov. with an overall max. usage of 62 hours per year. Potential playoff usage in Dec. is included in the total number of nights. The light standards will be placed on the site during the football season and removed at the end of the season. Shielded lights will be 53' in height with a 5'x5'x3' base and be operated by two diesel generators.

This is to advise that the Santa Monica-Malibu Unified School District has approved the above described project on June 25, 2009 and has made the following determinations regarding the above described project:
(Lead Agency or Responsible Agency)
(Date)

- 1. The project [] will [X] will not have a significant effect on the environment.
2. [] An Environmental Impact Report was prepared for this project pursuant to the provisions of CEQA. [X] A Mitigated Negative Declaration was prepared for this project pursuant to the provisions of CEQA.
3. Mitigation measures [X] were [] were not made a condition of the approval of the project.
4. A mitigation reporting or monitoring plan [X] was [] was not adopted for this project.
5. A statement of Overriding Considerations [] was [X] was not adopted for this project.
6. Findings [X] were [] were not made pursuant to the provisions of CEQA.

This is to certify that the Mitigated Negative Declaration with comments and responses and record of project approval is available to the General Public at: Santa Monica-Malibu Unified School District offices: 1651 Sixteenth Street, Santa Monica, CA 90404

Signature (Public Agency) Title Assistant Superintendent

Date Date Received for filing at OPR

TO: BOARD OF EDUCATION

ACTION/MAJOR

07/01/09

FROM: TIM CUNEO / JANECE L. MAEZ / STUART SAM

UPDATE

Previously

06/25/09

RE: ADOPT RESOLUTION 08-50 – EXEMPTION OF THE
MALIBU HIGH SCHOOL FOOTBALL LIGHTING PROJECT FROM
THE CITY OF MALIBU ZONING CODE

RECOMMENDATION NO. A.02

It is recommended that the Board of Education (“Board”) adopt Resolution 08-50 to exempt the Malibu High School Football Lighting Project (“Project”) from the City of Malibu’s zoning code ~~because the Project is not a permitted use therein.~~

DISCUSSION:

In 2000, the athletic field for the Malibu High School was constructed by the Santa Monica-Malibu Unified School District (“District”) as part of the Proposition X bond program. The athletic field has been used ever since for football, soccer, band practice, and other activities as part of the school’s educational program.

In 2003, Malibu High School began its first use of temporary night lights for evening football games starting with the homecoming game. The school has continued using temporary night lights for each football season thereafter. Although District staff received questions and concerns about the night lighting, no formal complaint was ever made to the District until September 2008. The City of Malibu and the Coastal Commission have not directed the District to cease the use of night lighting.

In 2008, during the formulation of the Measure BB Malibu Middle and High School Campus Improvements Project (“Measure BB Project”), it was discovered that an existing Coastal Development Permit that was issued by the California Coastal Commission for the Proposition X bond project at Malibu High School in 2000 contained a restriction that prohibited the use of night lights on the athletic field, whether permanent or temporary. The permit’s lighting restriction was to be memorialized in a separate agreement between the District and the California Coastal Commission. Unfortunately, neither the District nor the California Coastal Commission can locate the agreement, which may not have been ultimately executed. The District acknowledged that it violated the permit’s lighting restriction.

To remedy the violation and permit the continuance of evening football night practices and games, the District developed the Project to obtain an amendment to the Coastal Development Permit on the Malibu High School. The Project would provide night lighting for the 16-night practices and games totaling no more than 62 hours annually. Five portable light standards, 53-foot high, and having six lights each on top would be positioned around the athletic field as has been done for the past seven years. After the football season ends, the lights would be removed until the next football season. No other lighted evening sporting event would be allowed on the athletic field.

~~Malibu High School is in the Institutional Zone of the City of Malibu. By letter dated June 10, 2009, the City of Malibu informed the District that the Project is not a permitted use in the Institutional Zone, or any zone within the City of Malibu, with or without a conditional use permit.~~

Per Government Code section 53094, the California Legislature has authorized school districts to exempt themselves from local zoning codes for classroom facilities.

The Malibu High School athletic field is a classroom facility even though it does not have four walls and a roof. Sophomores, Juniors, and Seniors are eligible to receive five physical education credits per season of participation. Generally, every student must obtain 20 physical education credits in order to graduate.

It is well known and accepted among educators that team sports, such as football, are an integral and vital part of an educational program that emphasizes building character, teamwork, discipline, sportsmanship, and competition. Such activities, although frequently not confined to a traditional classroom, can and do enhance the academic or educational achievement of students.

Further, the California Department of Education considers athletic fields to be teaching stations, which indicates they are a part of an educational program.

Since the City of Malibu has an adopted general plan and its zoning code provides for the location of public schools, per section 53094(b), the District must adopt a resolution by a two-thirds' vote of the Board members to exempt the Project from the City of Malibu's zoning code. Section 53094's requirement for compliance with Government Code section 65352.2 and Public Resources Code section 21151.2 are not applicable here since the Project is not a new school site or an expansion of an existing school site. The physical component of the Project is the portable lighting of the existing athletic field.

If Resolution 08-50 is adopted, section 53094 requires the Board to notify the City of Malibu within ten days of adoption. Thus, staff requests the Board to direct the Assistant Superintendent to give such notice to the City of Malibu.

Ms. Maez read a statement into the record, which can be found under Attachments at the end of these minutes.

MOTION MADE BY: Mr. Snell
SECONDED BY: Mr. de la Torre
STUDENT ADVISORY VOTE: Yes
AYES: All (7)
NOES: None (0)

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION 08-50

**EXEMPTION OF THE MALIBU HIGH SCHOOL FOOTBALL LIGHTING PROJECT FROM
THE CITY OF MALIBU ZONING CODE**

WHEREAS, the Santa Monica-Malibu Unified School District (“District”) developed the Malibu High School Football Lighting Project (“Project”) to obtain an amendment to the existing Coastal Development Permit with the District to authorize the continuance of the Malibu High School football night practices and games using temporary portable lights that will be in place during the football season;

WHEREAS, on May 8, 2009, a copy of the Project’s Mitigated Negative Declaration was sent to the City of Malibu for review and comment;

WHEREAS, Malibu High School is in the Institutional Zone of the City of Malibu;

WHEREAS, by letter dated June 10, 2009, the City of Malibu informed the District that the Project is not a permitted use in the Institutional Zone, or any City of Malibu zone, with or without a conditional use permit;

WHEREAS, Government Code section 53094(b) expressly authorizes the District to exempt the Project from the City of Malibu’s zoning code and permit requirements by a two-thirds’ vote of the District’s Board members;

WHEREAS, based upon the Board Item, the Project is not a “nonclassroom facility” within the meaning of Government Code section 53094(b);

WHEREAS, high school football is a scholastic event that is an integral and vital part of an educational program that emphasizes building character, teamwork, discipline, sportsmanship, and competition;

WHEREAS, high school evening football games provide students an activity that is organized, safe, and secure; fosters a sense of community and well being; and leads to improved student achievement and student retention;

WHEREAS, the City of Malibu’s zoning code unduly hampers, interferes with, and prohibits the Project, which the District disputes;

WHEREAS, the Malibu High School football evening practices and games cannot continue unless the Project is exempted from the City of Malibu’s zoning code; and

WHEREAS, football, as a team sport, is an integral, important part of the education of the District’s students at Malibu High School.

NOW, THEREFORE, BE IT RESOLVED, for good and sufficient cause based on the entire record of proceedings that the Santa Monica-Malibu Unified School District Board of Education hereby finds the Project to be a classroom facility and exempts the Project from the City of Malibu’s zoning code, which includes all permitting conditions and prohibitions that would otherwise apply to the Project.

BE IT FURTHER RESOLVED that the Assistant Superintendent is directed to serve notice of this action upon the City of Malibu within 10 days.

PASSED AND ADOPTED by the Santa Monica-Malibu Unified School District of Los Angeles County at a regular meeting held on this 1st day of July 2009.

AYES: 7
NOES: 0
ABSTENTIONS: 0
ABSENT: 0



Ralph Mechur, President
Board of Education

I, Tim Cuneo, Secretary of the Board of Education of the Santa Monica-Malibu Unified School District, do certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Education at its special meeting held on July 1, 2009.



Tim Cuneo, Superintendent
Santa Monica-Malibu
Unified School District

DISCUSSION ITEMS

TO: BOARD OF EDUCATION
FROM: TIM CUNEO / CHIUNG-SALLY CHOU
RE: REVISE POLICY 6146.11 – ALTERNATIVE CREDITS TOWARD GRADUATION

DISCUSSION
06/25/09
Previously
06/25/09

DISCUSSION ITEM NO. D.01

It is recommended that that Board of Education revise Board Policy 6146.11 – Alternative Credits toward Graduation.

COMMENTS: Attached is the policy for discussion and administrative regulation for information.

The revised policy had been discussed at several broad meetings during the 2007-08 school year. The Board recommended the addition of online courses as a way to earn alterative credits toward graduation. The current revised board policy and administrative regulations were reviewed by the ad hoc High School Task Force members.

***** ***** ***** ***** ***** *****

Dr. Escarce expressed three concerns: 1) under what circumstances are students allowed to take online courses, and are there guidelines regarding restrictions; 2) what measures are place to verify the quality of these courses; and 3) is the district monitoring how many online classes are being taken by SMMUSD students? Dr. Chou replied that the homework policy committee asked similar questions. One option was to put a limitation of forty semester hours, but principals have asked for flexibility for each case, for instance a student who is in the hospital often. Dr. Chou further explained that the UC system still had not released a list of pre-approved online course vendors. Currently, Principals approve online courses; the board suggested that district staff approve online course options. Ms. Kim, who took the history online course last summer, found the course to be educational, discussions were encouraged, and tests were given. Dr. Escarce suggested that counselors inform the students that online courses will appear as such on their transcripts. Dr. Chou answered that students are required to sign contracts prior to taking online courses, and are therefore informed of this. Ms. Pye asked if once a vendor offering online courses is approved, are all of their courses approved. Dr. Chou explained that UC schools do not accept credits for visual and performing arts online courses and foreign language online courses. Mr. Mechur suggested a future discussion item regarding requiring a minimum of one online course for all students in order to prepare them better for college. Dr. Escarce requested the number of students who took online courses for credit recovery and for enrichment/get-ahead.

This policy will return for board approval at the July 16, 2009, meeting.

NUMBER 6146.11	ARTICLE Instruction	TITLE Alternative Credits toward Graduation	
SUBTOPIC	POLICY X	REGULATION	EXHIBIT

DETAIL

In order to meet individual student needs and encourage all students to complete their high school education, the Board of Education desires to provide flexibility in the completion of prescribed courses in accordance with law.

With the active involvement parents/guardians, administrators, teachers, and students, the Board shall adopt alternative means for students to complete the prescribed course of study required for high school graduation. These alternative means shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Students may fulfill any course requirement for graduation through the following:

1. Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)
2. Career technical education_classes offered in high school (Education Code 51225.3)
3. Courses offered by regional occupational centers or programs (ROP) (Education Code 51225.3)
4. Interdisciplinary Study (Education Code 51225.3)
5. Independent study (Education Code 51225.3)
6. Credit earned at a postsecondary institution (Education Code 48800, 51225.3)
7. Private instruction in accordance with 5 CCR 1631
8. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)
9. Military service and training in accordance with 5 CCR 1634 (Education Code 51440)
10. For credit toward the district's physical education requirement, participation in district interscholastic athletic programs carried on wholly or partially after regular school hours (Education Code 51242)

A student shall be eligible to satisfy graduation requirements in this manner only if the interscholastic program entails a comparable amount of time and physical activity.

11. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school in accordance with 5 CCR 1362 (Education Code 51243)
12. Credits earned through courses that are delivered over the Internet or provided through a set curriculum via software

Upon receiving advance, written application by the student or his/her parent/guardian, the Superintendent or designee shall determine whether completion of the proposed alternative means would satisfy course requirements for graduation and what documentation shall be required, if any, to verify the student's successful completion. The Superintendent or designee shall make the final determination as to whether the student's completion of an alternative means is sufficient to satisfy the district's graduation requirements.

As appropriate, the Superintendent or designee shall determine the grade to be assigned to students for the completion of any of the above alternative means. When a grade is assigned by a private school, postsecondary institution, or other educational institution for completion of coursework, that same grade shall be awarded by the district provided that the Superintendent or designee has determined the alternative course to be substantially equivalent to a district course.

Legal Reference:EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48412 Certificate of proficiency

48645.5 Course credit, juvenile court schools

48800-48802 Attendance at community college; advanced education

51220 Areas of study; grades 7-12

51225.3 Requirements for graduation

51240-51246 Exemptions from requirements

51420-51427 General Education Development text

51440 Veteran's education, evaluation and credit toward high school graduation

51740-51741 Authority to provide instruction by correspondence

51745-51749.3 Independent Study

51760-51769.5 Work experience education

52300-52499.66 Career technical education

VEHICLE CODE

12814.6 Teen driver's act

CODE OF REGULATIONS, TITLE 5

1600-1635 Alternative credit

10070-10075 Work experience education

11500-11508 Regional occupational centers and programs

11520-11523 Proficiency examination and certificate

11700-11703 Independent study

UNITD STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

Management Resources:WEB SITES

California Department of Education: <http://www.cde.ca.gov>

NUMBER 6146.11	ARTICLE Instruction	TITLE Alternative Credits toward Graduation	
SUBTOPIC	POLICY	REGULATION X	EXHIBIT

Alternative means specified by the district for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Definitions

A *semester period* is one period of 40 to 60 minutes of instructional time per week throughout one semester of at least 17 weeks, or a minimum of 12 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within these time frames, a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work. (5 CCR 1600)

Private Instruction

A student who is regularly enrolled and in attendance at a high school shall receive credit toward high school graduation for private instruction under the following conditions: (5 CCR 1631)

1. The instruction entails fields and subjects included in the high school's courses of study and curricula.
2. The student demonstrates his/her capabilities at the beginning and at the end of the period of private instruction by examination(s) given under the school's supervision, thereby showing that he/she has made progress in learning satisfactory to the school.

Correspondence Instruction

The district shall grant credit for correspondence instruction under the following conditions: (Education Code 51740; 5 CCR 1633)

1. The correspondence instruction is provided by the University of California, or other university or college in California accredited for teacher training, in subjects included within or related to the student's course of study.
2. The student is, for good reason, unable to take the course of study offered in the school.
3. The Superintendent or designee determines the number of semester periods to be credited for successful completion of a particular correspondence course.
4. No more than 40 semester periods of correspondence instruction are credited to a student towards graduation.

Military Service and Training

Credit toward graduation shall be granted for military service and training received while in the military service of the United States, within the maximum limits established in 5 CCR 1634. A person is eligible for this credit if he/she is either. (Education Code 51440; 5 CCR 1634)

1. A former member of the Armed Forces who is a California resident and who has received an honorable discharge
2. A member of the Armed Forces who is a California resident and was a California resident on the date he/she entered the Armed Forces

The Superintendent or designee shall keep a permanent record of the credit allowed for military service or training (5 CCR 1634)

Private Foreign Language Instruction

The district shall grant credit for foreign language studies successfully completed in a private school and shall apply the credit toward meeting any foreign language requirement prescribed for grades 9-12, provided that all of the following conditions are met: (Education Code 51243-51245; 5 CCR 1632)

1. The courses are in languages designated in Education Code 51244.
2. The student is regularly enrolled or applying to the district in grades 9-12.
3. The student or his/her parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits a transcript or other documents from the private school showing that the student successfully completed the course.
4. The amount of credit sought equals at least one semester's work.
5. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. This determination shall be based upon the private school's report of a test developed by the private school in cooperation with the district or, if the private school is located outside the district, the principal or designee may use a test given by a public school or other evidence which he/she deems appropriate.

Online Course Instruction

Students may participate in web-based courses delivered over the Internet or provided through a set curriculum via software either as alternative credits toward graduation or as a course eligible for concurrent enrollment for "make-ups", "acceleration" and/or "enrichment." In order for students to earn credits via online course instruction, students must obtain signed pre-approval for any online course or program from the school principal or designee.

The principal shall evaluate the quality and effectiveness of online course offerings and determine which online courses shall be accepted for high school credit. The principal shall certify that the course is comparable to college-preparatory curriculum and ensures that the course and associated grades and credits are listed on the student's transcript.

In order to provide students with online educational opportunities, the following are guidelines for implementation of online courses:

1. All online courses may be offered in a blended learning model that may include both face-to-face and online delivery
2. The online courses shall meet the academic rigor of the California State standards and meet the CSU/UC "a-g" requirements with the exception of a limited number of non-"g" elective courses approved by the District
3. The Principal or designee shall ensure student-testing integrity for online classrooms and ensure the accountability of active engagement of students participating in the courses provided via the Internet
4. Participating students shall strictly adhere to the policies and procedures set forth by the entity offering the online courses
5. The Principal or designee shall seek guidance from District staff to evaluate the quality and effectiveness of online course offerings
6. Teachers/Counselors/Advisors shall be trained in the facilitation of online learning and shall participate in e-learning training

7. Students enrolling in the online courses shall follow the same process as concurrent enrollment at the community colleges, District's alternative educational setting, or a four-year college/university
8. The high schools, in accordance with the District's policies, shall grant credits earned after verification of student work
9. Students shall follow the guidelines established by the District including obtaining prior approval from site administration before enrolling in the program to receive credits
10. No students shall be denied the opportunity of taking an online course due to financial hardship as determined by free and reduced lunch eligibility, or enrollment in home/hospital instruction

Access to technology utilized by online courses imposes certain responsibilities and obligations for both students and teachers:

1. The appropriate use of the online learning opportunity is both ethical and honest, and demonstrates respect for physical and intellectual property, system security protocols, course provider procedures, an individual's right to privacy and to freedom from intimidation, harassment, and unwarranted annoyance
2. The students utilizing online courses shall adhere to the District's Acceptable Use Policy
3. All policies relating to academic honesty, participation, and attendance shall be applied to online learning

The Superintendent or designee shall determine whether a student has satisfactorily met course requirements through any of the above alternative means.

TO: BOARD OF EDUCATION DISCUSSION
07/01/09
FROM: TIM CUNEO / CHIUNG-SALLY CHOU Previously
06/25/09
RE: REVISE POLICY 6154 – HOMEWORK/MAKE UP WORK (FORMERLY KNOWN AS HOMEWORK POLICY K-12)

DISCUSSION ITEM NO. D.02

It is recommended that that Board of Education revise Board Policy 6154 – Homework/Make Up Work (formerly known as Homework Policy K-12).

COMMENTS: Attached is the policy for discussion and administrative regulation for information.

Recommendations from the Board and suggested policy language from the California School Board Association (CSBA) were utilized to revise the current board policy and administrative regulation. An ad hoc committee was formed to gather input and craft the board policy and administrative regulation. The committee members were parents, principals, and other district administrators. The drafts were forwarded to PTA Council leadership, SMMCTA leadership, principals, and committee members for additional review and input after ad hoc committee meetings. Meetings were also held with PTA Council leadership and SMMCTA leadership.

Public Comments:

- *Dr. Bill McCarthy, Debbie Bernstein on behalf of Leslie Butchko, Laura Kanofsky, Claudia Landis, Lisa Balfus, and Shari Davis addressed the board regarding this item.*

The board compared this version of the policy and AR to the version without the changes from SMMCTA (which can be found under Attachments at the end of these minutes). Several board members agreed to keep the following language in the policy: "Homework shall be engaging,...", "Consideration shall be given to quality over quantity with particular attention to providing students with timely feedback", and "Teachers may receive training in designing relevant, challenging, and meaningful homework assignments that reinforce classroom learning objectives." Dr. Escarce expressed his concern that language in the AR, "...a teacher has the ultimate authority to assign homework", could undermine the goals of this policy. Dr. Chou replied that is why a homework plan will be developed at each site. While Dr. Escarce agreed with the 10-minute homework limit theory for elementary and middle schools, he did not agree with the theory's reasoning at the high school level, especially concerning AP courses. Rather, he suggested high school homework should be dependent on the individual program, but did warn against excessive homework even at the high school level. Mr. Snell asked how difficult it would be to enforce such time limits. Dr. Chou said this was discussed at length during committee meetings. Ms. Pye asked if there was a better way to communicate the purposes behind these policy changes to the teachers. Mr. de la Torre suggested dictating how much of a percentage homework is considered in a student's total grade. Dr. Chou explained that, according to Code of Regulations, Title V, only teachers can give and change grades. She added that there needs to be a focus on student learning, not attendance. Mr. de la Torre suggested requiring teachers to contact parents if a student has missed three or more homework assignments. Dr. Chou said the board should not make policies and AR too prescriptive; rather, details should be included each site's homework plan. Ms. Leon-Vazquez suggested the homework plan be included in the SPSAs. She also expressed her concern regarding make up work for students who have not missed school, but who are unable to focus due to a family crisis or tragedy.

The board agreed that this policy and AR should return for further discussion among the Homework Policy Committee, teachers, administrators, and PTA. It will return for board discussion at the 9/17/09 meeting. Mr. Cuneo has asked Dr. Chou to establish an instruction and curriculum committee and that this type of policy discussion would be appropriate for such a committee in the future. This district committee would have teachers and administrators as members. Mr. Allen suggested the focus of the committee be on education, independent of SMMCTA position.

THIS IS A REVISED POLICY

Strike through = deletion
Underline = addition

NUMBER 6154	ARTICLE Instruction	TITLE Homework/Makeup Work Policy k-12	
SUBTOPIC Instructional Arrangements	POLICY X	REGULATION	EXHIBIT

DETAIL

~~Homework~~ should be a natural outgrowth of an individual child's needs, and should be used as a constructive tool in the teaching-learning process. As students learn new skills, homework can be used for independent practice and applied in a variety of contexts to foster transfer of learning. It can also lay the foundation for students to take responsibility for their own learning. The value of the program depends on active pupil involvement in homework which has meaning for them, and on the cooperation of parents in supporting the program.

Parents need to provide an appropriate time and setting for the child to complete the assigned homework. If a child consistently is unable to complete the assigned work in the maximum number of minutes allowed, the parent should contact the teacher.

It is anticipated that students will have some form of homework Monday through Thursday evenings, whether or not there is a required written assignment. Students should be instructed to plan accordingly. Since homework is generally a daily requirement for students, parents should be urged to avoid family plans that will interfere with this schedule.

Homework assignments may be requested by parents if the absence is anticipated to be three days or more. Each school site will design its own plan.

I. Homework may be assigned in order to:

- A. Reinforce and strengthen basic skills
- Reinforce study habits and organizational skills
- Extend and enrich classroom learning
- Develop initiative, responsibility, and self-direction
- Stimulate independent thinking
- Increase range and scope of interests
- Foster worthwhile use of time

II. Some suggested types of homework:

- A. Completing classwork
- Practice in the basic skills of reading and mathematics
- Solving problems similar to those studied in class
- Preparing for tests
- Reading for book reports or research
- Using library or home reference books to gather information for class discussion
- Preparing a current events report in social studies, science, or communications
- Summarizing a historical event, a story, or a science procedure
- Collecting or classifying materials
- Constructing a model or doing an experiment

~~Preparing a science research project~~

~~Reading additional materials~~

~~Written assignments to include expository, creative writing and a term paper at appropriate grade level~~

The Board of Education supports an effective partnership among teachers, parents, and students to ensure that homework is meaningful and supports the learning experiences of all students. Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. Homework shall be activities or assignments that students can complete independently, and is connected to grade level/subject matter curriculum and class instruction. Homework shall be purposeful, and relevant. Schools shall provide resources and assistance to students and teachers to ensure that every student has an equal opportunity to complete homework successfully.

The latest research demonstrates that an optimal amount of homework has a positive impact on student achievement. The optimal amount of time students should spend on homework begins with 10 minutes a day in the first grade and increases by ten minutes per grade level, not to exceed a total of 120 minutes a day in the 12th grade for all classes combined. Research indicates that excessive homework may have a negative impact on students' health and well-being. In particular, studies show that the health of students through 12th grade is compromised when there is insufficient time for at least nine hours of sleep and one hour of physical activity daily.

When teachers design homework, they shall consider their students' special needs and developmental levels. Homework shall be used as a constructive tool in the teaching-learning process. Homework may be assigned Monday through Thursday to include reading, or being read to, for pleasure. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. High school students may receive additional work to be completed over the weekend but not to exceed the time recommended weekday time limit.

Effective implementation of this policy is vital to its success. The Superintendent or designee shall ensure that administrators implement an effective homework plan at each school site. To ensure that students receive the optimal amount of homework, implementation of this policy shall be monitored and evaluated at each school via year-round surveys (both online and paper/pencil). Educational Services Department will extrapolate data quarterly to be published to the schools. Principals shall inform parents regarding the availability of the surveys and survey results.

If a child consistently is unable to complete the assigned work, the parent should contact the teacher first for support and modifications as necessary. The teacher should also contact the parents if a child consistently is unable to complete the assigned work. When necessary, the parents and the teacher shall meet together to develop an appropriate plan or modification. If the issue persists, parents or teacher may contact the principal to request a Student Success Team (SST) meeting to further investigate resolutions.

School sites shall make homework assistance available to students.

Makeup Work

Homework assignments may be requested by parents if the absence is anticipated to be three days or more. Each school site will design its own plan.

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.

REFERENCE

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended students

48980 Parental notifications

58700 – 58702 Tutoring and homework assistance programs; summer school apportionment credit

MANAGEMENT RESOURCES:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Synthesis of Research on Homework and Achievement (Cooper, 2006)

ADOPTED

July 24, 1989

REVISED

CSBA DATE

2/99

THIS IS A REVISED ADMINISTRATIVE REGULATION

Strike through = deletion

Underline = addition

NUMBER 6154	ARTICLE Instruction	TITLE Homework/Makeup Work Policy k-12	
SUBTOPIC Instructional Arrangements	POLICY	REGULATION X	EXHIBIT

~~SUBJECT: HOMEWORK POLICY K-12~~

~~ISSUED BY: SUPERINTENDENT~~

~~I. EFFECTIVE DATE: July 24, 1989~~

~~II. AUTHORITY: Board Policy 6154~~

III. PROCEDURES:

Consistent with Board of Education Policy 6154, site principals are to review annually with assigned staff the following homework ~~procedures~~ expectations:

1. Teachers shall review, discuss, and return, if collected, homework in a timely manner.
2. Whenever possible, teachers shall communicate and coordinate assignments so that students do not receive an overload of homework.
3. Teachers shall ~~clearly~~ explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments to students in at least one of the following ways: send a packet home, write the assignment on the board, require students to record it, and/or make it available through emails, websites, or hotlines. The use of a variety of communication strategies is strongly encouraged.
4. Teachers and parents shall coordinate efforts to teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.
5. Teachers and staff shall identify the access that students will have to:
 - a. Materials for projects and other homework assignments, taking into account affordability.
 - b. Resource materials from the library media center.
 - c. Assistance and/or tutoring through teachers, volunteers, peer mentors, and/or after-school centers, and
 - d. Technology resources and instruction.
6. Teachers shall communicate with parents/guardians to inform them about:
 - a. Homework expectations, policies, and procedures.
 - b. The extent to which homework influences the student's overall grades, and
 - c. Ways in which parents can best assist their children in doing homework independently.
7. Parents shall have the responsibility of providing a quiet space and basic materials for homework completion to the extent possible and shall be encouraged to monitor time management and productivity.
8. Teachers and parents shall communicate with each other at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework.
9. Parents shall contact the principal if they cannot reach accommodation with the teacher regarding homework; if there are still unresolved problems, the parents can contact the site supervisor of their school at the District Office.

10. Parents shall contact the principal if they cannot reach accommodation with the teacher regarding homework; if there are still unresolved problems, the parents can contact the site supervisor of their school at the District Office

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his or her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

SUGGESTED TIME ALLOTMENTS

TIMING, SCHEDULING, AND QUALITY OF HOMEWORK

The following is the recommended timing, scheduling, and quality of homework subject to the Board Policy and the expectations included in this regulation. It is understood that the teacher has the ultimate authority to assign homework.

A. Kindergarten homework should:

- ~~1. Build a positive relationship between school and home.~~
- ~~2. Require positive interaction between parent and child.~~
- ~~3. Be non-frustrating. If child becomes frustrated parent should stop immediately. If this is consistent the teacher should be consulted.~~
- ~~4. Be no more than 5 to 10 minutes a day or 20 to 40 minutes per week.~~

A. Grades ~~4~~ K - 5:

Homework for kindergarten students shall be based on individual needs for reinforcement as identified by the classroom teacher. Families are encouraged to engage in early learning activities such as playing, talking, and reading together. Teachers may provide resources to support home-based early learning activities.

There is a strong connection between student achievement and daily reading. The purpose of the homework should be clearly articulated and, if necessary, differentiated for individual children. If assigned, homework may be for completion, practice, preparation, or extension of class work. Homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. The following are the recommended time allotments and shall not be exceeded for Grades 1 – 5:

- ~~1. Grades 1 – 5 homework may be given Monday through Thursday. Appropriate weekend homework may be given.~~
1. Kindergarten – 10 minutes daily
2. 1st - ~~10 to~~ 20 minutes daily or ~~40 to~~ 80 minutes per week.
3. 2nd - ~~20 to~~ 30 minutes daily or ~~80 to~~ 120 minutes per week.
4. 3rd - ~~30 to~~ 40 minutes daily or ~~120 to~~ 160 minutes per week.
5. 4th - ~~40 to~~ 50 minutes daily or ~~160 to~~ 200 minutes per week.
6. 5th - ~~45 to~~ 60 minutes daily or ~~180 to~~ 240 minutes per week.

B. Middle School:

Completion of homework for middle school age students can contribute to improved student achievement. Homework assignments for completion, practice, preparation, or extension shall be clearly articulated and carefully planned in partnership among core subject teachers. Middle school homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Assignments should shall be designed so that the typical student can complete the all homework (including time for studying and preparation for exams) in an the average of the number of minutes below. In addition, students shall be encouraged to read for pleasure for each academic subject. The following are the recommended time allotments and shall not be exceeded for Grades 6 – 8:

1. Grade 6 - about 1 hour total or 15 to 20 minutes per class. ~~60~~ 70 minutes daily.
2. Grade 7 - about 1 hour, 30 minutes total or 20 to 30 minutes per class ~~70~~ 80 minutes daily.
3. Grade 8 - about 2 hours total or 30 to 40 minutes per class. ~~80~~ 90 minutes daily.
5. Appropriate weekend homework may be given.

C. High School:

1. Grades 9 to 12 – two or three hours daily.
2. According to research, completion of homework can be particularly valuable in the high school years. Homework assignments shall be for completion, practice, preparation, or extension and shall be clearly articulated and carefully planned. High School homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Assignments should be designed so that the typical student can complete the all homework in an average of thirty minutes for each academic subject. The following are the recommended time allotments and shall not be exceeded for grades 9 – 12:

1. Grade 9 – ~~90~~ 100 minutes daily
2. Grade 10 – ~~100~~ 110 minutes daily
3. Grade 11 – ~~110~~ 120 minutes daily
4. Grade 12 – 120 minutes daily
5. Appropriate weekend homework may be given. Holiday weekend and vacation assignments may be given with consideration to time for family activities.

D. All Grade Levels:

- ~~1. Teachers should assign only as much work as can be.~~
1. Students shall receive informative feedback on homework in a timely manner.
2. The teacher ~~should~~ shall define the role of homework in the grading policy.
3. Students shall not be assigned disciplinary consequences for incomplete or missed assignment unless the teacher has first provided additional assistance such as afterschool tutorial, homework assistance center, homework club and contacted parents.

IV. APPROVAL

SUPERINTENDENT Gene Tucker DATE 8/8/89

TO: BOARD OF EDUCATION
FROM: TIM CUNEO
RE: REVIEW BOARD POLICY SERIES 0000 and 1000

DISCUSSION
07/01/09
Previously
06/04/09
06/25/09

DISCUSSION ITEM NO. D.03

It is recommend that the Board of Education review Board Policy Articles 0000 (Philosophies, Goals, Objectives, and Comprehensive Plans) and 1000 (Community Relations) for adoption at a subsequent Board of Education meeting.

At that subsequent meeting, staff will recommended that the Board delete all current policies, administrative regulations in these articles and adopt those reviewed and recommended for Board adoption today and that these actions will be effective August 1, 2009.

COMMENT: The District embarked on a process of reviewing and updating all its policies, administrative regulations and related exhibits. It was agreed that California School Boards Association Board policies would serve as an example for that comparative review and in November a series of workshops were conducted with appropriate staff and a consultant from CSBA to review each District Policy, administrative regulation and exhibit along side those of CSBA and make recommended changes to the Board. Previous revisions made to policies that reflect the specific interests of SMMUSD have not been altered (as long as those revisions are compliant with state and federal law). Attached is a matrix of staff recommendations for deletion and adoption of policies and administrative regulations for these articles that was sent to CSBA and produced the policies and administrative regulations before you today.

A Board of Education meeting is scheduled for July 16, 2009, to continue this process with Articles 3000 (Business and Non-Instructional Operations) and 5000 (Students).

Additionally, staff recommended and the Board approved after the new policies are adopted they would be returned to CSBA for uploading to their computers and be linked to our web site for public and staff access and printing.

CSBA issues updates in March, July, and November of each year that reflect recent changes in Federal and state statute, law, Education Code and case law. When received these changes will be reviewed and appropriate recommendations made to the board.

In this manner, the District can maintain its policies and administrative regulations that will keep the District in full compliance.

Attachments:

Article 0000 – Philosophies, Goals, Objectives, and Comprehensive Plans
Article 1000 – Community Relations

***** ***** ***** ***** ***** *****

Public Comments:

- *Claudia Landis addressed the board regarding BP 1220 and committee member terms and term limits.*

0000 SERIES

The following new policies will come back for adoption at the August 20, 2009, board meeting: 0000, 0100, 0200, 0400, 0410, 0420, 0420.1, 0420.4, 0420.5, 0430, 0450, 0500, 0510

0200

While this policy will be approved on 08/20/09, it and the AR will also return for discussion at a later date.

The following existing policies will come back for revision at the August, 20, 2009, board meeting: 0440

The following policies will be deleted at the August 20, 2009, board meeting: 0000, 0100, 0200, 0420.1, 0420.2, 0420.5, 0430, 0450, 0500, 0510, 0520

1000 SERIES

1020, 1112, & 1260

The board requested to see these policies to determine whether or not they should be adopted.

The following new policies will come back for adoption at the August 20, 2009, board meeting: 1000, 1100, 1150, 1160, 1230, 1250, 1312.1, 1312.2, 1312.4, 1321, 1325, 1340, 1400, 1700

The following existing policies will come back for revision at the August, 20, 2009, board meeting: 1220

1220

While this policy will be approved on 08/20/09, it and the AR will also return for discussion at a later date. Ms. Pye would like to see the duties of staff liaisons, committee chairs, and board liaisons be made more clear.

The following policies will be deleted at the August 20, 2009, board meeting: 1000, 1100, 1115, 1150, 1161, 1162, 1163, 1165, 1250, 1312.1, 1312.2, 1312.3, 1312.4, 1325, 1326, 1331, 1340, 1400, 1441, 1700

1115

Mr. Allen requested to see this policy.

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Document: “MHS Football Lighting Mitigated Negative Declaration” (associated with Item No. A.01)
- Document: “MHS Football Lighting Project Zoning Exemption” (associated with Item No. A.02)
- Document: Policy and AR 6154 without SMMCTA changes (associated with Item No. D.02)

RECOMMENDATION NO. A.01
MHS FOOTBALL LIGHTING MITIGATED NEGATIVE DECLARATION

The proposed Malibu High School Football Lighting Project is to provide athletic field lighting for each high school's football season using 5 portable, shielded light standards, each 53 feet high and having 6 lights stationed around the athletic field on the running track. The lights will only be used a maximum of 8 evening football practices to 7:30 p.m. and 8 football games to 10:30 p.m. The lights will be removed as the end of the football season.

To evaluate the potential environmental impacts of the project, CAA Planning was commissioned to conduct the environmental review. This consultant conducted an Initial Study and determined that the potential for the project to cause certain significant environmental impacts could be fully mitigated. Therefore, the consultant prepared a Mitigated Negative Declaration as authorized under the California Environmental Quality Act and is referred to in shorthand as an MND.

Public notice was given, and the Project MND was released for a public comment period that ran 33 days from May 8th through June 10th. 18 comment letters were received and a petition signed by 268 members of the public in support of the Project was also received. The State Clearinghouse commented that the District complied with the State Clearinghouse's review requirements.

The comments against the Project were mainly disagreements on the impact determinations on aesthetic and biological resources. Several comments challenged the MND's statement that no complaints were received by the District. It was confirmed that no formal complaints were received.

CAA prepared responses to the comments and an Errata to the MND. CAA determined that none of the comments raise a fair argument or provide substantial evidence that a potential environmental impact would occur. Further, CAA determined that changes to MND as set forth in the Errata are minor.

Accordingly, the MND is correct, and no recirculation of the MND or the preparation of an environmental impact report is required. Staff and the District's counsel recommend adoption of both the MND and its Mitigation Monitoring and Reporting Program and Project approval as set forth in the resolution.

Upon adoption of the resolution, District staff will file an application for an amendment to Coastal Development Permit for the Malibu High School. If the Coastal Commission approves the amendment, Malibu High School can resume its night football practices and games.

RECOMMENDATION NO. A.02
MHS FOOTBALL LIGHTING PROJECT ZONING EXEMPTION

In a comment letter on the MHS Football Lighting Mitigated Negative Declaration or MND, the City of Malibu informed the District that its zoning code prohibits the use of lights on the athletic field.

Pursuant to Government Code section 53094, a school district may exempt itself from the prohibitions and limitations of a city's zoning code by adopting a resolution with at least a two-thirds' vote of the Board for classroom facilities.

Football is scholastic event that participants get physical education credit for. Thus, the athletic field is essentially a classroom facility, which its use can be exempted from the City of Malibu's zoning code.

Unless the Board adopts the exemption resolution, Malibu High School will not be able to use lights on the athletic field for its evening football practices and games.

Staff and District's counsel recommend adoption of the exemption resolution.

Strike through = deletion
Underline = addition (currently in red)

NUMBER
6154

ARTICLE
Instruction

TITLE
Homework/Makeup
Work Policy K-12

SUBTOPIC
Instructional
Arrangements

POLICY
X

REGULATION

EXHIBIT

DETAIL

Homework should be a natural outgrowth of an individual child's needs, and should be used as a constructive tool in the teaching-learning process. As students learn new skills, homework can be used for independent practice and applied in a variety of contexts to foster transfer of learning. It can also lay the foundation for students to take responsibility for their own learning. The value of the program depends on active pupil involvement in homework which has meaning for them, and on the cooperation of parents in supporting the program.

Parents need to provide an appropriate time and setting for the child to complete the assigned homework. If a child consistently is unable to complete the assigned work in the maximum number of minutes allowed, the parent should contact the teacher.

It is anticipated that students will have some form of homework Monday through Thursday evenings, whether or not there is a required written assignment. Students should be instructed to plan accordingly. Since homework is generally a daily requirement for students, parents should be urged to avoid family plans that will interfere with this schedule.

Homework assignments may be requested by parents if the absence is anticipated to be three days or more. Each school site will design its own plan.

I. Homework may be assigned in order to:

- A. Reinforce and strengthen basic skills
- Reinforce study habits and organizational skills
- Extend and enrich classroom learning
- Develop initiative, responsibility, and self-direction
- Stimulate independent thinking
- Increase range and scope of interests
- Foster worthwhile use of time

II. Some suggested types of homework:

A. Completing classwork

Practice in the basic skills of reading and mathematics
Solving problems similar to those studied in class
Preparing for tests
Reading for book reports or research
Using library or home reference books to gather information for class discussion
Preparing a current events report in social studies, science, or communications
Summarizing a historical event, a story, or a science procedure
Collecting or classifying materials
Constructing a model or doing an experiment
Preparing a science research project
Reading additional materials
Written assignments to include expository, creative writing and a term paper at appropriate grade level

The Governing Board supports an effective partnership among teachers, parents, and students to ensure that homework is meaningful and supports the learning experiences of all students. Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. Homework shall be activities or assignments that students can complete independently, and is connected to grade level/subject matter curriculum and class instruction. The Governing Board expects that Homework shall be engaging, purposeful, and relevant. Consideration shall be given to quality over quantity with particular attention to providing students with timely feedback. Schools shall provide resources and assistance to students and teachers to ensure that every student has an equal opportunity to complete homework successfully.

The latest research demonstrates that an optimal amount of homework has a positive impact on student achievement. The optimal amount of time students should spend on homework begins with 10 minutes a day in the first grade and increases by ten minutes per grade level, not to exceed a total of 120 minutes a day in the 12th grade for all classes combined. Research indicates that excessive homework may have a negative impact on students' health and well-being. In particular, studies show that the health of students through 12th grade is compromised when there is insufficient time for at least nine hours of sleep and one hour of physical activity daily.

When teachers design homework, they shall consider their students' special needs and developmental levels. Homework shall be used as a constructive tool in the teaching-learning process. Teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives.

Homework may be assigned Monday through Thursday to include reading, or being read to, for pleasure. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. High school students may receive additional work to be completed over the weekend but not to exceed the time recommended weekday time limit.

Effective implementation of this policy is vital to its success. The Superintendent or designee shall ensure that administrators and teachers implement an effective homework plan at each school site. The principals, teachers, and parents should collaborate in the implementation of the policy. To ensure that teachers assign students receive the optimal amount of homework, implementation of this policy shall be monitored and evaluated at each school via year-round surveys (online and paper/pencil). Educational Services Department will extrapolate data quarterly to be published to the schools. Principals shall inform parents regarding the availability of the surveys and survey results.

Parents should contact the principal of the school if the parents feel that the homework policy is not being followed and if they do not feel that they can reach accommodation with the teacher. The principal shall be responsible for investigating patterns of non-compliance to the policy and seeking an appropriate resolution. If the parents are not satisfied with the resolution, the parents may contact the school site supervisor at the District Office.

If a child consistently is unable to complete the assigned work in the recommended number of minutes, the parent should contact the teacher first for support and modifications as necessary. The teacher should also contact the parents if a child consistently is unable to complete the assigned work. When necessary, the parents and the teacher shall meet together to develop an appropriate plan or modification. If the issue persists, parents or teacher may contact the principal to request a Student Success Team (SST) meeting to further investigate resolutions.

School sites shall make homework assistance available to students.

Makeup Work

Homework assignments may be requested by parents if the absence is anticipated to be three days or more. Each school site will design its own plan.

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.

REFERENCE

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended students

48980 Parental notifications

58700 – 58702 Tutoring and homework assistance programs; summer school apportionment credit

MANAGEMENT RESOURCES:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy Statement on Homework, 1995

Synthesis of Research on Homework and Achievement (Cooper, 2006)

ADOPTED

July 24, 1989

REVISED

CSBA DATE

2/99

6/1/09

Strike through = deletion
Underline = addition (currently in red)

<u>NUMBER</u>	<u>ARTICLE</u>	<u>TITLE</u>		
6154	Instruction	Homework/Makeup Work Policy k-12		
<u>SUBTOPIC</u>	<u>POLICY</u>	<u>REGULATION</u>	<u>EXHIBIT</u>	
Instructional Arrangements		X		

DETAIL

SUBJECT: HOMEWORK POLICY K-12

ISSUED BY: SUPERINTENDENT

I. EFFECTIVE DATE: July 24, 1989

II. AUTHORITY: Board Policy 6154

III. PROCEDURES:

Consistent with Board of Education Policy 6154, site principals are to review annually with assigned staff the following homework procedures expectations:

1. Teachers shall structure their classes to adhere to the Board Policy regarding quality and quantity of homework assignments.
2. Teachers shall review, discuss, and return, if collected, homework in a timely manner.
3. Whenever possible, teachers shall communicate and coordinate assignments so that students do not receive an overload of homework.
4. Teachers shall clearly explain homework assignments to the students prior to the assignment. Teachers shall effectively communicate homework assignments to students in at least one of the following ways: send a packet home, write the assignment on the board, require students to record it, and/or make it available through emails, websites, or hotlines. The use of a variety of communication strategies is strongly encouraged.
5. Faculty Teachers and parents shall coordinate efforts to teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

6. Faculty and staff shall identify the access that students will have to:
 - a. Materials for projects and other homework assignments, taking into account affordability.
 - b. Resource materials from the library media center.
 - c. Assistance and/or tutoring through teachers, volunteers, peer mentors, and/or after-school centers, and
 - d. Technology resources and instruction.

7. Teachers shall specify the means by which communicate with parents/guardians shall be to inform them about:
 - a. Homework expectations, policies, and procedures.
 - b. The extent to which homework influences the student's overall grades, and,
 - c. Ways in which parents can best assist their children in doing homework independently.

8. Parents shall have the responsibility of providing a quiet space and basic materials for homework completion to the extent possible and shall be encouraged to monitor time management and productivity.

9. Teachers and parents shall communicate with each other at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework.

10. Parents shall contact the principal if they cannot reach accommodation with the teacher regarding homework; if there are still unresolved problems, the parents can contact the site supervisor of their school at the District Office.

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his or her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

SUGGESTED TIME ALLOTMENTS

TIMING, SCHEDULING, AND QUALITY OF HOMEWORK

The following is the recommended timing, scheduling, and quality of homework subject to the Board Policy and the expectations included in this regulation. It is understood that the teacher has the ultimate authority to assign homework.

A. Kindergarten homework should:

1. Build a positive relationship between school and home.
2. Require positive interaction between parent and child.
3. Be non-frustrating. If child becomes frustrated parent should stop immediately. If this is consistent the teacher should be consulted.

A. Kindergarten

4. Be no more than 5 to 10 minutes a day or 20 to 40 minutes per week.

B. A. Grades 1 K - 5:

Homework may be assigned for kindergarten students shall be based on individual needs for reinforcement as identified by the classroom teacher. Families are encouraged to engage in early learning activities such as playing, talking, and reading together. Teachers may provide resources to support home-based early learning activities.

There is a strong connection between student achievement and daily reading. As a result, homework assigned in grades 1-3 shall most often take the form of reading, playing games, and engaging in discussions/interactive activities with families. In grades 4-5, effective homework may begin to take the form of independent work. The purpose of the homework should be clearly articulated and, if necessary, differentiated for individual children. If assigned, homework may be for completion, practice, preparation, or extension of class work. Homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. The following are the recommended time allotments and shall not be exceeded for Grades 1 - 5:

1. Grades 1-5 homework may be given Monday through Thursday. Appropriate weekend homework may be given.

1. Kindergarten - 10 minutes daily
2. 1st - 10 to 20 minutes daily or 40 to 80 minutes per week.
3. 2nd - 20 to 30 minutes daily or 80 to 120 minutes per week.

4. 3rd - ~~30 to~~ 40 minutes daily or ~~120 to~~ 160 minutes per week.
5. 4th - ~~40 to~~ 50 minutes daily or ~~160 to~~ 200 minutes per week.
6. 5th - 45 to 60 50 minutes daily or ~~180 to~~ 240 200 minutes per week.

AR 6154 (b)

B. Middle School:

Completion of homework for middle school age students can contribute to improved student achievement. Homework assignments for completion, practice, preparation, or extension shall be clearly articulated and carefully planned in partnership among core subject teachers. Middle school homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Assignments should shall be designed so that the typical student can complete the all homework (including time for studying and preparation for exams) in an the average of the number of minutes below. In addition, students shall be encouraged to read for pleasure. for each academic subject. The following are the recommended time allotments and shall not be exceeded for Grades 6 – 8:

1. Grade 6 - ~~about 1 hour total or 15 to 20 minutes per class.~~ 60 70 minutes nightly
2. Grade 7 - ~~about 1 hour, 30 minutes total or 20 to 30 minutes per class~~ 70 80 minutes nightly
3. Grade 8 - ~~about 2 hours total or 30 to 40 minutes per class.~~ 80 90 minutes nightly
5. ~~Appropriate weekend homework may be given.~~

D. High School:

1. ~~Grades 9 to 12 – two or three hours daily.~~
2. According to research, completion of homework can be particularly valuable in the high school years. Homework assignments shall be for completion, practice, preparation, or extension and shall be clearly articulated and carefully planned in partnership among subject matter teachers. High School homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Assignments should be designed so that the typical student can complete the all homework (including time for studying and preparation for exams) in the number of minutes below and not to be exceeded. In addition, students should read for pleasure or recreation. in an average of thirty minutes

~~for each academic subject. The following are the recommended time allotments and shall not be exceeded for grades 9 – 12:~~

~~1. Grade 9 – 90 100 minutes daily~~

~~2. Grade 10 – 100 110 minutes daily~~

~~3. Grade 11 – 110 120 minutes daily~~

~~4. Grade 12 – 120 minutes daily~~

~~5. Appropriate weekend homework may be given but not to exceed the daily minutes. Holiday weekend and vacation assignments may be given with consideration to time for family activities.~~

E. All Grade Levels

~~1. Teachers should shall assign only as much work as can be reviewed and discussed in class in a timely manner. If homework is collected, teachers shall assign only as much work as can be returned in a timely manner.~~

2. Students shall receive informative feedback on homework in a timely manner.

3. The teacher should shall define the role of homework in the grading policy.

4. Students shall not be assigned disciplinary consequences for incomplete or missed assignment unless the teacher has first provided additional assistance such as afterschool tutorial, homework assistance center, homework club and contacted parents.

5.

IV. APPROVAL

SUPERINTENDENT ~~Gene Tucker~~ DATE 8/8/89