

MINUTES OF THE ANCHORAGE SCHOOL BOARD
REGULAR MEETING OF AUGUST 14, 2006

The Anchorage School Board met in Regular Session on Monday, August 14, 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: Carol Comeau, Rhonda Gardner, Leslie Vandergaw, Mike Henry, Patricia McRae, Enid Silverstein, Jerry Sjolander, Jeff Wood, Eric Tollefsen, Michelle Egan, Robb Boyer, Janet Stokesbary, George Vakalis, Danise Podvin, Chad Stitler, William Johnson, Ray Amsden, Pam Chenier, Stan Syta, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

The agenda was approved by unanimous consent.

C. ANNOUNCEMENTS

Mr. Macon Roberts expressed his appreciation for Mr. Roger Fiedler. Mr. Fiedler will be leaving the District after having served for several years and will be missed. Mr. Roberts wished Mr. Fiedler and his family the best of luck in his new ventures and their new home.

Ms. Comeau announced that, as of the end of the day today, August 14th, the District has activated 42,500 students. The District will continue to enroll students and looks to be on track for making enrollment projections. She noted that the first day of school is also primary election day. Many administrators will be at schools which serve as election sites in order to assist in a smooth opening for students and staff. A lot of traffic is be expected. Mr. Metcalfe suggested that voters may want to vote early to avoid the traffic congestion.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

1. ASD Memo # 23 – Curriculum Leadership Award

Mr. Steele read that the Council of Great City Schools and Pearson Education presents the Curriculum Leadership award to an outstanding senior school official who exemplifies leadership, innovation, commitment and professionalism in raising the academic achievement of all students in an urban school district each year.

We are proud to recognize this year's award recipient, Dr. Enid Silverstein, ASD's Executive Director of Curriculum Instructional Support. Dr. Silverstein was acknowledged for her role in the creation of the District's Six-Year Instructional Plan as well as the culturally responsive continuum and social and emotional learning standards and benchmarks.

Dr. Silverstein has a deep commitment to providing an outstanding education to every one of the district's 50,000 students. During her tenure as the head of Curriculum and Instructional Support, student achievement has increased as has the quality of professional development and curricular support.

Recognizing her outstanding efforts to close the achievement gap among students, Pearson Education has awarded Dr. Silverstein a \$1,000 grant to support a curriculum-related project in the district.

The School Board recognized Dr. Enid Silverstein for her leadership, professionalism and dedication that led to this award.

Dr. Silverstein stated that achievement is the result of a team effort and thanked all of the staff members who helped with the various projects which lead to this award.

Mr. John Steiner emphasized that this is a major national award. He added his personal congratulations for this outstanding achievement.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Feriani welcomed everyone back from summer break. He reported that the first meeting of the Student Advisory Board for this year has not yet been scheduled.

2. Military Delegate

There was no report from the Military pending the appointment of a new representative.

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

Ms. Damita Owen introduced herself as the new chair of the MECAC. She noted that the first MECAC meeting of the school year will be Thursday, August 17th at 12:00 p.m. Ms. Owen noted that the MECAC is looking for additional candidates for the organization as there are at least four seats are open at this time.

The MECAC will be holding two meetings every month. They will meet on the first Wednesday of the month at 4:30 p.m. and then again on the third Thursday of the month at 12:00 p.m. The first monthly meeting will be an opportunity for District personnel and other interested parties to provide information to the MECAC. The second meeting will be a regular business meeting.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

Ms. Kaya Kade explained her displeasure with the difficulty she experienced while trying to register her daughter for school and the extreme measures she was forced to take to prove her residency in the Bear Valley attendance area. She would like to see a smoother proof-of-residency process put into place. She also asked that the District start from a position of good will rather than an assumption of distrust. Ms. Comeau explained the District's position on this particular situation. She noted that District had taken an aggressive stance on issues of residency in light of the recent elementary school boundary changes. There had been testimony during the recent boundary change process to the number of people who circumvent the boundary areas. In fact, there have been verified reports this year that people are making up addresses and are not actually living where they say they are living in order to stay at Bear Valley. Ms. Comeau assured Ms. Kade that her child is enrolled at Bear Valley Elementary.

Mr. Metcalfe noted that the efforts to verify residency at the school were a direct result of the discussion during the boundary change testimony. Several parents indicated that the overcrowding at Bear Valley was the result of families who were enrolled at the school but not living within its boundaries and had strongly encouraged the District to rectify that situation.

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 - June 19, 2006
- b. Special Meeting - June 26, 2006

2. ASD Memorandum # 18 - School Board Policy Addition: Section 349.1 Adult Testing (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy addition of School Board Policy 349.1, Adult Testing. (High School Graduation Qualifying Examination Re-Examination)

3. ASD Memorandum # 19 - School Board Policy Revision Section 443.1 Absenteeism and Tardiness (First Reading)

It is the recommendation of the Administration that the School Board adopt on First Reading the recommended policy changes for School Board Policy 443.1 Absenteeism and Tardiness.

4. ASD Memorandum # 20 - School Board Policy Revision Section 831 Parent Involvement (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy changes for School Board Policy 831, Parent Involvement

5. ASD Memorandum # 21 - Adoption of the Social and Emotional and Learning Standards

It is the Administration's recommendation that the School Board adopt the Social and Emotional Standards and Benchmarks.

6. ASD Memorandum # 22 - Approval of School Board Out-of State Travel for First Quarter 2006-2007

It is the Administration's recommendation that the School Board approve and authorize the attached School Board Out-of-State Travel Report.

7. ASD Memorandum # 6 - Alaska Department of Education and Early Development FY 2008 Grant Applications

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the following projects to the State of Alaska, Department of Education and Early Development (DEED) by September 1, 2006, for the FY2008 Capital Improvement Project grants program.

8. ASD Memorandum # 7 - Sale of Surplus

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. Prior to the sale, these assets will be offered to the Municipality of Anchorage for extended public use.

9. ASD Memorandum # 1 - Award of Contract: Three New 84-Passenger Type D Diesel School Buses

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to purchase three new 84- passenger Type D diesel school buses to Alaska Truck Center in the amount of \$315,105.

10. ASD Memorandum # 2 - Award of Contract: Fresh Pizza

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to Domino's Pizza to furnish Fresh Pizza in the estimated amount of \$190,625 for the period July 1, 2006 through June 30, 2007 with two one-year renewal options.

11. ASD Memorandum # 5 - Approval of Conceptual Design for Clark Middle School Renewal

It is the Administration's recommendation that the School Board approve the Conceptual Design for the Clark Middle School Renewal

Project and authorize the Superintendent to proceed with the Schematic Design, subject to Municipal Assembly approval of the Conceptual Design.

12. ASD Memorandum # 8 - Personnel Report

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

Mr. Friedman noted that there is a speaker on ASD Memorandum # 21, Adoption of the Social and Emotional and Learning Standards.

Mr. Steiner requested that ASD Memorandum #11, Approval of Conceptual Design for Clark Middle School Renewal, be pulled for discussion.

Ms. Comeau noted that there is a presentation on ASD Memorandum # 28, Adequate Yearly Progress Update FY 2005-2006, on the Superintendent's Report.

ACTION:

Moved by: John Steiner

Seconded by: Tim Steele

To approve the minutes of the Special Meetings of June 19, 2006 and June 26, 2006, and Memoranda #18, #19, #20, #22, #6, #7 with revisions, #1, #2, and #8.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 21 - Adoption of the Social and Emotional and Learning Standards

It is the Administration's recommendation that the School Board adopt the Social and Emotional Standards and Benchmarks.

ACTION:

Moved by: Crystal Kennedy
seconded by: Tim Steele

To adopt the Social and Emotional Standards and Benchmarks.

Ms. Linda Morgan testified on the benefits of the Social and Emotional Learning program. She noted that three of her children served as mediators through the Resolving Conflicts Creatively Program (RCCP). She noted that RCCP at Rogers Park Elementary has had a profound affect on each of her children. It gives the children skills that they continue to use throughout their lives. Ms. Morgan provided personal accounts of how the program impacted her children.

Ms. Comeau introduced the presentation on the Social and Emotional Learning program. Dr. Enid Silverstein introduced Vicki Blakeney, Social and Emotional Learning coordinator, Michael Korosky, Safe and Drug Free School director, Vicki Hodge, Baxter Elementary School principal, and Karen Lauer, a parent from Klatt Elementary School.

Dr. Silverstein recalled that efforts began close to ten years ago to institutionalize some of the affective programs. At that time there were several different programs going in several different schools which were experiencing mixed results. Efforts began to develop a six-year social and emotional learning plan. A very elegant document has evolved from those efforts. The intent was to take all of the programs, correlate and align the components, and give direction to this affective initiative. The very obtuse and broad concepts on the citizenship component of the report card have been broken them down into discreet skills that students can understand how to achieve. This has allowed students to know what they need to discretely do to be successful in these areas. Ms. Blakeney has assembled a very diverse team to develop the standards and benchmarks.

Ms. Blakeney reported that she began this process about two years ago. She has assembled a team of about 25 active committee members from all different parts of the community. Committee members started by asking what things had made them successful as adults and what they wished for today's students. She noted that the committee has used extensive research and is closely associated with the Collaborative for Academic Social and Emotional Learning who have brought SEL standards to Illinois. The Anchorage School District is the fourth in the nation to have even proceeded in these efforts. The document before the Board is the eleventh draft of the standards and benchmarks, having been presented to a number of organizations and revised according to recommendations from those groups. The next step is to move the program forward into the school district. There are already some schools who have voiced interest in piloting the program. The plan is to infuse the standards and benchmarks into the regular school curriculum. Ms. Blakeney explained

that she has developed matrices to identify and cross-reference where the standards are already being addressed in the curriculum. In this way teachers are not being asked to teach more, they are being asked to teach intentionally. Ms. Blakeney also noted that each of the standards is attached to the correlating asset.

Mr. Korosky explained that this program began as an effort to put assets into action. No Child Left Behind has made the education community look at what is keeping kids from learning and being academically successful. For the lowest performing 25% of students poor academic success can be attributed to their lack of social and emotional skills. Mr. Korosky reviewed the efforts being made on a national level to address this issue and how the local committee has been working closely with national leaders to develop the Social and Emotional Learning standards. He shared a poster which had been published by the Alaska Process Industry Career Consortium which lists items that Alaska employers expect from their employees. He noted that the vast majority of the items listed are social and emotional skills. They want students who have these skills because they translate into successful employees.

Ms. Karen Lauer, a parent from Klatt Elementary, shared her reflections on RCCP. She reviewed her personal involvement in the program over the years. She noted that the Social and Emotional Learning outline is the same as RCCP, which has been in existence for many years.

Ms. Vicki Hodge, principal of Baxter Elementary School, testified in favor of adopting the Social and Emotional Learning Standards. She reported that research shows that students involved in intentional social and emotional learning programming score an average of 10% higher on standardized test scores. Research also shows that those students are more connected to schools, display less disruptive behavior and more pro-social behavior and assets. One program that addresses social and emotional learning, Resolving Conflict Creatively Program (RCCP), creates a sense of community in the classroom, respect, and appreciation for others and their diversity. Last year Baxter decided to use social and emotional learning to address student needs. Since then, they have seen a 50% reduction in playground fights. She noted that programs currently in place, such as RCCP, will support the standards. This means that District employees will not have to learn another program or adopt it financially. Ms. Hodge noted that the themes in The Great Body Shop also address the SEL standards. Baxter Elementary School is excited to be one of the showcase schools.

Ms. Comeau reported that, during a recent Council of Great City Schools conference, she was able to visit a number of schools in New York who have incorporated RCCP and SEL strategies. She strongly supports these standards and believes that it truly does put the assets into action.

Ms. Kennedy voiced her appreciation for all of the work that has been put into these standards. She noted that Anchorage is on the cutting edge in addresses the issues of social and emotional learning. She agreed with the value of understanding social and emotional learning but asked for clarification on how these standards will be applied. She wondered how the teachers can be asked to address these issues. She asked whether the District is beginning to embark on a systematic approach to addressing more of the social and emotional needs of the students. Dr. Silverstein noted that this program is the same thing as cultural responsiveness. The whole precept is to build connections and community among students and staff in order to give everyone a sense of belonging. This program helps identify the effect current activities have on social and emotional learning so that teaching can be done intentional. The idea is not to pile another program on top of the myriad of things already in place. It is a systematic attempt to align and correlate current activities to make them more purposeful in addressing particular assets development. It is a systematic attempt.

Mr. Korosky noted that, on a practical level, it will help parents, students, and teachers know exactly what behaviors to look for at each grade level. He reported that they have talked about preparing parent handouts that are correlated with each of the standards by grade level to facilitate parental involvement. The program develops common language that helps teachers, parents, and students know what behaviors to target.

Ms. Kennedy asked for some additional information on how the program will correlate with other programs. Ms. Hodge noted that this will be the first year of the pilot. She noted that the RCCP lessons have been taught in the classroom so that everyone within the building is speaking the same language. She explained that research indicates that the program works better with a core curriculum. The program has also been tied in to the proactive schoolwide discipline plan. The Great Body Shop curriculum has also been integrated along with the mediation program. Baxter has also looked at core themes, such as in Houghton-Mifflin, to identify how they can also be tied in. Teachers are able to integrate these standards within the curriculum that they have so that they don't have to add anything on to their workload.

Mr. Metcalfe asked for an explanation of “assets” for the benefit of those who may not be aware of how this term is being used in this discussion. Ms. Hackney explained that assets are a strength-based approach to handling negative behaviors such as drug use, alcohol use, violence, and abuse. Research has identified 40 different assets, the more of which are present, the less likely an individual is to get involved in those negative behaviors. Mr. Metcalfe also asked for an explanation of how the mediator program works. Dr. Silverstein explained that it is a program with a core set of grade level appropriate lessons that all students receive. There is a cadre of students who become mediators. These mediators work, with the help of an adult, to handle conflict situations among other students. There is a very organized approach to problem solving. The mediator program is very empowering for students. Students who learn those skills at an early age internalize them forever.

Mr. Metcalfe noted that he has witnessed the positive effects of these programs with his own children. The program develops skills that students will need to be good employees and helps keep people out of jail, therefore making huge impact on our economy and our society. He believed that it is an obligation of the public school system to try to help people make it in the world and that this is a program that does that.

Mr. Steele noted that he is concerned with the scope of the program. He indicated that it appears to be more of a resource than a program. The program helps put a definition to the skills but it appears to him that it will be implemented in a haphazard manner because students are not necessarily going to get a comprehensive exposure to all the tools that are in the program. Mr. Korosky noted that the program will be built as time goes on. He indicated that cutting edge programs have to begin with the best efforts and be refined as time goes on. It will be a process and will not happen overnight. Mr. Steele is aware that there are people statewide who are excited about the program and are waiting for it to get started.

Mr. Steiner asked whether there is there an intention that the items for each level will be presented in a user friendly manner to teachers or will they have to wade through this document. Ms. Blakeney reported that the items are already broken down for the staff.

Mr. Steiner asked how actively involved AEA members were in developing these standards and benchmarks and how much buy-in there is among District teachers. Ms. Blakeney reported that AEA members, sent by AEA, were on the committee but did not become involved until the second year. While teachers have some of the same concerns as have

been discussed here such as whether the program will involve more time, most believe that the program is a very powerful and concrete way to help develop these skills in their students.

Mr. Steiner, noting that the District mission is to educate all students for success in life, appreciated that this program supports the character development traits which equip the student to learn and to succeed. He liked that the skills are identified at grade level so that teachers can concentrate on a smaller number of items that impact their particular students. Mr. Steiner asked for some discussion on the assessment piece of the program. Dr. Silverstein reported that the committee has been working with Dr. Marzano to take the large number of standards that the District has in all the content areas and unpacking them to what is reasonable for students to learn and teachers to teach. The goal is to deconstruct the standards to the most essential elements. There are ways to assess the social and emotional learning standards. We are not talking about testing students but rather providing an objective means to assess items on the citizenship side of the report card.

Mr. Steiner asked what the importance is of the Board adopting the standards before they have been piloted, which is the opposite of the normal course of piloting curricula before adopting it. Dr. Silverstein indicated that by adopting the standards the Board is recognizing them. She explained that the standards movement has been an attempt to refine and organize and clarify instruction. She believed that it is important to know what you want to learn and what your objectives are and then you organize the curriculum around that. The adoption of these standards empowers the various schools to address these issues programmatically. This program is important, it has been well thought out, it is sequential, and it is developmentally appropriate. This is an attempt to recognize the importance of social and emotional learning in student achievement and make it so that it is institutionalized rather than something that is whimsical.

Mr. Friedman commented that by adopting these standards and benchmarks the Board is agreeing that students should meet the expectations as indicated.

Ms. Marks noted her belief that the parent involvement piece is very important. This is an opportunity to engage families in the process of purposefully developing social and emotional skills. She was excited to see the items broken down to specifics which will assist in the transitions between home, schools, classrooms, and playgrounds.

Mr. Roberts reminded the Board that the District has been trying for some time to eradicate bullying from the schools. His impression is that this program will help to deal with bullying as a by-product of the other skills and techniques that are being taught. Dr. Silverstein indicated her belief that lots of children who have underdeveloped social skills really want to know how to become better but get caught in an overwhelming sense of being "bad". This program gives these children a sense of control and decision over what their strengths and weaknesses are and what they really do need. It gives students some understandable tools and breaks the process down into manageable steps, allowing them to achieve success.

Ms. Kennedy clarified that the Board is being asked to adopt these guidelines by which programs like RCCP would then be approved and implemented. RCCP is just one example of how to implement these standards and guidelines. She questioned what kind of training will be needed. Mr. Korosky noted that they would start with the programs that already in place. There have been a lot of matrices done with RCCP and Great Body Shop and Aggressors, Victims and Bystanders. Efforts are being made to identify how these standards can be built into advisories, which are being developed at East High School, and how they can be built into freshman academies, which are being developed at Service High School. The beginning stage is to look at what the District is already doing, where the standards are already being taught and helping teachers to become conscious of that. As interest increases, training will follow that curiosity.

Mr. Friedman noted that the program sounds like it works best when it is infused in the whole school. He believed that the tricky part may be at the high school level. Dr. Silverstein noted that this is closely tied to the cultural responsive standards. A more effective environment is created by just tweaking something that is already being done. That is the type of approach that has to be taken because people have so much on their plates already. The approach has to be to identify what is already being done that can be made better just by doing it a little bit differently.

In response to another question it was noted that the pilot schools will be Baxter and Bowman at the elementary level, Romig at the middle school level and East and Service at the high school level.

Mr. Steiner asked again what the Board is really doing when they adopt these standards and benchmarks. He felt unsure, however, that there was enough confidence in the accuracy of the grade level appropriateness until

the standards had been piloted. While he is comfortable with endorsing the program, he didn't want to adopt something that would tie the hands of those trying to implement the standards and benchmarks. Mr. Friedman noted that, if Mr. Steiner is uncomfortable adopting these specific standards, the Board could amend the motion to authorize the superintendent to implement social and emotional standards and benchmarks.

Ms. Comeau remarked that the administration's strong interest is getting support from the School Board formally on the record for these standards. That would validate the work that has been and sends a clear message that the Board agrees that these are the way to implement the developmental assets that the School Board adopted in 1996. She particularly likes the phrase "putting assets into action." It validates the last ten years of work trying to provide some structure for teachers, principals, parents and students to address their needs. It is important for the Board to take formal action, how the action is worded is not as critical.

Mr. Korosky stated that he sees this as a living document. It will be revised and refined as feedback comes in over time. ASD is part of an ongoing national effort. Ms. Comeau added that it needs to be that way. It is very much like the six-year plan. The Board will be kept abreast of revisions. It is conceptual approval that gives the administration the ability to move forward. Mr. Metcalfe noted that he doesn't see any problem with passing the motion as presented. Adopting these standards will basically delegate the authority to implement the standards knowing that the document is going to grow, it is going to be implemented and that the administration is going to carry it out.

Ms. Kennedy voiced her concern with the fact that this was not meant to be a program. It is more of a philosophical guideline for allowing certain programs to be implemented that will address these different standards and benchmarks. If that is the purpose behind this document, then she hesitates to adopt it as a standard. Her understanding is that, when talking about standards there is an expectation of meeting a certain level of proficiency. She hesitates to approve a policy that basically says that there is an expectation that these benchmarks will be met. Mr. Friedman indicated that if this is to be a living, growing document he would rather authorize the superintendent to implement it than to adopt it. Ms. Kennedy would rather provide the document as a guideline by which other programs or curricula could be applied to address the standards and guidelines.

Ms. Kennedy asked whether the social and emotional learning standards will be added as a section to the Six-Year Instructional Plan. Dr. Silverstein noted that it is already in the Six-Year Instructional Plan. Ms. Comeau emphasized that the premise of this was to give some guidelines and structure to the assets model that has been in this district for over ten years and an attempt to give our staff indicators that they can use to implement the assets model. She indicated that she is puzzled with the concern about implementation versus adoption.

Mr. Friedman explained that, in his mind, if this is adopted no changes can be made to it. Ms. Comeau stated that, if that is the assumption, she would rather use the word implementation. Ms. Comeau noted that the Six-Year Plan is brought back to the Board annually with suggested revisions. If there were major changes to this document in the future the administration would bring these standards and benchmarks back to the Board. It does concern her, however, if the Board would expect the administration to bring the standards back for additional approval for every word change. The administration is seeking the authority to implement these standards and benchmarks. This is not meant to be in any way punitive, it is meant to assist teachers who have been asking for guidance in these areas, to put more structure to the assets model.

Ms. Kennedy, in an effort to make sure what the intent behind this document is, asked about the accountability portion of the document. Ms. Comeau explained that children have been being graded on citizenship, at least at the elementary level, for years. It has always been subjective. This document is trying to add structure. It is not intended to be used as a checklist. These standards have been discussed many times over the last year. They have been infused into lots of trainings because of the assets model. Many of the Board members have been involved with AASB and are well aware of the Alaska ICE Initiative and that Mr. Korosky has been one of the key statewide leaders of the initiative. We have been training our students in this and have been talking about it out in the community. Ms. Comeau noted her amazement that there seems to be such a lack of understanding of how this all fits with what the District has been doing for some time.

Ms. Kennedy noted that every year the Six-Year Plan is evaluated to see whether the goals set for the year have been reached. If there is not going to be any kind of measurement for these guidelines, she wondered how will it be held accountable in the same way everything else in the plan is held accountable. Ms. Comeau explained that she envisioned that the pilot schools would bring a report forward. They would talk about how

they used the social and emotional learning standards and which ones seemed to work best and which ones needed a little more focus. More schools would be encouraged to try those approaches that are identified as successful by the pilot schools.

Mr. Metcalfe noted his belief that this is a good document and that the Board seemed to be making it more difficult than it needs to be and getting wrapped around the effort to put more micromanaging into it than is necessary.

SUBSTITUTE MOTION:

Moved by: John Steiner
seconded by: Crystal Kennedy

To approve the District's implementation of Social and Emotional Standards and Benchmarks for incorporation into the District's academic program.

Mr. Steiner indicated that part of the issue is somewhat technical. The last time that the Board reviewed the Six-Year Plan it was "approved" not "adopted". He noted that the Board had not wanted to specifically adopt and impose into policy details of an extensive plan. He believed that this is very similar. He noted that once this is adopted, theoretically, it should go into effect districtwide immediately because it has been adopted and therefore are the standards. This is a situation were we are still in a pilot phase. He believed that the Board should approve the implementation of it but does not want to adopt the standards, per se, in a technical manner that makes them the law of the District. He indicated that this substitute motion would resolve any question whether the Board is micromanaging by adopting these very specific details or approving an implementation as being a desirable direction for the District to go.

Mr. Steele asked the administration whether the substitute motion will do what they need to have done. Ms. Comeau indicated that it does.

VOTE to SUBSTITUTE:

Ayes: Steiner, Kennedy,
Friedman, Roberts
Steele

Nays: Metcalfe, Marks
MOTION PASSED

VOTE on SUBSTITUTE MOTION:

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

The Board went into recess at 8:22 p.m. Mr. Friedman called the meeting back to order at 8:34 p.m.

ASD Memorandum # 5 - Approval of Conceptual Design for Clark Middle School Renewal

It is the Administration's recommendation that the School Board approve the Conceptual Design for the Clark Middle School Renewal Project and authorize the Superintendent to proceed with the Schematic Design, subject to Municipal Assembly approval of the Conceptual Design.

ACTION:

Moved by: John Steiner
Seconded by: Mary Marks

To approve the Conceptual Design for the Clark Middle School Renewal Project and authorize the Superintendent to proceed with the Schematic Design, subject to Municipal Assembly approval of the Conceptual Design.

Ms. Comeau noted that the administration is very pleased to bring this recommendation to the Board. There has been a lot of work on the part of the staff at Clark, the Facilities staff, members of the community, and some students at the school. She noted that this is absolutely the most critically needed renovation project in the Anchorage School District, bar none. This does not take anything away from the needs at Sand Lake or Chester Valley. This design and this school's renewal is absolutely essential.

Mr. Ray Amsden presented a slide presentation that compared the existing facility with the proposed changes. The District has worked with

the city to maximize the community development. There are a lot of pieces to this. The District has done extensive studies in the existing facility to determine the most cost effective direction to take.

Mr. Michael Carlson, of McCool, Carlson, and Green Architects, the designer, reviewed the slides. He summarized that the project has nine (9) academic teams which is a bit of a departure. The middle schools that have been done to date have had eight (8) teams. The building is a three story configuration which the District has not done in a long time. The Board had previously approved the Education Specification for Clark. Basic goals and objectives for the project were identified. He noted that care was taken to minimize disruption to the facility as, at least at far as plans are at this time, the school will continue to operate during construction. Mr. Carlson reported that students were involved in the planning and had participated in two days of workshops.

A review of the existing site highlighted both strengths and issues. One of the interesting features of Clark is that there are more students who walk to the school than at any other middle school in the District so pedestrian access and safety are very important.

Mr. Carlson noted that the 1994 library addition at Clark will be preserved and renovated. It was determined that it was more cost effective to replace the rest of the structure than to renovate. One of the key features of the site plan is the separation of cars, buses and pedestrians, as well as the accommodation of the educational functions of the fields.

Mr. Carlson reviewed the three story layout of the building noting that the slope of the site allows for the middle level to be the main level where the library and multipurpose rooms will be located. The upper and lower levels will house the two academic areas. The gym will be on the lower level which gives it a nice connection to the fields and the hockey facility. All levels will be connected together through the central circulations area.

In response to a question, Mr. Carlson pointed out where the elevators are located in the plan.

Ms. Marks asked whether lockers in the building will be full-sized or half-sized. Mr. Carlson noted that the students want full-sized lockers. The transitions into the academic pods have lockers and he believes that there is enough room to accommodate full-sized locker for the students. The final decision on that will have to take space availability and budget

constraints into account. Those details will be addressed later in the project.

Ms. Marks wondered whether the problem with noise from the military base was brought up during community discussion. Mr. Carlson did not recall that issue being raised in any discussions. The school did not identify sound as a current issue.

Mr. Steiner noted that the memorandum indicates that the school will accommodate 1058 but the projected population will be 941 which seemed to indicate that the school is being overbuilt by 12%. In a discussion prior to the meeting Mr. Amsden had shown Mr. Steiner the Educational Specification which, because of additional teaching stations for the specific program, resulted in a program capacity of 990 or about 5% additional room. Mr. Steiner indicated that his concerns had been resolved with that information.

Based on the fact that there will be lockers in the entries to each of academic pods, Mr. Steiner voiced his concern with the ability to easily and adequately supervise those spaces. Mr. Carlson noted that the lockers will only be about four feet high and will not block the view into the open areas from the hallways. That information resolved the issue to Mr. Steiner's satisfaction.

Mr. Steiner questioned what kind of cost containment efforts are in place. The memorandum states that a proposed construction budget will be determined based on the proposed design. Ms. Comeau stated that one of the unanswered questions at this point is the pros and cons of closing the school completely during renovation and construction. The students would have to be relocated to other schools which would be more disruptive to students and their families for two years but, in the long run, could result in substantial cost savings. In the meantime, costing has been done based on the assumption of students remaining in the school.

Mr. Amsden explained that the first step has been to figure out what was available at Clark. It was already noted that part of the facility will be retained. The next part of the question is that the needs must be well defined. The Board approved the Education Specifications back in May which clearly defined the program needs within the facility. That information is coupled with a good set of design standards which sets the tone for materials and building systems. The third includes decisions on scheduling and whether to proceed with an occupied or an unoccupied facility. The designer is critical to the success of controlling costs. The

General Contract Construction Manager (GCCM) process will also aid in cost containment. Mr. Amsden stated that he is passionate about the need of having the builder involved in decisions at this point in the process. That expertise is critical in controlling costs. That element will also provide guidance on the occupied/unoccupied question. Having the owner, the designer, and the builder working together through the entire process allows good decisions to be made on the most accurate and complete information. Mr. Amsden indicated that they are working on completing that team which will help the District to be successful in making the right decisions to deliver the best project at the least cost.

Mr. Carlson explained that the increase in funding requests, when compared to the Muldoon project, is related to the fact that the Clark project is two years behind the Muldoon project. The construction industry prior to 2004 had seen cost increases of 2 ½ - 3 ½ percent per year. Since then they have been averaging close to 7 % per year. In addition, Clark requires a demolition effort and has a tiered site, both issues of which have costs associated with them. The estimator's major uncertainty of risk also must be included. All of these factors lead to the \$65 million figure.

Mr. Metcalfe asked if the District looks at whether builders have a certain number of their employees in training when they are hired. Mr. Amsden answered that the District does not. He explained that the District looks for quality contractors and quality contractors look to the future. Those contractors recognize that, in order to be successful, they need to be supportive of the types of programs Mr. Metcalfe asked about. Mr. Metcalfe asked whether the District keeps any kind of report card on the contractors who have built projects. Mr. Amsden indicated that, using this procurement method, the District is only going to work with contractors who have been successful in the past. Mr. Metcalfe suggested that the Policy Subcommittee should consider some sort of incentives to award benefits to contractors who put our people to work. One way to do that it to reward those that have a certain percentage of apprentices on a construction project that are ASD graduates in recognized apprenticeship programs.

Ms. Marks voiced her concerns with transportation issues. Mr. Amsden stated that it will be problematic crossing from Bragaw. It will also be problematic to access the community library which sits on the corner. Mr. Carlson reviewed site circulation. He explained the various design features built in to direct the flow of pedestrian traffic onto the site and into the facility. Mr. Carlson also reviewed the vehicular traffic patterns

on and around the site. Following the review, Ms. Marks indicated that she has huge concern with building a tunnel for pedestrian traffic coming onto the site from the south. Mr. Carlson briefly explained the Department of Transportation (DOT) plans for the Bragaw and Glenn Highway interchange. Ms. Comeau asked where DOT is in the public process for the work planned at that interchange. Ms. Carlson noted that the design has been done to a preliminary level and that DOT is in the process of selecting their contractor. The contractor will complete the design. The basic geometry and layout of the interchange has been defined by DOT and they have been to many Community Council meetings. Mr. Amsden stated that he thinks that the jury is still out regarding the design of that element. Ms. Comeau noted that the District can commit to sending a letter strongly objecting to tunnels. Ms. Marks noted that another factor to take into consideration is that the corner is a prime location for the local homeless population. There was continued discussion on the logistics of pedestrian traffic patterns and the logistics of a tunnel versus an elevated walkway.

In response to a question regarding the placement of the hockey facility and the athletic fields, Mr. Carlson explained that the hockey facility was specifically located in coordination with the physical education program at Clark.

Ms. Marks questioned why four portables are indicated in the site plan. Mr. Amsden explained that all specification require a site location for the possibility of future placement of relocatables. There is no plan to have relocatables on site at the time construction is complete.

Mr. Steiner voiced his concern with the plan trying to redirect the flow of pedestrian traffic rather than to design the site to accommodate the natural pathways. Mr. Amsden noted that there is an element of speculation and there is a lot of unknown information about that. Many of these issues will be better addressed when all of the information comes together at a later date.

Ms. Cecily Williams noted her pleasure to be moving forward with this process. She indicated that the process has been wonderful. It has been extremely inclusive of both the school and the surrounding community. She reported that the students at Clark are so excited and feel that they are a priority. The parents have been very supportive and are taking note that things are really moving forward. As community members rise to the occasion and work to build a community that is safe and that they can be

proud of it is important that Clark Middle School is a part of those efforts. Clark is always seen as the hub.

Ms. Williams is proud to report that they are offering Geometry for the first time in many years. As the programs are coming up, the students are rising to the occasion. The school is proud that the District is supporting the school by providing them with a building they can be proud of. Ms. Williams thanked the Board on behalf of her students, her parents, her staff and people in the community.

Mr. Roberts noted that the people in this area have waited long enough to have this building replaced. The renovations and construction will have an impact in the whole community, not just at the school.

Ms. Kennedy asked Ms. Williams if she had any indication about what people are saying regarding whether construction should take place with the building occupied or unoccupied. Ms. Williams indicated that no one seems to be talking about that issue yet. One issue that has been discussed, though, is whether sixth graders will be moving into Clark after construction. She noted that she hoped that would be the case and indicated that the feeder schools were also excited with that possibility.

Mr. Steele extended his congratulation to Ms. Williams, her staff and her students for the academic progress they have made this last year.

Ms. Kennedy asked a question about emergency egress. Mr. Amsden assured the Board that the design meets code and that the code is very prescriptive. Ms. Carlson noted that more details about these particular issues will be seen on schematic design.

VOTE:

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

Nays: None

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 9 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of June 6, 2006 through July 25, 2006.

2. ASD Memorandum # 4 - Muldoon Area Middle School - One Percent for Art

Chapter 7.40 of the Anchorage Municipal Code defines the process for selection and acquisition of art to be displayed in public places, including public school buildings. This code authorizes the Municipality to select the artist and the artwork, with a review of the proposed artwork by the School District only as to its safety and maintenance factors. The artwork has been reviewed and approved by the District's Risk Management Department. The artists have agreed to their safety recommendations.

3. ASD Memorandum # 28 - Adequate Yearly Progress Update FY 2005-2006

The No Child Left Behind Act of 2001 requires states and districts to report on the progress of schools based on a measurement known as Adequate Yearly Progress (AYP). Under this measure, schools have to meet as many as 31 targets related to student participation in testing, proficiency on state exams in language arts and math, and either attendance or graduation rates, depending upon the grade level of the school.

Ms. Comeau noted that the administration is pleased to be able to celebrate the hard work and success of so many schools. For instance, two middle schools, Wendler and Gruening made AYP. In addition, Clark Middle School has shown terrific progress, although they did not make AYP. The District is extremely proud of the schools and the hard work of the teachers, the support staff, the administrators, and the central support staff that contributed to their success.

Ms. Rhonda Gardner introduced Laurel Vorachek, Director of Assessment and Evaluation, Dr. Xiaogeng Sun, Coordinator of Program Evaluation, and Vernon Campbell, Director of Accountability.

Ms. Gardner stated that the administration is pleased with the very focused and intentional efforts that all of the principals and their staffs are putting into achieving adequate yearly progress and, more

importantly, bringing all of our students to proficiency. She reviewed that there are 31 categories in which each school has to meet AYP.

Ms. Laurel Vorachek reviewed the highlights of the report noting that the District has 2,883 cells that they are accountable for under AYP. She reported that the very good news is that the District continues to see an increase in the percent of students who are proficient in language arts and math. Increases were also seen in the age spans groups of grades 3-to-5 and grades 6-to-8. It was felt that true comparisons could not be done with the grades 9-to-10 span because of changing the 10th grade scores from the HSGQE to the SBA. The SBA will be a more valid measure because it is at the grade level.

The District has made terrific progress in the number of “no” cells. This year there were 117 “no” cells out of the total 2,883 cells. Of the 35 schools that did not make AYP this year, 13 missed it by only one of the 31 cells.

Graduation rates have increased from 59.6% to 63.9% which is the result of a lot of efforts that are being done at the high school level. It is also the result of the efforts to make sure that the District is accurately recording graduates. Ms. Vorachek felt that the District is moving in the right direction.

Mr. Vernon Campbell reviewed the consequences for those schools not making AYP. The number of Title I schools at Level II is down from eleven (11) last year to seven (7) this year. Level II involves school choice option and parents have been notified of this option. There are ten (10) Title I schools at Level III. Level III involves both school options and supplemental educational services (SES). Disadvantaged students who are not participating in the school choice option are eligible for SES. The District has made contact with state approved providers and it appears that by November 1 those students that are eligible should be receiving services.

The Anchorage School District is participating in two SES pilots this year. The first is a plan that allows the flexibility for ASD to list itself among the state approved providers. The other pilot provides the latitude to flip choice and SES. Typically choice occurs first when you enter into school improvement. The District has been given the flexibility for schools entering Level II to offer SES first. Unfortunately, this will only impact one school because only one school entered Level II this year.

Mr. Campbell reported that Clark Middle School is entering Level IV this year. The District will be meeting with the Clark community and will lend technical support for them as they discuss plans for school improvement efforts that they have under way. Whaley is entering Level V. In the coming year they will be planning for major reconstitution which would go into effect in 2007-2008 should they not make AYP.

Mr. Steiner noted that ASD seems like the poster child for some of the illogical items in No Child Left Behind, being considered to have traversed further down the road out of compliance when, in fact, having affirmative growth. The numbers calculate out to about a 95% success rate (only 117 "no" cells out of 2883) which is an "A" under most analyses.

Mr. Metcalfe asked for an explanation for how the pilot program for SES provider status works. He wondered whether ASD can provide services outside of the District and compete with other providers. Ms. Gardner explained that would be no reason to try to provide services outside of our district but that it might technically be possible. Mr. Metcalfe wondered whether the SES provider industry was growing. Ms. Gardner noted that the SES provider industry is a huge growth industry across the nation. Alaska, however, is not finding their list of approved providers growing all that much. Ms. Comeau noted that Boston and Chicago had previously requested and been approved to serve as SES providers in their districts. It took about 18 months for Anchorage and Memphis to get approved through an amazing series of negotiations. She attributes the success to the efforts of Mr. Mike Casserly, the executive director of the Council of Great City Schools. Ms. Comeau stated that the hope is to increase the number of students receiving supplemental services. The District has been fighting since the day the bill passed because it didn't make sense that tutoring and extra help was not the first step before moving students to other schools. Mr. Metcalfe questioned how the rural districts provide SES. Ms. Gardner explained that it is extremely difficult. Some SES providers are even providing tutoring over the phone. Mr. Metcalfe commented that this law is so bad that it continues to amaze his that it is still in existence.

Ms. Marks commended Ms. Williams and Clark Middle School for their efforts and their successes. She appreciated Ms. Williams'

leadership and the love that she shows for her students. Ms. Marks also noted that Williwaw Elementary made AYP.

Mr. Steele voiced his concern with Whaley. He had thought that, because of the nature of the type of program that Whaley offers, it was not included in Title I. Ms. Comeau explained that she had written a letter way back when the legislation was first passed explaining the nature of the school and the students who are served there, asking for an exception for the school. The letter was sent to both the state and the federal government and she has yet to receive any response. Mr. Steele commented that, given the graduation rate at Whaley, he doesn't see any way that they will make AYP. Mr. Sjolander acknowledged that chances are very slim that Whaley will make AYP in the future. The District is, however, very committed to being able to demonstrate progress made by the students served there. One of the reasons why it would be so difficult for a setting like that to show AYP is that as students make better progress they transition back to neighborhood schools. The students there are a transient group of students who are in the most need of that specialized setting and that intense remediation. Efforts are being made to focus very strongly on academics while continuing to address behavioral issues. Ms. Gardner noted that Whaley did make safe harbor in seven (7) categories, so they are showing growth. She also noted that, in order to be successful in the category of graduation rates, the target doesn't have to be met, improvement must be shown.

Mr. Steiner questioned why there are different targets for the different groups. Ms. Gardner explained that the targets vary because of the confidence interval. The confidence interval is dependent upon the size of the group. So a smaller group can miss the technical mark by a larger number and still be considered to be within range of hitting it. That is the reason why the larger schools have more of a challenge meeting AYP just from a mathematical standpoint.

Ms. Comeau commented on the graduation rate increase and congratulated the high schools. There is still a lot of work to do but the administration and staff at the high school level are working hard and having a significant impact on the graduation rates.

In response to a question, Ms. Vorachek explained that in order to meet NCLB requirements you have to test at grade level. The state made the decision to combine the HSGQE and 10th grade SBA into

one test rather than give two separate tests. That is not an unusual practice in the testing world. It is expected that the SBA score will be a more challenging standard. There is only one year of data at the 10th grade level so no comparisons could be made until the end of this school year.

Mr. Friedman stated that this is very good news and, while acknowledging that we have a way to go, it deserves to be celebrated.

Ms. Comeau noted that the Houghton-Mifflin reading initiative, while controversial, is paying off in the schools that are getting the training and applying it with integrity. She noted that the District will be continuing to look seriously at K-8 math this year. Decisions need to be made regarding the current math curriculum and the support for teachers.

Ms. Vorachek made a point to acknowledge that Wendler Middle School made remarkable progress this year and deserves to be recognized. It is a very diverse school. They had an 11.1% increase in their language arts and 8.1% increase in their math.

4. ASD Memorandum # 17 - Facility Contract Modification Report and Completed Projects for the Months of June and July 2006

The monthly Facility Contract Modification Report for the months of June and July is attached. There are no exceptions to report this month.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS LITIGATION

L. ADJOURNMENT

The Regular Meeting of August 14, 2006, was adjourned by unanimous consent at 10:12 p.m.

Jeff Friedman, President

John Steiner, Clerk

Johanna Lee, Recording Secretary

Date Minutes Approved