

MINUTES OF THE ANCHORAGE SCHOOL BOARD
REGULAR MEETING OF MARCH 27, 2006

The Anchorage School Board met in Regular Session on Monday, March 27, 2006, at 6:30 p.m. in the Board Room, at the Anchorage School District Administration Building. President, Jeff Friedman, presided.

A. CALL TO ORDER, ROLL CALL, FLAG SALUTE, Jeff Friedman Presiding

Board Members Present: Tim Steele, Mary Marks, Jeff Friedman, Crystal Kennedy, Macon Roberts, and John Steiner

Board Members Excused: Jake Metcalfe

Others Present: Jan Christensen, Leslie Vandergaw, Mike Henry, Patricia McRae, Enid Hunter, Jerry Sjolander, Jeff Wood, Eric Tollefsen, Larry Wiget, Janet Stokesbary, George Vakalis, Ralph Feriani, LTC David Jones, William Johnson, Rhonda Gardner, Pam Chenier, Stan Syta, Marie Laule, Robb Boyer, Doreen Brown, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Friedman noted that there had been revisions made to Memorandum #184 and Memorandum #227. In Memorandum #184, the Indian Education Continuation Grant, the District was made aware of an increase in revenue resulting in new budget figures. In Memorandum #277, Revision to the 2006-2007 School Calendar, a correction was made to a date referenced in the recommendation section.

The agenda was unanimously approved as revised.

C. ANNOUNCEMENTS

Mr. Roberts extended his congratulations to the Girls Basketball team from Dimond High School and the Boys Basketball team from West High School for winning the 4A Basketball Championship. He also congratulated Chugiak High School for making it to the finals for the first time in eighteen years. He announced that ASD students have artwork on display at the Anchorage Museum until April 16, 2006 and he encouraged everyone to visit the display.

Ms. Kennedy noted that she had recently attended the Council of Great City Schools conference in Washington, DC. She noted the wealth of information shared at the conference regarding funding issues, legislation issues and advocacy efforts. She looked forward to the opportunity to sharing that information with the Board at a later date.

Mr. Steele reminded everyone of the upcoming election. The school bonds are on the ballot and he encouraged everyone's support.

Ms. Comeau reported that Sherry Ellers, Hanshew Middle School Principal, has been selected as the Middle School Principal of the Year by the Alaska Association of Secondary School Principals. Her nomination has been forwarded on to the National Middle School Association.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

Scientific Learning Fast ForWord Program – Darla Jones

Ms. Comeau introduced the Scientific Learning Fast ForWord program, an initiative started in the high school education department. The program is now being used by all education levels and is showing significant improvement for students. Ms. Darla Jones, High School Division On-Line Coordinator, provides the support between ASD and Scientific Learning. Ms. Jones provided a brief review of the Fast ForWord program and the Scientific Learning Company. She explained that she was so impressed with the success stories from ASD teachers implementing this program at the high schools that she decided to look for a way to share those stories with other teachers. She enlisted the help of David Molletti and Roger Miller, from Channel 14, to do some interviews with students using Fast ForWord. The product they produced and the stories that were told by the students were very impressive. The series of interviews resulted in a 20-minute video of spotlighting both students and teachers regarding the impact the Fast ForWord program has had on academic success. Highlights from that video were shown to the Board and others present.

Mr. Henry explained that Scientific Learning was interested in the video. With the permission of the students and the parents, the District has released the rights to the video to Scientific Learning. The Scientific Learning Company has provided a \$1000 scholarship to the post-graduate program of their choice for each student appearing in the video. In addition, another \$15,000 of seed money was provided for future

scholarships. Scientific Learning recently hosted a national conference and provided funding for six ASD educators to attend.

Ms. Jones introduced Brian McCray, Scientific Learning Account Manager, who has been instrumental in implementing Fast ForWord in the District. She also introduced Mr. Robert Bowen, Chairman and CEO of Scientific Learning. Mr. Bowen voiced his appreciation to the superintendent and the Board for their willingness to engage this program. He explained the research that Scientific Learning has devoted to the development of the Fast ForWord family of products. He noted that this program is most successful in conjunction with great teaching and great instructional programs. Mr. Bowen explained what a great impact the video had on attendees at the recent conference, noting that the company has received 320 requests for the video. The video is able to help teachers understand the potential of this innovative program and, more importantly, to introduce it to other students and their families. It is already being shown at schools all across the country.

Ms. Mary McKean, Bartlett High School Principal, noted that there were a total of eight students who were involved in the video and that each will receive both a plaque and a \$1000 scholarship. Two of the students were present and Ms. McKean publicly recognized them and acknowledged their success.

Mr. Steele asked whether there is any professional development required to administer this program and whether it is available to students on-line from remote sites. Ms. Jones explained that there is a great deal of professional development required and the District is working with an implementation specialist out of Seattle to develop a group of in-house trainers. This program has a very intense protocol and can not be done on-line from remote locations. One of the difficult things about implementing the program is that it must be done every day for a certain amount of time under the guidance of a trained instructor to be effective. In response to another question, Ms. Jones explained that the program is now in seven of the eight comprehensive high schools and in both the Continuation and Crossroads programs. It is also in six middle schools and six elementary schools. Ms. Comeau explained that the program is being used very effectively with one of the autism classes at Wendler Middle School. She noted the possibility of using the program with special education pre-school students.

Mr. Roberts wondered whether the benefits of this program continue after the student's reading improvement levels out. Ms. Jones explained that

once the brain is activated in those areas that were previously inactive the potential to continue the growth is limitless. This program has potential benefit for all kinds of student populations. Studies have been done with advanced placement students with impressive results showing that students continue to benefit well beyond the basics.

Mr. Steiner asked whether this program, as implemented, is a substitute for regular Language Arts classes or is it considered an elective. Ms. Jones explained that it varies from site to site. The ideal implementation does not replace an English class because it does not follow a reading curriculum. Ideally students participate in both the FastForward program and in an English class at the same time. Some students do take it as an elective. One period a day is the traditional schedule for the program. Last summer the program was offered through a Literacy Bootcamp with good results. Plans are in place to offer that option again this summer.

ASD Memorandum # 225 - Recognition of Wells Fargo SuperSaturday Donation

Mr. Steele read the memorandum recognizing Wells Fargo. One of the primary goals of the Anchorage School District Gifted Program is to recognize the talents and academic strengths of gifted and high achieving children who attend Title I elementary schools in the district. Since 2003, the Anchorage School District Gifted Program has facilitated Saturday enrichment days for targeted Title I schools.

The Anchorage School District Gifted Program publicly recognized and thanked Wells Fargo for their generous support in making SuperSaturday possible.

Mr. Steele added the Board's appreciation to Wells Fargo for their generous support. The SuperSaturday program was attended by 223 students this year. There were 15 different classes at each SuperSaturday camp with 38 teachers participating along with numerous volunteers.

ASD Memorandum # 226 - Recognition of Winter 2006 Denali Award Recipients

To Alaskans, Denali means "great one," and the Anchorage School District is proud to have employees that display greatness in the areas of achievement, service and dedication. Twice each year, a committee of Anchorage School District employees selects a number of co-workers and

a team of colleagues that demonstrate an outstanding commitment to its mission of educating students for success in life.

The certificated Denali award winner for Winter 2006 is David Kohler of Service High School. David has chaired Service's Special Education department for the past eight years and has also worked with special education students in the District's summer school program. Under David's leadership, the Service High School special education department has become a model program throughout the District.

The classified/support staff member receiving the Denali Award is Pamela Hard of Orion Elementary School. Pam has worked as a teacher assistant for more than 15 years in the early childhood special education program. In addition to care and compassion, Pam brings creativity into the classroom. Colleagues say her ideas are fresh and artistic. Her enthusiasm for learning impacts her students positively, even after they've left the classroom.

The Publications team located at the King Career Center is the recipient of the Denali Team award. Also known as the Print Shop Crew, the team of Victor Bailey, Pam Butcher, Sven Jordan and Ralph Hollis make the ASD look good in print by creating and printing everything from business cards, school forms, school newspapers, posters and letterhead. Together they bring more than 60 years of printing experience to the district.

The School Board recognized each of the Denali Award recipients, and all of the nominees, for the example of excellence that they set for the entire Anchorage School District community. Ms. Comeau added her congratulations to the Denali Award winners and nominees. The ASD has an exceptional work force and these winners serve as great representatives.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Feriani reported that the last Student Advisory Board meeting was March 13, 2006. There were three speakers at the meeting including Mr. Henry who spoke about summer school and the shift toward offerings that help students get ahead rather than targeting mainly students who need credit recovery. Mr. Roberts attended to discuss voting and Mr. Fiedler reviewed the bond proposals.

2. Military Delegate

LTC Jones thanked Mr. Henry for his assistance with a recent course credit transfer issue for one of the military students. LTC Jones noted that there is a huge need for foster care and adoptive homes in the Anchorage area. He encouraged everyone to give some thought to becoming foster parents.

3. M.E.C.A.C.

Mr. Johnson reported that the MECAC had their last business meeting on March 16, 2006. The committee received several very informative briefings from District administrators. Ms. Comeau was in attendance to discuss the upcoming election and the bond issues. She also reviewed the budget with MECAC members. Ms. Gardner provided the committee information on the No Child Left Behind grant proposal. Ms. Bellamy and Dr. Boyer provided a close-up look at the Districts' recruitment plan.

Mr. Johnson introduced Ms. Valerie Fletcher-Mitchell, a new MECAC membership applicant. He noted that Ms. Mitchell is a very active member of the community who brings a wealth of experience and leadership to the committee. He thanked her for stepping forward to serve and encouraged the Board to approve her appointment.

Mr. Johnson encouraged all those present, all those in the viewing audience, and every voting-aged student in the District to vote in the upcoming election.

MECAC will have their next meeting on April 20, 2006 at 12:00 p.m. in Room 320 of the ASD Administration Building. As always, the public is welcome to attend.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

G. CONSENT AGENDA

Consent Agenda is attached. **All attachments referred to in memoranda Recommendations are on file in the Superintendent's office.**

7. ASD Memorandum # 184 - Prior Approval: Indian Education Continuation Grant Application for 2006-2007

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the Title VII Indian Education Formula Grant application for the fifth year of a five-year period. The fifth year funding is in the amount of \$1,681,066 for the 2006-2007 school year.

8. ASD Memorandum # 249 - Acceptance of Grant Award: Toyota Tapestry

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the Title VII Indian Education Formula Grant application for the fifth year of a five-year period. The fifth year funding is in the amount of \$1,681,066 for the 2006-2007 school year.

9. ASD Memorandum # 250 - Prior Approval of Discretionary Grant: Partnerships in Character Education

It is the Administration's recommendation that the Anchorage School Board approve and authorize the Superintendent to apply for a grant from the U.S. Department of Education's Partnerships in Character Education Grant Program.

10. ASD Memorandum # 214 - Sale of Surplus Property

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to dispose of the listed surplus property by sealed bid sale or public auction in accordance with Board policy 732.1.

11. ASD Memorandum # 205 - Award of Contract: Miscellaneous School Supplies

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to Arctic Office Products to furnish Miscellaneous School Supplies in the amount of \$158,214.

12. ASD Memorandum # 234 - Award of Contract: Muldoon Area Middle School Phase II Sitework

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the Muldoon Area Middle School Phase II Site Work to the lowest bidder, Roger Hickel Contracting, Inc. for the base bid amount of \$4,619,000 and to accept Alternates 1 through 4 in the amount of \$1,344,000 for a total contract amount of \$5,963,000.

13. ASD Memorandum # 227 - Revision to the 2006-2007 School Calendar

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to adopt this revision to the 2006-2007 school calendar that restores the calendar to 188 paid work days for AEA employees.

14. ASD Memorandum # 217 - Personnel Report

It is the Administration's recommendation that the School Board approve the attached Personnel Report.

Mr. Steiner requested that the Minutes of the December 12, 2005 Regular Meeting be pulled for correction. He also requested that ASD Memorandum #228, ASD Memorandum #229 and ASD Memorandum #230 be pulled for discussion.

Mr. Steele request that ASD Memorandum #234 be pulled for discussion. Mr. Friedman pulled ASD Memorandum #221 and Ms. Marks pulled ASD Memorandum #184 for discussion.

Ms. Comeau requested that ASD Memorandum #333 from the Superintendent's Report be pulled for discussion.

ACTION:

Moved by: John Steiner
seconded by: Macon Roberts

To approve on the Consent Agenda ASD Memoranda #232, #249, #250, #214, #205, #227 as revised, and #217.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None
Absent: Metcalfe
MOTION PASSED

ACTION:

Moved by: John Steiner
seconded by: Macon Roberts

To approve the minutes of the
December 12, 2005 Regular
Meeting.

Mr. Steiner pointed out that Mr. Rich Kronberg's name was misspelled on page 3 and that, in the last paragraph on page 22, the word "illicit" should be "elicit".

Mr. Friedman noted that the vote counts on page 23 and page 24 should reflect unanimous favorable decisions.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner
Nays: None
Absent: Metcalfe
MOTION PASSED

ASD Memorandum # 221 - A Resolution in Support of The Week of the Young Child

It is the Administration's recommendation that the School Board approve and adopt the attached resolution in support of the Week of the Young Child, April 2-8, 2006.

ACTION:

Moved by: Tim Steele
seconded by: Mary Marks

To approve and adopt the
resolution in support of the
Week of the Young Child.

The Resolution in Support of the Week of the Young Child was read aloud by Board members in recognition of the importance of this designation.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

ASD Memorandum # 228 - School Board Policy Revisions: Section 310 -
Philosophy of the Instructional Program and Section 321 - Goals of the
Instructional Program (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy changes for School Board Policy 310, Philosophy of the Instructional Program, and 321, Goals of the Instructional Program.

ACTION:

Moved by: John Steiner
seconded by: Mary Marks

To approve on First Reading the recommended policy changes for School Board Policies 310, Philosophy of the Instructional Program, and 321, Goals of the Instructional Program.

Thanking the Administration and Policy Subcommittee for bringing forward proposed revisions to these policies, Mr. Steiner presented a substitute motion.

SUBSTITUTE MOTION:

Moved by: John Steiner
seconded by: Crystal Kennedy

Moved that 1) The Anchorage School Board recognize that the formal Board Policies on Philosophy of Instructional Program and Goals of the Instructional Program constitute twin pillars that underpin the entire academic program of the Anchorage School District; and that the development and adoption of these two policies rank with the selection of our superintendent as

the most important things we do as the Anchorage School Board; and 2) The Anchorage School Board take up the Policy Subcommittee draft Policy 310 and draft Policy 321 as a committee of the whole at a future regular or special meeting, for detailed discussion of these most critical of all our policies.

Mr. Steiner read into the record the basis of his substitute motion stating "As statements of the fundamental guiding principles underlying the District's academic program, nothing is more important than board policy on the Philosophy of the Instructional Program and Goals of the Instructional Program. I am very appreciative of the Administration and Policy Committee bringing forward these most critical policies that were last revised eight years ago, before the High School Graduation Qualifying Exam, before No Child Left Behind, before disaggregated student performance data and before statistical recognition of the gap in achievement between various identified populations within our schools. Though these policies have remained unchanged for eight years, it is well that core policies, as foundation blocks, stand with considerable constancy over time. We should not alter these policies lightly, and when we do take them up, we should not leave them without the conviction that they state most powerfully and most precisely the principles and aims that will guide the District to peak performance."

He continued, "As a committee of the whole, we can consider building our instructional philosophy policy on clear statements of our underlying fundamental beliefs about the capacity of all students to overcome both physical and socio-economic barriers to learning and to exceed significantly the expectations of the doubtful; about the capacity of Anchorage School District professionals and our school communities to make a tremendous positive difference in the academic achievement and life success of every student; about the District's role in the development of student character traits such as 'caring, civic virtues, respect, justice and fairness, responsibility and trustworthiness' - as listed in today's Board Memo #250 concerning the Character Education Grant - and teaching peaceful resolution of disputes; about whether we seek merely to provide equal and fair *access* to a quality education, or to find avenues to uniformly high educational results; about whether adoption of the Six-Year Plan should be seen to establish our objective, initiatives and procedures, or whether the Board should adopt policy to have a Six-Year

Plan, as well as policy framing the basic principles on which it is to be developed, reviewed, updated and extended.

There are individual issues about whether particular concepts in the existing policies should be retained, such as whether the existing goal of challenging all students is qualitatively different from the proposed goal of increasing achievement for all students, whether the concepts of balanced curriculum and the desire for life-long learning are missing in the revision. Should we refer to the notion that education for success in life entails education for economic and civic participation, as well as the ability to function effectively in a varied and dynamic culture? Do the proposed policies accurately and adequately reflect the importance we place on a standardization of curriculum aligned to state standards? Should the proposed policies address expectations or standards for alternative programs in a complete instructional program? Should the policies be somewhat less descriptive of the current program and afford more guidance and governance?

We have all been frustrated trying to – or resisting efforts to – wordsmith board policies in a regular meeting under Roberts Rules with a Policy Committee Proposal on the floor. That frustrating process is ill-suited to the open and wide-ranging discussion that is critical to review of these most important policies. Because these policies are too important to miss the benefit of any Board member’s input, or to consider in the relative obscurity of a committee meeting, I propose that we review them as a ‘committee of the whole.’ Doing so, we can all participate in open discussion without having to focus on specific amendment language. We may actually come up with language, or we may just come up with bullet points and refer those to the Policy Committee for drafting. But there is no more important matter on which to devote the time of the full Board.

Mr. Steiner concluded, “The idea is not the Board to revamp the District’s instructional program, but to look carefully and deliberately at these most critical policies to ensure that they state with power and authority the philosophy and goals that we believe should govern the academic program of the Anchorage School District for years to come.”

Ms. Kennedy voiced her appreciation for what Mr. Steiner is trying to accomplish with this substitute motion. She noted that Board members have had the opportunity to review the standards set by the Association of the Alaska School Boards and are really beginning to understand how policy is strictly the governance role of the school board. It is necessary to establish core beliefs and use those as the instruments by which

everything else is judged. Nothing a board does is more important than developing policy except for, perhaps, hiring the superintendent. She stated that the Board should be making sure that policies line up governance, directives and philosophy more than giving actual implementation direction. The Board has, over the last couple of years, really started to get a handle on what it means to be a policy-making group and provide structure and parameters for the superintendent and the staff to use to make their decisions. She appreciated the idea of really trying to grapple with the process of policy development and not just taking it piecemeal. Ms. Kennedy believed that this action would give the Board the opportunity to do that and voiced her support for the substitute motion.

Mr. Steele agreed that establishing policy is the Board's major role. He stated his hesitance to put a policy in effect that would be changed on an annual basis. He believed that, given adequate time, a committee of the whole should be able to come up with some good ideas and voiced his support for the substitute motion.

Mr. Steiner clarified that it is not his intention that the Board take over and dictate some new direction, but rather that this be discussed publicly with guidance from the superintendent. He hoped that the Board would be able to develop policy that would be powerful, consistent, and would stand the test of time. The superintendent has a key collaborative role in the process of developing these policies.

Mr. Friedman indicated that he thought that the policy that came forward from the Subcommittee was a good step in that direction. He agreed that more could be done by involving the entire Board to try to get a coherent view of their overreaching goals and objectives. This would provide good direction from which the staff could determine how best to achieve those goals and objections. Mr. Friedman hoped that this undertaking could be scheduled at a time when representatives from the various bargaining units, as well as staff and community members, could be present to provide input.

VOTE on the MOTION to SUBSTITUTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

Ms. Comeau requested that Board members provide some indication of what time commitment and time frame they are willing to make to this effort. She agreed that taking up this issue in a committee of the whole, rather than trying to accomplish it during a regular board meeting is more appropriate.

Mr. Friedman indicated that the question is whether the Board wants to spend a short period of time discussing the general issues and then refer it back to the Policy subcommittee or whether to spend an extended length of time doing the work of the Policy subcommittee on these two sections.

Mr. Roberts suggested that members review their calendars before the next regular meeting to determine how much time they can invest toward this process and when. Between now and the next meeting Mr. Friedman and Ms. Comeau could also discuss this issue and develop some possible proposals. Mr. Steiner endorsed that notion noting that the process may involve a general session to begin discussion at which time there would be a better sense of how to proceed, whether at a series of meetings or through some other method.

VOTE on the SUBSTITUTE MOTION:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

SUBSTITUTE MOTION PASSED

ASD Memorandum # 229 - School Board Policy Revisions: Section 349 - Evaluation (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy changes for School Board Policy 349, Assessment & Program Evaluation.

ACTION:

Moved by: John Steiner
seconded by: Macon Roberts

To approve on First Reading the recommended policy changes for School Board Policy 349, Assessment & Program Evaluation.

Mr. Steiner had distributed his proposal for alternate language for this policy revision prior to the meeting.

AMENDMENT:

Moved by: John Steiner
seconded by: Crystal Kennedy

That the committee draft for Policy 349 be amended to 1) add a sentence to the end of the first paragraph to read "Academic progress data is useful not only to comply with state and federal requirements, but to identify group and individual student needs, as well as to evaluate professional development, curriculum and programs." and 2) add the phrase "after consultation with the Board." to the end of the third sentence in section (b).

Mr. Steiner explained that the first paragraph indicates that the purpose of standardized testing is to get information about academic progress. It seemed to him appropriate also to note what use is made of that information. With respect to program evaluation, it was Mr. Steiner's sense that it would be a good idea to consult the Board as decisions are made regarding which programs will be evaluated as they will utilize the information in the budgeting process. Ms. Comeau indicated that she did not have any initial objection to these amendments, noting that she had not had the opportunity to review them. She was comfortable with approving the amendments on first reading and allowing further review of these changes by the Policy Subcommittee and the administration. Mr. Friedman voiced his concern that passing amendments to the policy revisions on first reading would allow the Policy Subcommittee to decide that they are not good amendments and not bring it back to the Board. He preferred to simply pass the Policy Subcommittee's proposal on first reading rather than the amendment. This would allow the Subcommittee to review the amendments and bring them back to the Board for final decision on second reading. Following discussion, Mr. Steiner withdrew the Motion to Amend and requested that the Policy Subcommittee review and discuss the proposed amendments prior to second reading. The Motion to Amend was withdrawn without objection.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

ASD Memorandum # 230 - School Board Policy Revisions: Section 722.2 -
Budget Contents (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy changes for School Board Policy 722.2 Budget Contents.

ACTION:

Moved by: John Steiner
seconded by: Mary Marks

To approve on First Reading the recommended policy changes for School Board Policy 722.2, Budget Contents.

AMENDMENT:

Moved by: John Steiner
seconded by: Crystal Kennedy

To change the phrase "Board-adopted" be changed to "Board-approved" in the proposed additional language.

Mr. Steiner recalled that, when the Board approved the Six-Year Plan, it was not a formal adoption but an approval of the work of the District. Mr. Friedman reported that he had spoken to Ms. Gardner on this issue and they also preferred the term "approved" rather than "adopted".

VOTE on AMENDMENT:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

VOTE on MAIN MOTION as AMENDED:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

Mr. Roberts asked the Board to join him in welcoming Mrs. Valerie Fletcher-Mitchell whose appointment to the MECAC was approved on the Consent Agenda.

The Board recessed at 8:00 p.m. for a short break. Mr. Friedman called the Board back into session at 8:15 p.m.

ASD Memorandum # 184 - Prior Approval: Indian Education
Continuation Grant Application for 2006-2007

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the Title VII Indian Education Formula Grant application for the fifth year of a five-year period. The fifth year funding is in the amount of \$1,708,032 for the 2006-2007 school year.

ACTION:

Moved by: Tim Steele
seconded by: Macon Roberts

To approve and authorize the Superintendent to submit the Title VII Indian Education Formula Grant application for the fifth year of a five-year period.

Ms. Comeau asked Doreen Brown to explain the process that was used with the Native Advisory Committee and others to put together this grant application. She explained that the reason for the Revision is that the District received notification about a slight increase in funding. Ms. Comeau noted that this is the fifth year of a five-year plan and that the

District has asked the Council of Great City Schools to look at the program as they prepare for the future.

Ms. Doreen Brown voiced her appreciation for the time and effort that members of the Native Advisory Committee (NAC) have dedicated to the Title XII Indian Education program and our Native students. The NAC began meeting in August to decide where staff would be placed based on AYP and the percentage of Native students in the school. The NAC has met with the Foracker Group to build a stronger collaborative group, develop a mission statement, and establish goals out to 2011.

In addition to the recommendations from NAC, there was also a public hearing to get input from community members, staff and high school students on how the program is doing and suggestions for next year. There was also a website comment box which was very successful. Information from the various sources was compiled and reviewed to help determine what schools to include and what additional services need to be implemented. All of the data, information and recommendations are used to prepare the grant application. The NAC approves the grant before it is brought to the Board.

In order to get the monies, the District has to collect "506 Forms". These are federally recognized forms that must be completed by the parents or guardians of Alaska Native and American Indian. It is quite a laborious process that the parents and staff must commit to. Ms. Brown congratulated ASD school staff who collected over 600 of these forms in the last two years, providing a significant positive financial impact to the program.

Mr. Roberts questioned whether the grant is renewable after the fifth year, which Ms. Brown assumed that it would be. Ms. Comeau reported that she believed Indian Education Title VII was flat-funded in the federal budget. Ms. Brown explained that the amount of money actually received by the District depends on how many other districts across the nation apply and how many students become eligible. Last year, for instance, Ms. Brown anticipated \$292 per student but the District actually received only \$278.

Ms. Marks questioned whether the District received less money because there were fewer 506 Forms turned in. Ms. Brown said that there were actually more forms completed than in the previous year. Ms. Marks wondered whether the decrease in funding has impacted the District's ability to provide programs to these families. Ms. Brown noted that, while

the program is spread thin, there are a variety of creative ideas being used to provide services. She explained the difference between direct and indirect services, giving several examples of how Indian Education is able to collaborate with other programs to meet the needs of their students.

Ms. Comeau explained that Indian Education is a support program that absolutely must work in tandem with all of the other programs in the school, particularly in light of flat funding, and cannot ever be perceived as the only services delivered to Alaska Native and American Indian students. The same is true of the Bilingual, Migrant, and other Special Education programs. The expectation is that as schools develop their school improvement plans they will look at all of the resources available to them and design the plan with all of them in mind. No single program should be expected to meet all the needs of any particular group of students. Ms. Marks questioned whether staffing changes are needed and whether the NAC should be asked to look at that issue. Ms. Brown stated that the NAC had looked at staffing issues and would review them again when the exact funding level is established, end of year assessments data is available and the new AYP data comes out.

Several creative programs are being explored and some have already been put into place to balance needs with available funding. Ms. Comeau reported that the Council of Great City Schools has strategic support teams and a task force that deals with language acquisition issues and addressing achievement gaps. In response to a question from Ms. Marks, she explained that she had not looked into resources CUBE could offer. It was her opinion that the Council of Great City Schools is in a much better position to address the District's needs.

Mr. Steiner noted that the NAC is an excellent resources and he was pleased to know that they are integrated throughout the process of reviewing the budget and in determining how the money will be used.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

ASD Memorandum # 234 - Award of Contract: Muldoon Area Middle School Phase II Sitework

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the Muldoon Area Middle School Phase II Site Work to the lowest bidder, Roger Hickel Contracting, Inc. for the base bid amount of \$4,619,000 and to accept Alternates 1 through 4 in the amount of \$1,344,000 for a total contract amount of \$5,963,000.

ACTION:

Moved by: Tim Steele
seconded by: Mary Marks

To approve and authorize the Superintendent to award a contract for the Muldoon Area Middle School Phase II Site Work as recommended.

Ms. Peggy Robinson briefly reviewed the history of site development for the Muldoon Area Middle School. She has been very involved in the process for many years through the Northeast Community Council, but indicated that she was speaking on her own, not as a representative of that body. She noted that over the course of site development every design plan included the front of the building facing east onto what will be Creekside Drive with the north wall of the gym facing DeBarr Road. In all of the planning the importance of having the community center be located right next to the school was taken into consideration, even though funding for the Center was not expected until some future date. The school and community center buildings together form the heart of the community and need to be welcoming to the diverse population.

She explained that the community center has now, evidently, been moved to the far northwest corner of the site, isolated away from the school building. This leaves the north side of the gym visually exposed to DeBarr Road. The 1% for Art jury is now meeting to select different outside art to make that end of the building attractive.

Ms. Robinson explained that her major issue is that the community has been excluded from any discussion on the relocation of the community center on the site. It appears that this change has already been made by

the District in conjunction with the Municipality and that, under the contact, the athletic fields and courts will be built starting this spring. This will cause a significant increase in costs if funding for the community center becomes available at a later date and the fields have to be rebuilt in order to locate the center as originally planned. She asked why the community, who has been so involved in this school was not included in the discussion of the change, why the 1% for Art jury was not notified of the potential change, and whether this contract can be used on either parcel.

Mr. Steiner thanked Ms. Robinson for coming to speak to the Board on this issue and asked if she has had this discussion with the Municipality. Ms. Robinson reported that she had talked with Ms. Ward of the Heritage Land Bank. Ms. Ward had indicated to her that she had been unaware of the background and had been approached by the District several weeks ago to do a land switch which was supposed to make it easier to give a small piece of property to the Municipality for the Fire Station. Ms. Ward indicated to Ms. Robinson that she knew nothing of the site plans or the reason for relocating the community center. This information seemed to indicate that the District that brought the land swap forward as opposed to the Municipality bringing it forward. Mr. Steiner asked for clarification on how this action came about.

Mr. George Vakalis explained that several weeks ago Ms. Ward approached the District requesting to see where we were in the planning phase for the grounds at the Muldoon Area Middle School site. At that time, she was told that the Requests for Formal Proposals for the site work were out. Ms. Ward asked whether the process could be stopped and if the District would consider some type of a land swap. Several issues regarding the Fire Station remained up in the air and the Municipality wanted to lock in an arrangement, if the District was in agreement, before site work was started. She also indicated that there was a possibility that the parcel of land could be used for a library and some sort of community meeting area at some point in the future. In response to this request from Ms. Ward, arrangements were made to request an addendum to the original bid proposals. Mr. Vakalis outlined several reasons why the change would be a good fit for the District including the ability to have visual surveillance of the athletic fields and better security for the back of the building with the Fire Station in that location. The Board was apprised of the proposed changes after all of the information was reviewed and the decision had been made to go forward. The proposal was then presented to the Planning and Zoning (P&Z) Commission. The Heritage Land Bank, on behalf of the Municipality, addressed P&Z to

explain why the District had been approached to request this swap. P&Z has approved the changes.

Ms. Comeau explained that it was her understanding that someone from the Heritage Land Bank had attended the Northeast Community Council to brief them on what was being done. Ms. Robinson acknowledged that Ms. Ward had been at a meeting but had not requested to be put on the agenda so there was no time at the meeting for a thorough discussion of this issue.

Ms. Kennedy questioned whether changing the site would have other negative impacts for the community besides the increased cost of relocating the athletic fields. Ms. Robinson explained that the basic idea of having the community center adjacent to the school was that facilities could be easily shared during off hours. It was planned to be close to residential areas, very visible and easily accessible. This change puts the community center in a location that is not visible from the town center area and is not easily accessible, probably resulting in less use by the community.

Mr. Steiner questioned whether there would be space to relocate them somewhere else on the site should funding for a community center becomes available in the future should the District go through with the plan locate the athletic fields in the front corner of the property. He further questioned whether the site would be large enough for both the school and the community center should the Fire Station build in that location. Mr. Vakalis stated that the site would not be big enough for both the school facilities and the community center. He later explained that he did not know whether an extended fire station, a community center and a library could all be located on the site that would be given to the Municipality. Mr. Steiner indicated that this action was apparently driven by the Municipal administration who had determined that the needs of the fire station outweigh the possibility of a community center to be located there at some unknown point in the future.

Ms. Robinson noted that, at the recent Community Council meeting, Ms. Ward indicated that they anticipated needing only up to 1 acre or additional space for the fire station. That information had alleviated the community's concern regarding whether there would still be enough space on the property to build a community center.

Mr. Friedman noted that, procedural, the District needs to set some type of communication procedures in place to notify community councils in

affected area when changes are being discussed so that they have ample opportunity to provide input. Mr. Steiner added his concern about the procedure. Typically the Board approves site plans and, in this instance the Board has not approved any modification to the conceptual site plan. The Board also approves land exchanges with the city and the Board has not done that in this case either. He questioned whether a contract can be approved to build on land that the District does not have formal jurisdiction over.

Ms. Comeau explained that the Board had indeed discussed this issue at a previous meeting and the administration had explained the reasons it had come up so quickly. At that time, the Board had basically agreed that the administration should proceed forward and keep the Board informed. Mr. Vakalis added that the Board had been informed that the next time they would see this issue, if everything worked out well, was with an Award of Contract. Mr. Steiner noted that the Board may have failed to recognize all of the implications. He did not have a conceptual problem with the plan. His concern is whether the procedures were appropriate to allow us to be in a position to award a contract given that the land exchange has not actually happened.

Ms. Kennedy added her concerns about the process, particularly because it entails significant changes. She is particularly concerned about whether there was a real opportunity for public input. Ms. Kennedy wondered whether the District is required to post site approval business being presented to the Planning and Zoning in the same way that we post Board agendas. Ms. Comeau explained that the District does not have that responsibility, it rests with the Municipality and that this issue had been appropriately posted.

Mr. Steele questioned whether there was any contact made with the Municipality other than Ms. Ward. Mr. Vakalis explained that he dealt directly with Ms. Ward, but is confident that the Mayor is aware of this issue and has signed off on it. Mr. Steele remained a little uncomfortable with this change. While there are some positive outcomes for the District, he is troubled that this change would eliminate the possibility of ever having a community center in that location. Ms. Comeau noted that the fire station issue, as she understands it, is still in question. The Municipality has not decided whether they will build on to the current station or relocate it. The community center is not on the Municipality's CIP at this point.

Ms. Comeau asked what the implications would be for not awarding this bid. She noted that Board will not meet again until April 10 which is the only meeting scheduled in April.

Mr. Friedman asked whether the District got bids for both sites and, if so, what cost difference there is between the two. Mr. Amsden explained that the project before the Board is a reflection of the original bid documents that show construction in the proposed land swap area. There was not sufficient time to get a detailed construction layout on the new area. So the bid is based on the original layout and changes to the site would require adjustments. The recommended contractor on this award is doing the current construction and the District has had favorable experience in cost negotiation with them.

Ms. Comeau recommended that this Award of Contract be postponed until the April 10, 2006 meeting of the Board in light of this discussion and questions that have been raised. She would like to have a meeting of key people to get answers to all of the questions. She also would like to have a meeting with the Northeast Community Council including Ms. Ward and other necessary Municipality representatives. She questioned what impact a two-week delay would have on construction. Mr. Amsden explained that the contractor is very interested in moving forward with procuring materials in preparation to do the work this summer and he would prefer to get the contract awarded. The issue of where these pieces are located on the site will not be particularly problematic with this award. Ms. Comeau asked if the Board could vote to award the contract with a clear understanding that some time is needed to address these issues. Mr. Amsden explained that the District could give them a qualified notice to proceed which would allow them to begin the procurement process without determining final site arrangement.

Mr. Friedman supports the idea of moving forward with the clear understanding that these issues have to be resolved through further discussion, including high level participation from the Municipality, before proceeding with the actual construction. He noted that the Municipality controls both parcels and that the final choice rests with them.

Calling for the vote, Mr. Friedman clarified that the issue before the Board is to award the contract with the understanding that the issue of where on the site the actual work will be done is still unresolved.

VOTE:

Ayes: Steele, Marks,
Kennedy, Roberts,
Friedman, Steiner

Nays: None

Absent: Metcalfe

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 216 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of February 27, 2006 through March 13, 2006.

2. ASD Memorandum # 222 - Second Quarter Suspension/Weapons/Expulsion Report 2005-2006

Information regarding suspensions and expulsions for various offenses, including weapons, is collected from the elementary, middle, high schools and charter schools each quarter.

Ms. Comeau stated that she had pulled this report in light of comments made to her by the AEA President that there is a sense among some teachers students are being allowed to get away with discipline issues in an attempt to reduce the suspension statistics . She reported that schools are approaching discipline issues in a significantly different way than they had in the past when suspensions were common and students were pushed out after 15 absences. The statistics clearly show the positive impact the anti-bullying curriculum and the conflict resolution and asset building are making on discipline issues. She noted that maintaining a safe learning environment is of utmost importance and there is absolutely no interest in keeping unsafe students in schools. However, if there is a way to help students learn the error of their ways while maintaining a safe learning environment for everyone efforts should be made to do so.

Ms. McRea, Executive Director of Elementary Education, reported a significant increase in the number of suspensions at the elementary level over last year. She explained that the report reflects a large

increase in suspensions at a relatively small number of schools. The difference between this year and last year is due to significantly more suspension at 14 elementary schools. The good news is that a larger number of schools reported fewer suspensions over last year. The elementary schools are working proactively using programs such as Positive Schoolwide Discipline to prevent the need for suspensions, but when suspensions are warranted they will be utilized.

Mr. Roberts asked Ms. McRae to explain the Positive Schoolwide Discipline program. Ms. McRae stated that for several years the District has been working on training every elementary school in Positive Schoolwide Discipline. The District has been working with Mr. Jeff Colvin from the University of Oregon to implement the program. Mr. Colvin provides annual training to a team at each school. The teams each create a vision statement for their school. They determine what the expectations will be for students in their school. It is a program that deals with all students in all settings with all staff and inclusive of all programs. Initially there is a full-day training with the school teams. The teams are then able to get together with Mr. Colvin a couple of times a year to discuss their data and any questions, issues or concerns they might have. It is a constant cycle of monitoring and adjusting their plan based on their data. Ms. McRae noted that the desire is to help students learn from their mistakes. Mr. Colvin will provide training in April to address what he refers to as "top of the triangle" kids. These are the small number of students who have a large number of referrals. Principals have all been invited, along with a staff member and a counselor, to look at how they can intervene with those students and break that cycle of repeated referrals.

Mr. Steiner asked to what degree the conduct has changed over time relative to level of tolerance and assigning suspensions. Ms. McRae reported that when you pay attention to a particular issue, as schools are paying to student behavior, an increase can typically be seen in identification of that behavior and its consequences.

Mr. Steele indicated that the statistic that stood out for him was the number of repeat offenders which has doubled. He was pleased to hear about the upcoming training targeting this particular issue.

Ms. Vandergaw, Executive Director of Middle Schools, reported great news from middle schools. There was a significant reduction this year, most notably in areas of fighting and physical violence, general disruptive behavior, alcohol and drug referrals, inappropriate sexual

behavior, and disruptive behavior and disobedience. She believed that the referrals and discipline for harassment have increased as a direct result of adults paying more attention, students reporting more and some students testing boundaries more. She added that she believed the Aggressors, Victims & Bystanders (AVB) program, while not a magic bullet, is an important variable in improving behavior and decreasing the need for discipline. She reported that the Social Emotional Learning (SEL) has completed a matrix with AVB and the SEL standards. There are only three standards that are not met within the AVB curriculum. As implementation of SEL standards there is a high level of confidence that the majority of SEL standards are already being met.

Mr. Roberts asked for a brief review of the Aggressors, Victims and Bystanders program. Ms. Vandergaw explained that the program begins with awareness and identification, progresses to role-play and scenario work, and then into discussions on specific strategies for conflict resolution. The students learn how to resolve the issues, what they can take ownership of and be empowered to deal with themselves, and what things need to be immediately reported to an adult. She further explained that many schools have even modified their disciplinary referral forms to reflect reporting in terms of AVB.

Mr. Henry, Executive Director of High Schools, reported some alarming looking figures in the high school data. The first of these is in drug and alcohol infractions, which have doubled. There were no obvious reasons identified for this increase. He also stated that he is troubled by the figures on willful disobedience, theft and robbery, dangerous acts and materials, and disruptive behavior. The last area of concern was accessory to an act, which have gone from 1 last year to 19 this year. All of these categories will be discussed at the next principals meeting in an effort to identify why the figures are up.

Mr. Friedman noted that it is important for the Board to give clear direction that students should be suspended or expelled when needed. The Board should also encourage the staff to continue to use their professional judgment to find better solutions to improve behavior. In light of comments raised prior to this meeting about schools not taking appropriate disciplinary actions in order to artificially show improvement in the reported statistics, Mr. Friedman emphasized that, above all, the numbers should accurately reflect what is really going on so that issues and trends can be identified and dealt with.

Ms. Comeau explained that she has asked for specific examples of situations where discipline was withheld causing an unsafe learning environment. She has yet to receive any. She noted that the directors and principals care very much about maintaining a safe school environment and they are not going to allow students to misbehave and cause dangerous situations just to keep the statistics looking good. It is important that the students know that they are responsible for their actions and that there are consequences for their behavior.

Mr. Steiner reflected on Ms. Vandergaw's earlier comment that having students actively engaged in learning improves behavior. This emphasized the impact that the Fast ForWord Program can make in the lives of individual students and in the school environment in general.

Mr. Steele stated that, although you only have to read the paper or watch the news to know that the community has some issues with violence, our schools are basically a safe place to go. He commented that the directors, the principals and all of the school staff are doing a terrific job and encouraged them to keep up the good work.

3. ASD Memorandum # 223 - Operating Budget Transfers - February Monthly Report FY 2005-2006

The attached report of budget transfers for the time period of February 2006 that were processed in the Integrated Financial Accounting System (IFAS) includes the following:

Attachment A: Report of Budget Transfers Over \$5,000—
Report for individual transfers of more than \$5,000,
which includes summarized justifications.

The schedule of monthly budget transfers processed for the month of February 2006 and related information are available in the Budget Department office for review by the School Board and members of the public.

4. ASD Memorandum # 224 - Treasurer's Report/Financial Recap: February 28, 2006

The attached report consists of two parts: the Treasurer's Report and the Financial Recap. The Treasurer's Report and the Financial Recap

are presented on a monthly basis. The Treasurer's Report and Financial Recap are year-to-date information as of February 28, 2006.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Ms. Kennedy commented that King Career Center has an Open House, as well as a Parent's Night coming up. She encouraged everyone to check out a really great vocational opportunity. Specific dates and times for these events are available on the District website.

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS LITIGATION

L. ADJOURNMENT

The Regular Meeting of March 27, 2006, was adjourned by unanimous consent at 9:30 p.m.

Jeff Friedman, President

John Steiner, Clerk

Johanna Lee, Recording Secretary

Date Minutes Approved