

MINUTES OF THE ANCHORAGE SCHOOL BOARD  
REGULAR MEETING OF JUNE 12, 2006

The Anchorage School Board met in Regular Session on Monday, June 12, 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: John Steiner, Macon Roberts, Crystal Kennedy, Jeff Friedman, Jake Metcalfe, Mary Marks, and Tim Steele.

Others Present: Rhonda Gardner, Mike Henry, Patricia McRae, Enid Silverstein, Jerry Sjolander, Eric Tollefsen, Janet Stokesbary, George Vakalis, LTC David Jones, William Johnson, Ray Amsden, Pam Chenier, Stan Syta, Robb Boyer, Mark Mew, Marie Laule, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Friedman noted that there was an addendum to ASD Memorandum #306, the Personnel Report, and that the minutes of the regular meeting of March 27, 2006 were postponed to the next meeting of the Board.

The agenda was approved by unanimous consent with the mentioned modifications.

C. ANNOUNCEMENTS

D. AWARDS/RECOGNITIONS/PRESENTATIONS

1. Casio Presentation

Mr. Matt Weis, a representative from Casio, presented a check for \$7,500 to Ms. Mary Murphy and the Anchorage School District. Ms. Murphy was one of five sweepstakes winners from the National Council of Supervisors of Math meeting held in April.

2. BP Teachers of Excellence

Tammy Anderson, a representative from BP, was present to recognize the BP Teachers of Excellence. Ms. Anderson explained that the Teachers of Excellence program was started 11 years ago to honor outstanding educators in our community. Each year BP receives hundreds of nominations. This year ten Anchorage teachers are being recognized as Teachers of Excellence. The honorees are Bill Beicheck, Language Arts, Clarke Middle School; Emily Blayhouse, Video and News Broadcasting, Mirror Lake Middle School; Nancy Brady, Art, Goldenview Middle School; Mary Brewer, Kindergarten, Klatt Elementary; Lou Kaputo, Third Grade, St. Elizabeth Anne Setton; Cindy Forsythe, Fourth Grade, Scenic Park Elementary; KoKo Miceal, Fourth Grade Japanese Immersion Program, Sand Lake Elementary; Jane Von Berglin, Sixth Grade, Lake Otis Elementary; Micheal Warren, Language Arts, Central Middle School; and Micheal Webb, Fifth/Sixth Grade Combination, Baxter Elementary.

Ms. Anderson noted that each BP Teacher of Excellence received a \$500 Visa gift card and an award certificate. She announced that nominations will be open September 1<sup>st</sup> for next year's program.

3. ASD Memorandum # 299 - Recognition of Spring 2006 Denali Award Winners

Ms. Crystal Kennedy and Mr. Steiner presented the Denali Award winners to the Board. They read that, 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 Spring 2006 is Judy Olive of McLaughlin Youth Center. During the past six years, Judy has become a respected language arts instructor at the Center. This year, Judy helped publish student poetry readings on the internet, which has become a source of pride and recognition for students.

The classified/support staff member receiving the Denali award is Howard Smith, the Building Plant Operator at the King Career Center.

Howard is known as KCC's "go-to" man who can be counted on to get every job done, no matter how rushed or how tough it may be. Mr. Smith's wife accepted the award on behalf of her husband.

There were several fantastic teams nominated for the Spring Denali award. Three groups of coworkers did such an outstanding job this year, their exemplary efforts created a tie for top honors, proving each group is deserving of the Denali award. The team award goes to the Bartlett Performing Arts department, Elementary Reading Support teachers and Fairview Elementary staff.

The Bartlett Performing Arts department, consisting of Missy Carey, Susan Wingrove, Gabrielle Willis, Leisl Davenport-Wheeler and Philip Walters lead the band, choir, drama and dance programs at the high school. These programs are not simply surviving, they are thriving. Through tenacity, creativity and flexibility, these teachers have continued to find performance spaces suitable for the quality program that they've developed.

The Elementary Reading Support teachers earned the Denali team award for the work they do in the district's 61 elementary schools. The team is made up of Terry Patka, Ann McLain, Jane Lister, Ella Brown, Jody Smith, Alice Smith and Jan Maki. For the past nine years, the teachers have provided staff development and on-site support. Their work has played a large part in the improved reading achievement levels in our schools.

The staff at Fairview Elementary School is also an honored recipient of the Denali team award. Staff implemented a school-wide language arts block, individual tutoring, before and after school educational opportunities, Saturday School and summer school. As a result, student achievement improved dramatically and the school made Adequate Yearly Progress for the first time.

The School Board recognized these Denali Award recipients, and all of the nominees, for the example of excellence that they set for the entire Anchorage School District community.

4. ASD Memorandum # 288 - School Nurse of the Year

Mr. Steele read that school nurses play a critical role at schools throughout the District and have a substantial impact on the lives of the students. They contribute to improving the health of students and

demonstrate excellence in school nursing practices and leadership in school health.

Kathy Bell, R.N., Lake Hood Elementary School nurse, was named the 2006 Alaska School Nurse of the Year by the Alaska School Nurses Association. Kathy has been with the Anchorage School District for 12 years, the last 10 at Lake Hood Elementary.

In addition to her work as a school nurse, Kathy keeps her acute nursing skills up to date by working in the Pediatric Intensive Care Unit at Providence Hospital. She is a BLS instructor, an AHA First Aid instructor and a Pediatric Advanced Life Support instructor. She is also active in many volunteer organizations.

The School Board recognized this award winning professional who has demonstrated excellence in her role as school nurse.

5. ASD Memorandum # 301 - Recognition of Librarian Service Award

Mr. Roberts read that the Alaska Association of School Librarians (AkASL) has awarded its 2006 Linda K. Barrett Service Award to Mary Hacker, school librarian at Lake Hood Elementary, for her dedication and commitment to the development of excellence in school libraries.

Mary has been active statewide as a grade-level chair for Battle of the Books. She is involved in Authors to Alaska, a program that brings children's authors to our state. Mary also led the "@ your library" promotional campaign within the ASD.

Mary was active on the Alaska Association of School Librarians board in the early to mid 1990's and served as president from 1993-1994.

AkASL notes that Mary is a well respected school librarian, manages an exemplary school library program and tirelessly promotes the effective use of information and the pure joy of reading.

The School Board recognized Mary Hacker for her dedication and commitment to school libraries.

6. ASD Memorandum # 327 - Presidential Excellence for Math and Science Awards

Mr. Metcalfe read that Alison Mall of Bartlett High and Judith Onslow of Girdwood K-8 are among 100 outstanding teachers recently honored for the Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest honor for teaching in these fields.

The program recognizes teachers for their contributions in the classroom and to their profession. In addition to honoring individual achievement, the goal of the awards is to expand and exemplify the definition of excellent science and mathematic teaching. Awardees serve as models for their colleagues, inspirations to their communities, and leaders in the improvement of math and science education.

Alison and Judith each received a \$10,000 gift from the National Science Foundation, the independent federal agency that administers the awards program, and an all-expenses-paid trip to Washington, DC in May for a week of celebratory events and professional development activities.

The School Board recognized honorees Alison and Judith for their professionalism, dedication, and enthusiasm that led to this award.

7. Sea Train Presentation

Ms. Comeau introduced Tim Dillon and Amy Hadow from the Sea Life Center. She explained that the District has been working closely with the Sea Life Center and the Alaska Railroad for the past couple of years on the Sea Train project. Mr. Dillon explained that the Sea Train is in memory of Carol Treadwell. The event originated last year with 400 fifth grade students participating. The goal this year is to take every fifth grade student in the District to the Alaska Sea Life Center. He noted that \$350,000 will be needed to make that happen.

Ms. Hadow explained that the District has written the Sea Train program into the fifth grade energy curriculum. The pilot program was on May 5, 2005. The Board viewed the video which was produced from the pilot program. The program begins with a train ride to Seward during which the students complete lessons following a workbook on energy. The students are then able to continue the coursework during time spent at the Sea Life Center. The students then travel back to Anchorage on buses. This program is a good example of creative ways that teachers can get students interested and involved in learning. Mr. Dillon explained that ten trains will be

needed to accommodate all of the students. He reported that there are a variety of different donors and corporate sponsors who have made a commitment to support the program and noted that fundraising efforts are ongoing. The District will know by the end of June if the goal of providing this opportunity to all fifth graders has been reached.

8. Service Learning Presentation

Ms. Comeau introduced student representatives from Susitna Elementary Optional Program. One of the students, Jacob Wearing, explained that Susitna Optional has participated in a variety of community service projects throughout the year. These activities ranged from donating money for Kids Kitchen and Beans Café to making care packages for the AWAKE Shelter. The students produced a book to document their activities. The book has pictures and quotes from the children that were helped through the efforts of the Susitna Optional students. The students presented a copy of the book to each Board member.

Ms. Comeau thanked the students, their teachers and their parents for all of their hard work and complimented them for the impact they have had on this community.

Mr. Metcalfe suggested that audience members take the opportunity to review the book. He noted that there are statistics in the book that should be a concern to everyone, particularly because we live in such a rich state. He pointed out that the book indicates that one out of every five children in Alaska is food insecure.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Feriani is currently on summer break and working out of state. He will return to his SAB responsibilities in August.

2. Military Delegate

LTC Jones has been reassigned to a military installation in Europe. A new military delegate will be presented to the Board as soon as one has been selected.

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

Mr. Johnson reported that the next MECAC will be on Thursday, June 15<sup>th</sup> at 12:00 noon in Room 320. At the top of the agenda is the selection of the new chairman for the 2006-2007 school year.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

Mr. Friedman explained that there were a number of persons to be heard on the Buddy Bear program. He requested Ms. Comeau to provide a review of the program and recent decisions impacting its continuation.

Ms. Comeau explained that this program started many years ago when most of the preschool students in the District were housed at Mt. Iliamna. At that time, the executive director of special education and her staff felt that there needed to be opportunities for the students to interact with non-disabled students in the classroom. In response to that, they developed the Buddy Bear program. As the preschool program has expanded to other locations some of those schools have chosen to put in the Buddy Bear program and some have not. Ms. Comeau noted that there is no dispute that this is a wonderful program, but some problems have been identified such as the unpredictable need for additional spaces for learning disabled students. It has also been found, in a small number of cases, that parents have not kept the commitment to pay the monthly fee that supports the cost of the teacher assistants in the program. It was explained that since the preschool classes are now dispersed into the neighborhood schools, the children have numerous opportunities to interact with non-disabled students within the school. The administration believed that this has been a very nice program that has provided low cost preschool education for a number of families but is no longer needed because there are other ways to provide preschoolers with disabilities interaction with their non-disabled peers. In light of this information the administration had recommended, and Ms. Comeau had concurred, that the program be discontinued for incoming three year olds. Students who are currently in the Buddy Bear program will be allowed to continue through next year. The program would then be phased out completely at the end of the next school year.

Ms. Anna Bondarenko, a special education teacher at Eagle River Elementary, testified that she believes the Buddy Bear program should be continued and that it is beneficial for all children, as well as society. She explained how important inclusions options are for special education students. She addressed the issue of money. It had been said that the program is no longer self-supportive and that the estimated financial

impact on District resources over the past three years was \$25,000 in operating costs and unpaid tuition. She noted that, while there may be problems at other schools, all of the parents at her site have always paid on time. She indicated that she has asked which sites are not working well, why they are not working, and what has been done to address the issues but she has not received any answers. She explained the budget for her location last year included \$17,84 in total income for the Buddy Bear program, including tuition and supply fees, and \$12,300 in expenses, including the costs associated with employing teacher assistants and money returned to the school. The income balance of \$5,540 went back to the District. These numbers show that, at least at this location, the program is more than self-sustaining.

Ms. Dawn Evans, a parent and a recreational therapist who has been involved with the Buddy Bear program for the last two years, testified that she is disappointed that the District has decided to move backwards to a segregated preschool program. Integrating children of all ability levels at such a young age teaches very important lessons about working with and accepting people with a variety of needs and abilities. Ms. Evans was particularly concerned about the late notification regarding phasing out the Buddy Bear program. She addressed the issue of space in the special education preschool programs and questioned why the preschool program at Ravenwood Elementary was cut last year if there is concern about having enough space in the District. Ms. Evans also addressed the statement that there are not enough Buddy Bears by noting that there are thirty students on a waitlist for the program in Eagle River. She further refuted the assertion that simply by locating the preschool in a neighborhood elementary school it is an integrated program. The ARC National position on inclusion states that children should learn in their environment/school in a regular classroom that contains children of the same age without disabilities. It is her contention that having kindergarteners parade through the preschool class for ten minutes or allowing fourth graders to serve as reading partners for disabled preschoolers does not constitute integration. Ms. Evans asked that the Board seek to find a solution. She noted that the parents and the teachers involved in the program had not even been asked for input to seek resolution of perceived problems before a decision was made to discontinue the program.

Ms. Maureen Tyskiewicz explained that she is in the unique position of being the parent of both a special needs student who has recently graduated from the preschool program and a former Buddy Bear. In addition she is also a kindergarten teacher who receives both of these

types of students into her classroom. She noted that both of her children greatly benefited from their participation in the program. As a kindergarten teacher she spoke in support of the program, noting that students who have been involved in the Buddy Bear program come to kindergarten motivated and experienced in such things as how to stay on task and how to behave in groups. She is concerned that adding more special needs students into preschool classrooms removes the opportunity for learning these important skills because the students will no longer have good examples to follow. The role model part of this program is very important. Ms. Tyskiewicz suggested looking at integrated Title 1 programs with the Buddy Bear program. She thanked the Board on behalf of both of her sons who received quality preschool education. She explained that her special needs child is now able to attend regular kindergarten in a regular classroom with a TA, an augmentive technology device, and a full pack of tools to help him navigate through kindergarten. She gave credit for this to the Buddy Bear program. As a kindergarten teacher she believed that both the special needs students and the Buddy Bears who have participated in the program start kindergarten ahead of their peers both academically and socially.

Paula Kay, the parent of a Buddy Bear student and a volunteer in the program, spoke on the benefits of children learning from their peers. The Buddy Bear program is the best program available to prepare special needs students for kindergarten. Ms. Kay noted that most of the Buddy Bear parents would pay much more for the opportunity to have their students in this wonderful program.

Ms. Kelly Creglow, a special education preschool teacher from Huffman Elementary, highlighted several points made in a recent newspaper article. She noted that the Buddy Bear program is an example of best practice in the District. She referenced research that indicates placing preschool children with disabilities with normally developing peers has developmental and educational benefits for both groups, in particular the development of social competence and appropriate behavior. She noted, from a legal standpoint, that the IDEA mandates that all children with disabilities receive educational services in a setting with children who do not have disabilities to the maximum extent appropriate. Addressing the notion that simply locating special needs preschools in neighborhood schools provides adequate interaction with normally developing students, Ms. Creglow noted that the only interaction with typical peers students in her classroom get are with the Buddy Bears. She felt that the District is doing a grave injustice to these children by eliminating the program. She

suggested that the decision whether or not to continue the program should be left up to the individual schools.

Ms. Beth Trowbridge, a special education preschool teacher at Huffman Elementary, testified in support of continuing the Buddy Bear program. She was disheartened that the District wants to eliminate such a rewarding and beneficial program. She noted that the program at Huffman has not experienced any issues with money or with space.

Ms. Jana Hagarman, the parent of a special needs student, spoke on behalf of the Buddy Bear program. She indicated that cutting the program is very distressing to her. She referenced the definition of interaction which, according to Webster's, means mutual influence. Having typically developing students walk past the special education classrooms does not allow for any influence. The special education preschools will be segregated without this program. It is difficult to understand how special education students can be expected to learn appropriate social and life skills with no peer models.

Ms. Debbie Momblow, a special education teacher, spoke about the benefits of the Buddy Bear program. She noted that age appropriate peer pressure is a wonderful thing at the preschool level. She read from the special education mission statement which indicates that the District will make every effort to provide the appropriate special education program to children in a setting as close to the regular classroom as possible. Without the Buddy Bear program the preschool classes are just another intensive needs site within a school setting. What these children need is social interaction with developmentally appropriate children of their own age on a daily basis. Ms. Momblow addressed the issue of identifying additional special needs students during the year and needing Buddy Bears slots to support those students. She noted that most preschool classrooms can take about 14 students but placing that many special needs students in each class will result in an increase in teacher burnout as they become crowd and safety control officers. Even ten special needs students and four Buddy Bears is asking a lot of special education teachers. She noted her disbelief that the program is not self-sustaining as the program at Ravenwood had a surplus of \$5000 this year. She suggested that the program sites should be given control of the financial aspects of administering the program as they have closer interaction with the participating families. She urged the Board to allow this program to continue and to grow.

Ms. Lisa Klessens, the parent of two children with autism, spoke on behalf of the Buddy Bear program. She noted that her oldest child was a student at Mt. Iliamna prior to the inception of the program. She removed him from Mt. Iliamna due to the lack of social peer modeling and enrolled him in a private preschool where he was surrounded by typical developing peers. He was able to make lasting friendships, learned cooperative play and the importance of using language. Her younger son just finished kindergarten and had attended the Buddy Bear program at Ravenwood Elementary. She urged the Board to find a way to continue the Buddy Bear program.

Ms. Comeau asked Ms. Dana Dugdale to explain to the Board why it had been recommended to phase out the Buddy Bear program. Ms. Dugdale noted that Buddy Bears has been monitored for a number of years in light of the rapidly growing preschool program. All of the preschool self-contained classrooms are in neighborhood elementary schools. Last year only four of the thirteen Buddy Bear locations were able to fill their Buddy Bear slots. In addition to the deficit, the increased enrollment of special needs students, and the difficulty in finding space, Ms. Dugdale reported that they had heard from many teachers that they felt very stretched. In fact, many of the teachers dropped the program from several of their sessions, finding that they were overwhelmed by the number of students in their classrooms.

Ms. Dugdale reviewed the hidden costs of the program, the fact that the tuition does not go to support the payment for teachers, and other difficulties that have been shared from other sites. Ms. Regina Rollins reported that this was not a hasty decision, that it has been at least two years to get to this point. The main thing is that the number of special needs children is growing districtwide. From site to site it may look differently but from a district perspective the classes are growing and the space is needed to accommodate the special needs students.

Ms. McRae reported that all of the principals and their staffs enjoy having preschool in their schools. Space is a constant issue and there is no excess space available. She indicated that she had not had any specific comments about Buddy Bears. In the past, school staff had indicated that there was some additional burden on the office staff in collecting Buddy Bear tuition and the accompanying bookkeeping.

Mr. Sjolander reminded the Board that the focus of these classrooms is preschool aged students with disabilities. The District's responsibility under federal law is to provide services for disabled preschool students.

Everyone agrees that both the students with disabilities and the non-disabled Buddy Bears provide some rich experiences for each other. The program had been created when the preschool classrooms were located at Mt. Iliamna and there was no possibility of interaction with non-disabled peers. This decision has been reviewed by the District's legal council to insure that the design of having the self-contained classrooms in the elementary school setting is adequate and compliant with both federal and state statute and regulation.

Mr. Metcalfe commented that the testimony would indicate that this program is needed and questioned how the program could be maintained. Ms. Comeau indicated that the program would have to be monitored on a site-by-site basis to make sure that tuition was paid and determine where it is working and where it is not working. This was a difficult decision to make because there have been benefits to all of the students involved in the program. She indicated that she is willing to look at the issue again, but is unwilling to make a blanket statement that the program can be reinstated in every location. Stringent guidelines need to be instituted to address the tuition issues before considering reinstatement.

In response to another question, Ms. Comaeu explained that the District assesses about 300 students each year and we must provide services to all children identified as having special needs. If the child is in an area which has a preschool program the District must provide the space and the service to the disabled student first. It would have to be made very clear that Buddy Bears may need to be removed from the program if their spot is needed to provide services to newly identified disabled students. That situation could be even worse for those children because preschool slots are in short supply. Those are the kinds of things that would have to be looked at before changing this recommendation.

Mr. Steele noted that part of the problem is that educating special needs students is expensive. He reminded the Board of the need to put the pressure on the State to open up the formula to adequately fund special education. In general, the real issue across the District is space. It is important to not overburden the staff by adding students into the classroom that are going to be more work. Mr. Steele indicated his support for looking at how the District can continue to provide this service.

Ms. Marks questioned whether parents were included in the decision making process on this issue. Ms. Dugdale reported that the parents were

not included. Ms. Comeau noted that the parents should have been included in the discussion.

Mr. Friedman suggested that further discussion be postponed until a future meeting since the superintendent is committed to reviewing the issue.

Mr. Steiner voiced his appreciation for the speakers and their testimony on behalf of the children, particularly for the special needs children.

Ms. Comeau indicated her intent to put a memorandum on this issue on the June 26<sup>th</sup> Board meeting agenda.

Mr. Guilford Prickett, the parent of two Bear Valley students, testified on behalf of special education teacher aides. He noted his understanding that special education teacher aide positions have been cut. He indicated his belief that these cuts will impact the quality of education provided to special needs students. The ability for special needs students to stay in mainstream classrooms with their peers and participate in regular classroom activities is enhanced by the presence of teacher aides who are able to keep them focused and on task. Mr. Prickett asked the Board to reconsider cutting funds for the special education teacher aides. Ms. Comeau explained that the boundaries have been changed for Bear Valley and noted that staffing changes have been made accordingly. She noted that the IEP teams have reviewed the needs of all of the special education students remaining at Bear Valley and staff allocations have been made based on those assessments.

Mr. Michael Baldwin, chair of the Special Education Advisory Council, provided a summary of the Council's activities over the past year. The Council is a group of concerned citizens including parents, teachers, and professionals in the community, who have come together to advocate for students with special needs. The Council has met on a monthly basis. Several speakers have presented to the Council including the Alaska State School for the Deaf and Hard of Hearing, the Director of Student Transportation, and the Director of Federal and State Compliance for NCLB. Council members have attended Board meetings, submitted testimony on high stakes testing to the School Board as well as state legislators, and have provided testimony to the School Board at the recent work session on Special Education. They have also been involved in reviewing of a number of ASD policies and procedures such as the student transportation parent handbook for students with special needs, the social and emotional curriculum revisions, the six-year improvement

plan for special education, the parent involvement policy and the policy for adult testing for the HSGQE re-examination. Mr. Baldwin indicated that the Council is very pleased with the focus that the District has placed on academic issues for children with special needs this year.

Mr. Steven O'Hara, the parent of three sons in the District, testified to his belief that there is a problem with how middle school students are treated. He disagreed with the process used at the middle school level to deal with misbehavior. He noted belief that behavior expectations are not age appropriate. Middle school students should not be expected to behave in an adult-like manner when they are not developmentally ready. Mr. O'Hara believed that all efforts should be made to keep students in school and attending classes rather than using suspensions and expulsions to address typical middle school antics.

Theresa Obermeyer testified regarding HB316. She encouraged everyone to closely watch the actions of the Alaska Permanent Fund which is scheduled to meet next Monday.

G. CONSENT AGENDA

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

1. Approval of Minutes

- a. Special Meeting - February 2, 2006
- b. Regular Meeting - March 27, 2006
- c. Special Meeting - April 20, 2006
- d. Special Meeting - May 1, 2006
- e. Special Meeting - May 8, 2006
- f. Special Meeting - May 22, 2006

2. ASD Memorandum # 333 - Adoption of Tentative Agreement: Food Service Employees, 2006-2009

It is the Administration's recommendation that the School Board approve and adopt the Collective Bargaining Agreement between the District and General Teamsters Local 959, which will establish terms and conditions of employment for Food Service employees during the period between July 1, 2006 and June 30, 2009.

3. ASD Memorandum # 300 - New School Board Policy: Section 351 - Student Nutrition and Physical Activity (Second Reading)

It is the Administration's recommendation that the School Board adopt on Second Reading the recommended policy addition of School Board Policy Section 351 Student Nutrition and Physical Activity on Attachment A.

4. ASD Memorandum # 328 - Grant Application Authorization for Alaska Energy Cost Reduction Projects

It is the Administration's recommendation that the School Board authorize the Superintendent to submit Energy Cost Reduction projects for grant funds from the Alaska Energy Authority, for the total eligible project cost of \$1,900,000 for Energy Conservation Projects at 13 facilities and for development of a building administrator energy use awareness-training program.

5. ASD Memorandum # 329 - Prior Approval of Discretionary Grant: Emergency Response and Crisis Management

It is the Administration's recommendation that the School Board authorize the Superintendent to apply for a grant from the U. S. Department of Education to strengthen the District's emergency action planning and crisis readiness.

6. ASD Memorandum # 330 - Acceptance of Grant Award: HP Technology for Teaching Initiative

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept a grant for Goldenview Middle School from Hewlett-Packard's HP Technology for Teaching Initiative grant program, at a total value of \$35,000.

7. ASD Memorandum # 305 - Award of Contract: Playground Shredded Rubber Fill

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to No Fault Sport Group, LLC, to furnish playground shredded rubber fill in the amount of \$166,300.

8. ASD Memorandum # 275 - Award of Contract: Chugiak Elementary School Security Upgrades

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the

Chugiak Elementary School Security Upgrades to Swanson General Contractors, Inc., for the Base Bid amount of \$83,390, and accept Alternate 1 in the amount of \$53,540 for a total award of \$136,930.

9. ASD Memorandum # 341 - Sole Source Approval of Online Courseware

It is the Administration's recommendation that Apex Learning be approved as a sole source contract to provide online courses in the amount of \$76,500 for the first year to begin July 1, 2006 with course updates and technical support for an additional five-year period beginning July 1, 2007 in the annual amount of \$11,700 for a total contract amount of \$135,000.

10. ASD Memorandum # 306 - Personnel Report

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

Ms. Kennedy requested that ASD Memorandum #300, New School Board Policy: Section 351 - Student Nutrition and Physical Activity (Second Reading) be pulled for discussion. Mr. Steiner requested that ASD Memorandum #329, Prior Approval of Discretionary Grant: Emergency Response and Crisis Management be pulled for discussion.

Mr. Friedman noted that the Charter School Annual Reports will be pulled for discussion.

ACTION:

Moved by: John Steiner  
Seconded by: Mary Marks

To approve the minutes of the Special Meeting of February 2, 2006, the Special Meeting of April 20, 2006, the Special Meeting of May 1, 2006, the Special Meeting of May 8, 2006, the Special Meeting of May 22, 2006, and Memoranda #333, #328, #330, #305, #275, #341, and #306.

VOTE:

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

Nays: None

MOTION PASSED

Mr. Friedman reported that the Board is pleased to have reached an agreement with the Food Service Employees. The Adoption of the Tentative Agreement was passed on the Consent Agenda.

Ms. Vandergaw introduced the new principal for Mirror Lake Middle School, Mr. Scott Batchelder.

Ms. Comeau introduced the new Eagle Academy principal, Ms. Mary Meade-Olberding.

The Board went into recess at 8:30 p.m. Mr. Friedman called the meeting back into session at 8:45 p.m.

ASD Memorandum # 300 - New School Board Policy: Section 351  
- Student Nutrition and Physical Activity (Second Reading)

It is the Administration's recommendation that the School Board adopt on Second Reading the recommended policy addition of School Board Policy Section 351 Student Nutrition and Physical Activity on Attachment A.

ACTION:

Moved by: Crystal Kennedy  
seconded by: Mary Marks

To adopt, on second reading, the recommended policy addition of School Board Policy Section 351, Student Nutrition and Physical Activity.

Ms. Kennedy questioned whether the notation in the second paragraph under nutrition in the policy, which indicates that all other foods and beverages made available on campus during the school day will be consistent with the nutrition standards, excludes any kind of culturally representative food or any kind of occasional special celebrations for student recognition.

Ms. Comeau indicated that the administration is not trying to exclude those kinds of incidental celebrations but the practice of using candy to reinforce good behavior is a problem. Ms. Kennedy remained concerned

that by adopting this policy as written the Board is eliminating the ability to provide food for special celebrations.

Mr. Friedman explained his understanding that the U.S. Dietary Guidelines that are referenced in the memo are based on a typically day or a typically week and allow enough flexibility so that not every meal has to be 100% balanced. Dr. Rock reported that if the Board adopts something close to the Wellness Committee's recommendation this issue will not be a problem, including cultural foods and special cultural events. Cultural foods are covered in the U.S. Dietary Guidelines.

Mr. Steiner pointed out that the memo includes classroom parties. He questioned how schools can take into account the total nutritional intake of the child. Ms. Comeau noted the District only has to be concerned about what is offered to the child during the school day. Part of the criticism of the District is that schools continue to allow a lot of junk food into the classroom. Dr. Rock explained that the guidelines are very clear and are based upon a weekly average. The past practices will no longer be permitted to the degree that they have in the past.

Mr. Metcalfe noted that there is a section in the memo that deals with monitoring. He indicated his willingness to wait until the administration brings the Board information on how the policy will be administered. He really does not want the Board to get into the micromanagement of which foods will be allowed. Mr. Metcalfe believed that this policy provides enough room for the administration to get into the detail of what the specific regulations should be and that the Board should allow the administration to do just that. He indicated that he doesn't have any concern with the language in the policy.

Mr. Friedman questioned whether it is the Board's consensus that this policy allows the superintendent enough flexibility to develop regulations that will allow the occasional cupcake or some such thing. The Board concurred with that statement.

Ms. Kennedy explained that her concern is that the Board not inadvertently tie the hands of the administration with the use of absolute language. The desire is to provide the most flexibility possible in whatever policy is approved.

Mr. Metcalfe noted his interpretation that the statement in the policy that indicates that regulations must be *consistent*, rather than absolute, allows for a great deal of flexibility.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 329 - Prior Approval of Discretionary Grant:  
Emergency Response and Crisis Management

It is the Administration's recommendation that the School Board authorize the Superintendent to apply for a grant from the U. S. Department of Education to strengthen the District's emergency action planning and crisis readiness.

ACTION:

Moved by: John Steiner  
seconded by: Macon Roberts

To authorize the Superintendent to apply for a grant from the U. S. Department of Education to strengthen the District's emergency action planning and crisis readiness.

Mr. Steiner explained that he wanted to clarify information regarding the full-time coordinator position mentioned in the memo. He noted that he had spoken with Mr. Vakalis to be clear that the grant would allow the District to contract for someone to fill the position part-time if it was determined that a full-time coordinator was not necessary. He clarified that the grant would be written in such a way to allow that flexibility.

VOTE:

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

Nays: None

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 307 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of May 2, 2006 through May 22, 2006.

2. ASD Memorandum # 308 - Annual Review/End of Year Report for FY 2005-2006 Aquarian Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Susan Forbes thanked the Board for the opportunity to present the annual report for Aquarian Charter School. She noted that they took the advice of the Board and continued to enroll students after the count date and it had certainly benefited the school. Aquarian enrolled thirty children after the count date and was able to offset attrition experienced through the year. The school will be adding an extra classroom because of their student count.

Ms. Forbes noted that Aquarian has always been known as a great math school but efforts have been made to enhance curriculum implementation across all content areas. She reported that test scores across all academic areas, reading, writing, and mathematics have stayed in the high 80<sup>th</sup> percentile. Ms. Comeau commented that this is a good example of how success can be seen when issues are identified and training is focused in identified areas of need.

Ms. Forbes explained that she is proud of Aquarian's demographics. She noted that the school has been able to drastically increase student diversity while increasing test scores.

Ms. Bensler indicated that Aquarian is where we would like to have all of our charter schools at some point. The school has stability, longevity and the ability to focus on instruction and curriculum and student needs. Of course, all of the charter schools focus on these things but many newer schools have so many other issues to deal with just to get up and going. All charter schools are headed in that direction but Aquarian has definitely arrived.

Mr. Steele noted the high number students on Aquarian's waiting list. Ms. Comeau noted the large number of parents involved and actively engaged with the Academic Policy Committee.

Mr. Steiner voiced his appreciation for Ms. Bensler's activity. This year the Board heard relatively little about the Charter Schools and it was partly because Ms. Bensler and the Academic Policy Committees have worked so well together.

Mr. Roberts voiced his appreciation to Aquarian for diversifying their student enrollment, especially with the Title 1 students.

3. ASD Memorandum # 309 - Annual Review/End of Year Report for FY 2005-2006 Eagle Academy Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Comeau introduced Mr. Jim Cox who took over as principal at Eagle Academy Charter School after Kelly Nichols was deployed.

Mr. Cox thanked the Board and Ms. Bensler. He reported that the school has had an excellent first year. While there have been some stumbling blocks to overcome, as there would be in any new school, the children in the classroom are doing very, very well.

Ms. Carolyn Meade, vice-president of the Academic Policy Board, briefly highlighted several areas that Eagle Academy is very proud of including their test scores, the stability in their enrollment numbers, and the support provided by their parents.

Mr. Fox explained that Eagle Academy does a leveling program for students. They do assessments in the fall to determine appropriate learning level placement in the areas of language arts and mathematics. There are a series of checks throughout the year to make sure that the students were placed appropriately and modifications and adjustments are made when necessary.

Ms. Marks questioned whether the remediation recommendations for students who were struggling with the SBA and TerraNova tests were working? Mr. Cox noted that the extra tutoring has been helpful. One area that continues to be a concern is with students who have limited English speaking ability. This has presented a challenge due to limited resources for those students. While several things have been tried, such as extra tutoring, this continues to be a problem that is not

totally resolved. Ms. Bensler responded to Ms. Marks' question, explaining that there was a discussion at the last APB meeting about changing the tutoring scenario slightly to focus on specific standards instead of general subject areas.

Ms. Marks requested that budget descriptions be included next year for the schools' account balances.

Ms. Kennedy noted that it has been interesting to watch the community support and partnerships between Eagle Academy and other local neighborhood elementary schools.

Ms. Bensler explained that this school makes extraordinary efforts in the area of staff development. All of the teachers are trained in the Spalding method of instruction. It re-emphasizes how much success teachers have when they know what they are doing and they are trained to do it the right way and they stick with their training. The staff is very focused about their charter and what their charter requires. Their teachers are excellent and the staff development is really paying off.

4. ASD Memorandum # 310 - Annual Review/End of Year Report for FY 2005-2006 Family Partnership Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Comeau introduced Mr. Reed Whitmore, principal, and explained that Family Partnership is a charter school that has been around for a number of years and is doing very well.

Mr. Whitmore explained that Family Partnership is a family directed educational program. The school has really integrated well into the system. He commented that all of the support services in the District interact well with the school and look upon them as part of the system.

Mr. Whitmore explained that Family Partnership has an online system which has increased communication with the families. This system has also enhanced the efforts of the sponsor teachers with the individual students and their parents. This year the school has also incorporated the vendors into their online system. Mr. Whitmore explained that vendors include tutors, supply companies, and specialized lessons. This online system has greatly enhanced the ability for the individual families to track their budget.

Family Partnership accepts students at the semester and throughout the year in special cases. The school communicates well with the special education department to make sure that students are properly placed. There is also good communication with alternative programs in the District when students need more structure than is available at Family Partnership.

Ms. Comeau asked for information on how Family Partnership was able to increase their testing participation rate. Mr. Whitmore explained that the school sometimes has difficulty getting in touch with their families. Families are in touch with their sponsor teachers and they are involved with their home schooling but it is sometimes difficult to make sure information is getting to them. The school has gone back to a hard copy newsletter because not all of the families are electronically savvy. The school calls every single family for all of the testing. Every family that does not come gets another call to tell them about the make-up testing. The school missed their target by three students. Ms. Comeau noted that this issue is important because, even though progress is being made, as long as the school does not reach the 95% testing participation rate it will not make AYP and will continue to be an issue with No Child Left Behind. Mr. Whitmore reported that this is also a big issue with the PAC and they will continue to search for a solution.

Mr. Metcalfe asked about the school's new location. Mr. Whitmore explained that they have moved into a smaller space which is more efficient. The location is generally the same.

Ms. Marks asked for a parental perspective on the testing issue. Ms. Lopez, a representative of the Family Partnership PAC, reported that the PAC is very aware that testing is extremely important. All of the families are encouraged to participate in testing. Many of the students who don't test are traveling and other families are just in a different mindset. Mr. Whitmore explained that testing had been offered in different locations and several make-up sessions and locations had also been offered to families. Mr. Friedman noted that they are in a tricky situation because they can not require their families to participate in testing but the school is punished if they don't.

Mr. Steiner asked whether the school has considered making part of the funding that is available for resources contingent upon being there for the test. Mr. Whitmore explained that the school has looked into the law, but that it can't be done legally without a change in the charter.

Mr. Steiner requested information on how the process of letting students in at semester works. Mr. Whitmore explained that charter schools can role some money over. Half funding is given at the semester even though more than half of the year is over, the year being July 1 to June 30.

Ms. Bensler noted that the school has considered several incentives to increase the number of students participating in testing such as offering gas cards and ice cream cards. The Family Partnership families represent such a diversity of philosophies that it is difficult to find solutions that will adequately address a particular issue for all of their students.

5. ASD Memorandum # 311 - Annual Review/End of Year Report for FY 2005-2006 Frontier Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Comeau introduced Mr. Tim Scott, principal of Frontier Charter School, explaining that this is another successful home schooling based charter school.

Mr. Scott explained that there are about thirteen options in Anchorage to home school with public funds. Two of them are ASD charter schools. The Frontier Charter School was created to find a way to really help parents understand how their kids learn and help the kids understand themselves as learners.

Mr. Scott noted that every classified and certified staff member at Frontier is trained to provide and evaluate assessments. It is the schools' highest priority.

Ms. Comeau highlighted that Frontier has managed to get their students participating in testing at the 97% level. She appreciated the efforts that were taken to make that happen. Mr. Scott indicated that they have a distinct advantage in that their niche is assessment. All of their parents are told that the school will freeze funds and direct programming if they do not participate in testing.

Mr. Steele noted that the customer service attitude at Frontier stands out. Mr. Scott explained that customer service starts at the top with their Board.

Ms. Marks questioned whether the school, in their short three years, has seen an increase in their graduation rate as is noted in their goals. Mr. Scott reported that he does not anticipate an increase. Frontier takes in everybody and this year they took in a lot of credit recapture students. One of the agreements made with families, up front, is that if a student tests at below or far below proficient they may lose some flexibility and the school may prescribe which curriculum they will use. Ms. Comeau reported that the Frontier Academic Policy Committee has a good plan.

Ms. Marks questioned the make-up of the APC noting that there was not a student rep, a higher education rep or a local business rep. The president of the APC responded that those positions are not filled. She noted that it is her job to solicit individuals to fill those vacancies.

Ms. Marks questioned where students do their testing. Mr. Scott said that the venue of choice has been Muldoon Baptist Church.

Ms. Bensler reported that, even though this school is very sophisticated in their online services, they have three people in their office that act as academic advisors who she believed to be the key to the success of this program.

6. ASD Memorandum # 312 - Annual Review/End of Year Report for FY 2005-2006 Highland Tech Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Comeau introduced Mr. Mark Standley, principal of Highland Tech, and Dr. Rob Lang, a member of their Academic Policy Committee.

Mr. Standley reported that Highland Tech has just completed their third year. He noted that the school has struggled in terms of organization, finances, and similar issues. Mr. Standley highlighted some of the key premises of their model. He explained that the school is grades 7-12 and has been running with approximately 300 students. Additional funding has come through two key sources, the New Tech Foundation and the Reinventing Schools Coalition. The school works as an innovated standards based environment.

Mr. Standley acknowledged the importance of the support that Highland Tech has received from the District. In addition, the parents are very dedicated and committed. The school celebrated their first

graduation with sixteen students graduating last week. In general, the students have come to a point where they understand what is required of them and where they own their education.

Mr. Standley highlighted that Highland Tech is financially ending the year in the black. He also reported that they will be moving into a new space next year which will save quite a bit of money.

Dr. Lang reported that Highland Tech has a highly active APC with representatives from parents, the education community, the business community, and others. He voiced his admiration for the administration and their commitment to confront tough issues and deal with problems head-on.

Mr. Steele noted that there were some comments from high school students in the report that raised concern with having the seventh and eighth graders in the school. Mr. Standley noted that part of the issue has been the noise. The benefit of having younger students in the program is that they have time to learn what a standards-based environment feels like and can articulate what an individual learning plan is and how to create their own rubrics before they hit their high school years. It is more difficult for students who come into the school as upperclassmen.

Ms. Comeau asked how Highland Tech is planning to address the issue of special education. Mr. Standley acknowledged that the school has struggled with this issue. The school has 34 special education students and is entirely inclusive. Part of the struggle is finding a qualified special education teacher. Ms. Comeau noted that the issue of finding special education teachers is a challenge throughout the District. She questioned whether the IEPs written for students at Highland Tech are specific enough to meet the model at the school. Mr. Standley indicated that they are. Ms. Comeau additionally asked about students with behavior issues. Mr. Standley noted the issue is addressed through each teacher working with individual learning plans that guide what the individual students need. The real challenge is not having a full-time special education teacher throughout the year. The APC has asked that special education staffing be increased.

Ms. Comeau asked for a brief description of the academic review process for underachieving students. Mr. Standley explained that the challenge is how to make sure, in a school that says learn at your own pace, that no pace is unacceptable. They have created the TEETH process to hold kids accountable for reasonable progress. The premise is that if students are not making reasonable progress they are held

accountable through three layers of intervention driven by parents, students, and teachers. The layers are additional support and tutoring at lunch, after school and Saturdays.

Mr. Steiner wondered whether using that committee model is in compliance with laws regulating the disclosure of academic information with persons outside of the staff dealing directly with the student. Mr. Standley indicated that this issue has not come up. Mr. Steiner is concerned that a waiver may be necessary if academic achievement is going to be disclosed to other students. Ms. Comeau asked whether this process is clearly explained in materials that are given to parents. She suggested that Mr. Standley work with Ms. Bensler to draft something that could be given to new students in order to assure that there is full disclosure of this process.

Ms. Bensler highlighted that the one huge improvement at Highland Tech this year has been the increase in parent involvement. The other thing that needs to happen is that the school has to constantly educate parents about standards based assessment. They also need to spend some time to educate their special education parents as to how the standards based system works and can be beneficial for their special needs students.

7. ASD Memorandum # 313 - Annual Review/End of Year Report for FY 2005-2006 Winterberry Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School.

Ms. Comeau introduced Ms. Mall, principal of Winterberry Charter School. Winterberry is the second new charter school began this year. She noted that Winterberry has been faced with significant challenges with their facility which has led to some serious financial issues.

Ms. Shana Mall thanked each of the Board members for their continued support. She noted that Winterberry has a very unique program in that there is a focus not only on academics but also on developing the whole child. She reviewed the issues that Winterberry faced by not having access to their facility at the beginning of the school year and how that hurt enrollment. The school did not make their enrollment and, therefore, lost \$682,000 of funding. The parents have put in over 5300 hours of volunteer work and raised over \$18,000 in donations to keep the school going. Ms. Mall also acknowledged the amazing staff at Winterberry who have met every challenge and

exceeded her every expectation. She also reported that one of the parent volunteers was instrumental in writing a grant to improve the school's play area for next year.

Ms. Mall reported that the projected enrollment for next year is at 183 students. She also noted that plans have been made to work with senior citizen volunteers next year. The school will also be partnering with outdoor education students from UAA and APU to provide movement instruction.

Ms. Melissa Janigo reported that it has been an incredible first year. It has been difficult and the entire Winterberry community has had to work very hard to get through the year. The year has proven to be a great learning experience and they are confident that next year will be much smoother.

Mr. David Swarz, a Winterberry parent, testified in support of the program at Winterberry. He shared the personal story of his kindergarten son and how much better he has been able to adapt and thrive at Winterberry as opposed to his experience at his neighborhood school.

Ms. Comeau explained the budget situation facing Winterberry. She acknowledged that, although the Winterberry community has done everything possible to get their budget deficit down, the school will end the year with a sizable deficit. Ms. Comeau requested input from the Board regarding this issue as she is prepared to bring a recommendation for approval at the next Board meeting based upon the discussion this evening. The question is whether the Board is willing to allow Winterberry to continue for one more year. The District would basically encumber the debt with the clear understanding that Winterberry will have to eliminate the deficit and balance their budget by the end of next year. If the debt is not erased by the end of next year the superintendent will recommend closure. Ms. Comeau indicated her belief that the circumstances that Winterberry found itself in with their facility were far beyond what anyone expected. If there had been any indication that the situation would be as difficult as it was the school would have been encouraged to wait an additional year before trying to open. This was truly an extraordinary situation. She requested Board discussion of this situation and direction for further action.

Mr. Steiner asked whether a business plan is in place that would produce sufficient revenue to erase the deficit. Ms. Mall explained that one fortunate circumstance is that the school has enough teaching supplies to last for two to three years, which allows them to cut

\$154,000 out of next year's budget and still have enough supplies to keep the children working. There is also some extra money that was allocated for specialty teacher positions which were not filled as other classroom teachers were able to meet those needs. There is also a plan to cut the accountant position. Those actions constitute the plan to erase the deficit. Ms. Comeau requested the plan in writing.

Mr. Friedman questioned the plan to cut the accountant position at a time when the school is trying to tightly manage a budget. Ms. Mall explained that the majority of the budget is already controlled by the ASD accounting department and the additional portions of the budget that would be controlled at the school level are being cut. Ms. Bensler explained that the current administrative assistant at Winterberry has an accounting background and has indicated an interest and willingness to handle whatever light accounting will be needed. She further indicated her belief that this employee would be able to add the accounting responsibilities to her current duties and still be able to perform.

In response to another question from Ms. Marks, it was reported that next year's budget is based on an enrollment of 160 students. Ms. Mall noted again that the anticipated enrollment is 183 students.

In response to a question from Mr. Roberts it was explained that Winterberry lost a good portion of their enrollment this year. The enrollment initially dropped due to the delay in getting into their school facility. The enrollment dropped again when the budget had to be cut in light of not meeting the 150 student enrollment target.

Mr. Steele questioned the capacity of the school facility. Ms. Mall noted that the facility has enough classrooms for all of their anticipated students next year and also, with the new addition, have an additional space that will serve as a movement/gym area and an extra room that will be used as a hand work and music classroom.

Mr. Steiner asked whether the budget next year is built on the assumption of meeting the 150 student enrollment number and how sure Winterberry is that they will meet that number. Ms. Mall reported that she believes that, had the school opened on time in their facility they would have had a significantly larger population than 150.

Mr. Steiner asked whether monies would have to be fronted by the District in order to allow Winterberry to not be in default to third parties. Ms. Stokesbary explained that the District has been funding the deficit in the current year. All of the school's bills have been paid

as has their staff. The deficit is a debt to the District, not to third parties.

Mr. Friedman stated that although it is a bad precedent to allow the school to remain open even though they are not financially viable he does understand the extraordinary and unforeseeable circumstances that caused the budget deficit. He recalled that the Board had closed a Charter School last year for much the same reason. The difference was that Winterberry has been willing to work to get the deficit down, even to the point of cutting important parts of their program to make it work. He indicated his willingness to allow the school additional time to balance their budget but reminded them that mid-year school closings are possible and that they would have to show progress before that time.

Mr. Roberts indicated that he has great confidence in Winterberry's ability to meet this challenge. For the school to have made it through the year, with all of the problems they encountered speaks to their resilience. He believed that they have their worst year behind them and has no problem supporting them through an additional year.

Mr. Steiner voiced his concern with the use of the term "Waldorf". If the system is trademarked then using the term could open both the school and the District to legal issues. He suggested that the District should insist that Winterberry get legal review of the appropriate use of the term "Waldorf". Ms. Comeau indicated that she believes the District got a legal opinion on this issue a year ago and that she would review the matter.

Ms. Comeau noted that she was initially very skeptical of Winterberry's location for children and she has heard from a few people about their concern with having children downtown. She explained that her opinion has changed as she has heard so many people in the last few months say how wonderful it is to see the children downtown. The school has certainly become part of the downtown partnership. She voiced her opinion that if they can address the financial issues they will be successful. They have the commitment and a clear vision of the kind of education they want for their children. It is one of the strengths of this District that there are a lot of choices within the public school system.

Ms. Bensler explained that this group has worked through issues that are just mind-boggling. She noted her belief that Winterberry is the kind of school that is needed in this District. She emphasized that the school absolutely has to make the financial picture work next year. She committed to being part of the solution.

Ms. Comeau stated that she will bring a recommendation forward to the Board at the next meeting to formalize this discussion.

Ms. Marks asked whether the District has helped other schools in similar situations in this way. Ms. Comeau explained that the biggest help that the District has provided is the building for one charter school. The District has been very resistant to providing this type of support because it doesn't set a good precedent. She noted that the State really needs to figure out the facility issue with charter schools.

It was noted that Ms. Mall earned her principal certificate this year on top of all of the issues she was dealing with at Winterberry. The Board congratulated her on this wonderful accomplishment.

Mr. Steiner suggested that the superintendent's recommendation should include a statement of why the District is willing to make this allowance. This would be a step toward developing standards that will help understand circumstances in which this might be appropriate.

Mr. Friedman voiced his appreciation for the changes that have been made in the charter school review process. He noted that this District and this State is a model for Charter School law and how things should work.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Ms. Kennedy reported that the Policy Subcommittee will meet at 3:00 p.m. on Monday, June 19<sup>th</sup> followed by the Board retreat at 5:30 p.m.

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS  
LITIGATION

L. ADJOURNMENT

The Regular Meeting of June 12, 2006, was adjourned by unanimous consent at 10:55 p.m.

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Jeff Friedman, President

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Mary Marks, Clerk

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Johanna Lee, Recording Secretary

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Date Minutes Approved