

MINUTES OF THE ANCHORAGE SCHOOL BOARD
REGULAR MEETING OF DECEMBER 4, 2006

The Anchorage School Board met in Regular Session on Monday, December 4, 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, Crystal Kennedy, Macon Roberts, 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, Ralph Feriani, Lt. Col. Luu, Damita Owen, Ray Amsden, Pam Chenier, Stan Syta, Marie Laule, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Friedman noted that Mr. Steiner had requested that ASD Memorandum #75, The Year End Report on the 21st Century Community Learning Center from the Superintendent's Report be addressed in conjunction with Memorandum #107, Prior Approval of the Discretionary Grant: 21st Century Alaska Community Learning Centers, on the Consent Agenda. Seeing no objections to that request, it was determined that the two items will be addressed in that manner.

The agenda was approved by unanimous consent.

C. ANNOUNCEMENTS

Ms. Kennedy reported that the Policy Subcommittee will meet on December 6, 2006 at 12:00 noon in Conference Room 320.

Mr. Steiner shared that he had attended the gubernatorial inauguration this morning in Fairbanks. It was an exciting and moving ceremony. During her address, the new governor, Sarah Palin, mentioned that children are our most important resource and first priority. She also mentioned that educational issues are prominent and important, which Mr. Steiner appreciated.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

1. National Veterans Wheelchair Games presentation

Mr. Scott Kelter with the Alaska Department of Veteran's Affairs made a presentation expressing appreciation to the District for their outstanding support of the National Wheelchair Games this past summer. He reported that over 550 veterans from across the country participated in the sixteen different sporting events at the Games. He noted that Bartlett High School was one of the major venues with six different sports being held there. This is the 26th year for the Games which are held in a different city every year. Mr. Kelter reported that he has received overwhelming responses indicating that these were the best Games ever, largely because of the community participation and how welcome the athletes were made to feel throughout the community.

Mr. Steele noted that he had taken the opportunity to attend a number of the events during the Games. He added that the entire program was very well done. Mr. Friedman noted that it was especially nice to have the Games during the Fourth of July holiday and to see the number of athletes who participated in the parade.

2. ASD Memorandum #146 - Recognition of the Milken Family Foundation National Educator Award Winner

Mr. Steiner read that teacher Mike Sterling's students at Sand Lake Elementary know how to power up. His personal energy and use of technology in his classroom have earned him the "Oscar" of education, a \$25,000 National Educator Award from the Milken Family Foundation.

The Milken foundation noted that Mike helped wire the school for Internet access and he supports his teaching with technology, offering the "greatest practical application for increasing student achievement." Mike often engages students in learning about current, real-world issues, encourages them to publish opinion pieces in the Anchorage Daily News and is himself a frequent guest columnist for our the newspaper.

Benchmark scores show nearly all of Mike's students scoring "proficient" or "advanced" in writing and reading. He has particular success in helping students with special needs gain in literacy skills. Over his 23 years in the district, Mike has taught English in a half-day immersion program for Japanese students, and participated as a consultant in the development of a fifth-year degree program for educators at the University of Alaska.

As the foundation states in its commendations, "Mr. Sterling is worth his weight in gold."

The School Board recognized Mike Sterling for earning the 2006 Milken Educator Award.

3. ASD Memorandum # 147 - Recognition of the Alaska Association of Health, Physical Education, Recreation and Dance Alaska Healthy Educator of the Year

Ms. Kennedy read that Goldenview Middle School teacher Eric Heil believes in getting things rolling. He was recently named the Health Educator of the Year by the Alaska Association of Health, Physical Education, Recreation and Dance, an honor he definitely deserves according to his principal, Julie Maker.

Julie says Eric is a visionary. He initiates and others follow. As an example she says he started using exercise balls to replace chairs in his classroom and now there are no chairs in that classroom. Some teachers have even switched over to using the balls because they help strengthen core muscles, lessen lower back pain and increase balance.

Eric is also the captain of the employee wellness team at Goldenview, a definite bonus for the school and one of the reasons the team is currently a first-place contender in the district's fitness challenge.

Eric started teaching at Sand Lake Elementary in 1996 after a career as a personal trainer and physical therapist. He transferred to Goldenview in 1997 to teach physical education, and switched to becoming a full-time health specialist in 2001 so he could be more involved in developing the physical health of students.

In his spare time, Eric has a need for speed and is the current record holder in the extreme sporting event Arctic Man, with a time of 4 minutes and 4 seconds for the 5.5-mile course. He is a five-time winner

of that event reaching speeds of more than 73 mph as he is pulled on skis by a high-powered snow machine.

The students may not know that aspect of their teacher, who regularly tours the gym and rewards kids eating healthy snacks like apples and vegetables with coupons for a weekly drawing of prizes. They just know that he cares, Julie Maker says.

He creates incentives for the kids on his own and leads by example. He wants to change the face of health for young adults and her staff admires him greatly.

The Association cited Eric's volunteer work on the Anchorage School District's Wellness Policy Committee, which is changing school menus and vending machine offerings. Eric was also noted for his commitment to the Healthy Futures initiative, a grass roots effort to empower Alaska youth to lead more physically active lives.

Bonny Sosa, founder and volunteer director of Healthy Futures says "Eric is the teacher you wish you had. His spirit and progressive teaching make an unquestionable difference in the health and happiness of Goldenview's students."

The Anchorage School Board recognized Eric Heil as the AKAHPERD's Physical Education Teacher of the Year to thank him for his dedication to education, the community and the Anchorage School District.

4. ASD Memorandum # 148 - Recognition of Terry Higley K-12 Teacher Award Winner

Mr. Steele read that Russian language teacher Michele Whaley is the 2006 Terry Higley award winner. This award is presented by Alaskans for Language Acquisition, the statewide professional organization for world language teachers. The award honors outstanding foreign language teachers at the elementary and secondary level and is named after Terry Higley, an outstanding French teacher at Bartlett High School from 1973 until her death in 1998.

Michele has taught Russian at Romig Middle School and East and West High Schools for many years. One of Michele's colleagues writes, "Michelle discusses and shares classroom methods with her peers with

great enthusiasm. She never misses monthly department meetings and is always involved with great ideas that help move us forward as a department.”

Michele is the local founder and director of the annual Russian Olympiada Competition where students statewide meet to showcase their Russian language and culture skills. Michele has also received the U.S. Presidential Scholars Program Teacher Recognition award and was a BP Teacher of Excellence in 1998.

The School Board recognized Michele Whaley for being named the 2006 Terry Higley K-12 teacher of the year. Her enthusiasm and dedication towards her students and the Russian program are exemplary.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Feriani reported that the Student Advisory Board will meet tomorrow, December 5, 2006 at 8:30 a.m. at the King Career Center. He invited members of the Board to attend.

2. Military Delegate

Lt. Col. Fuu reported that there are still approximately 4500 service members from the greater Anchorage area deployed overseas. He asked that the special needs of the families and children of these service members be kept at the forefront, particularly during the upcoming holiday season.

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

Ms. Damita Owen reported that MECAC has met several times. Some of the issues that have been discussed at those meetings include the budget and the teacher contract. The committee continues to plan a parent forum to occur early next year.

The next MECAC meeting will be January 18, 2007. She noted that the committee will be welcoming two new members this evening.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

Mr. Geno DeCervo, a teacher at Alpenglow, sat silently during the time allotted for his testimony.

Ms. Arlene Sandberg, an ESL Resource teacher at Mountain View Elementary School, shared information from a recent conference she had attended. She noted that, at that conference, she heard over and over again that the single most important factor of a successful school is strong teachers. Ms. Sandberg also shared highlights from a recent article from the November, 2006 School Board Journal entitled "Teacher Pay and Attrition". She explained that she represents all of the knowledgeable, talented, and highly qualified teachers of the Anchorage School District in urging the Board to restart negotiations and continue to work toward a fair contract that offers a living wage so the District can keep its great teachers, educate its great students and avoid putting student achievement in jeopardy.

Mr. Andrew Halcro, a District parent, testified in an effort to save the fabulous education that his daughters are receiving. He noted that both of his children have benefited from the District's gifted program. He expressed his belief that educators are the core of education. He acknowledged the challenges being faced today including the PRS/TERS liability, the changing demographic in the schools where almost 100 different languages are being spoken, increasing health care costs, and rising fuel costs. He felt that it is time to recognize that there is a direct link between the state's failure over the last ten years to invest in education and educators and the gang violence and other social ills that plague the state today. The possible cuts to educators and programs are not acceptable in a day and age where other countries and other states are spending far more on education. Providing solid educational opportunities for our children becomes more important with each passing year. Mr. Halcro emphasized that educators should be paid a living wage. He noted that everyone in this state needs to stand up for education and encouraged everyone to go to Juneau and fight for education funding. He indicated his belief that the choice is to invest \$1 in education today or pay \$10 tomorrow. We can build schools and pay educators competitive wages today, or we can build prisons and pay guards tomorrow.

Mr. Friedman asked Mr. Halcro, a former legislator, for advice on how to best contact our legislators and what efforts would be the most productive. Mr. Halcro explained that you have to paint a picture and get parents involved. He indicated that the state is not fiscally stable. If there

were fiscal stability and a long term commitment to education funding some of the social ills could begin to be addressed which would decrease government costs.

Mr. Eric Rassler, a teacher at Abbott Loop Elementary School, shared a news article from the Miami Herald. He used information from that article to compare the teacher contract in the Miami area to the last best offer of the Anchorage School District to the Anchorage Education Association. He indicated that Anchorage teachers deserve a salary that is competitive with neighboring districts and with those in the lower forty-eight states. He urged the Board to return to the bargaining table and settle the contract now. He felt that it is time for the District to show real commitment to children, teachers, and parents with an improved contract offer that is competitive and allows focus to return to teaching and student learning.

Mr. Ron Fuhrer, AEA president, attempted to set the record straight on the issue of the buttons. He believed that the ASD has insulted the integrity of the professional teaching staff by implying that teachers would use the students to promote a cause which serves to advance their financial interests. He indicated that an email received by teachers went on to threaten teachers with possible sanctions from the Professional Teaching Practices Commission (PTPC) in terms of violating the code of ethics; a process which requires that a complaint has to be filed against a teacher before an investigation can begin. He noted that teachers have historically worn buttons during bargaining cycles while cautioning members not to engage in discussions about the bargaining with their students. He noted that the lack of quality teachers will disrupt education in the long run, not teachers wearing a button in the classroom.

Ms. Theresa Obermeyer gave credit to teachers for her children's academic successes and encouraged the Board provide more money for teachers.

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. Regular Meeting - August 23, 2004 - Amended
- b. Regular Meeting - November 6, 2006
- c. Special Meeting - November 13, 2006

2. ASD Memorandum # 87 - 2007 Legislative Priorities

The Administration recommends the Anchorage School Board approve and adopt the 2007 Anchorage School District Legislative Priorities (Attachment A).

3. ASD Memorandum # 135 - Appointment of Minority Education Concerns Advisory Committee Members

It is the Administration's recommendation that the School Board approve the appointment of two new members to the Minority Education Concerns Advisory Committee (MECAC) for terms expiring on June 20, 2009.

4. ASD Memorandum # 111 - School Board Policy Revision: Section 143 - Policy Development Principles (Second Reading)

It is the Administration's recommendation that the School Board adopt on Second Reading the proposed policy changes for School Board Policy 143, Board Policies (Attachment A).

5. ASD Memorandum # 154 - School Board Policy Revision: Section 343.34 - Accessibility of Records (First Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the recommended policy changes for School Board Policy 343.34, Accessibility of Records (Attachment A).

6. ASD Memorandum # 107 - Prior Approval of Discretionary Grant: 21st Century Alaska Community Learning Centers

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to apply for a five-year grant from the Alaska Department of Education and Early Development for after-school programs through the 21st Century Alaska Community Learning Centers Program.

7. ASD Memorandum # 109 - Appointment of Controversial Issues Review Committee Members

It is the Administration's recommendation that the School Board appoint Deborah Martens, Elementary Librarian, Ann Morgester, Secondary Teacher, Tanya Carney, Citizen-at-Large, David Dunsmore, Citizen-at-Large, Deanna Smith, Citizen-at-Large, Davina Stallworth, Citizen-at-Large, Grace Sy, Citizen-at-Large, Jim Curran, PTSA, and Damito Owen, Minority Education Concerns Advisory Committee to

terms expiring June 30, 2008, and reappoint Brooke Hull, Elementary Teacher, Glen Nielson, Elementary Principal, Gina Pastos, Secondary Principal, Mary Jo Iagulli, Middle School Librarian, and Ghodsie Sabri, Minority Community Member to finish terms expiring June 30, 2007, on the Controversial Issues Review Committee.

8. ASD Memorandum # 129 - Approval of Rilke Schule German School of Arts

It is the Administration's recommendation that the School Board approve the application for the Rilke Schule - German School of Arts and Sciences, scheduled to open in the fall of the 2007-2008 school year in non-District facilities, as specified in the application. (If the target number of 150 students is not reached, the administration recommends that the school delay its opening for one year while continuing recruitment efforts.)

9. ASD Memorandum # 130 - Approval of Alaska Native Cultural Charter School

It is the Administration's recommendation that the School Board approve the application for the Alaska Native Cultural Charter School, scheduled to open in the fall of the 2007-2008 school year, in non-district facilities. If the target number of 150 students is not reached, the Administration recommends the school delay its opening for one year. If the applicants are unable to obtain a site commitment by December 15, 2006, the school would not be permitted to open, but the recommendation to approve the charter would remain in place for another year pending the site commitment being obtained by December 15, 2007.

10. ASD Memorandum # 122 - Award of Contract: South Anchorage High School New Closed Circuit Television System

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the South High School New Closed Circuit Television (CCTV) project to Northstar Electric Company, Inc. for the Base Bid amount of \$138,400.

11. ASD Memorandum # 128 - Approval of Schematic Design for Clark Middle School Renewal

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

Project and authorize the Superintendent to proceed with design pending Municipal Assembly approval of the Schematic (Revised) Design.

12. ASD Memorandum # 134 - Personnel Report

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

Mr. Steiner requested that ASD Memorandum #87, 2007 Legislative Priorities, and ASD Memorandum #107, Prior Approval of Discretionary Grant: 21st Century Alaska Community Learning Centers, be pulled for discussion.

Mr. Friedman noted that there were speakers to be heard on ASD Memoranda #129, Approval of Rilke Schule German School of Arts and Sciences, and ASD Memorandum #130, Approval of Alaska Native Cultural Charter School.

Ms. Kennedy requested that ASD Memorandum #135, Appointment of Minority Education Concerns Advisory Committee Members, be pulled so that those new members could be introduced. She also requested that ASD Memorandum #111, School Board Policy Revision: Section 143 - Policy Development Principles (Second Reading), be pulled for discussion.

Mr. Steele pulled the minutes for the Regular Meeting of August 24, 2004 for review.

Ms. Marks requested that ASD Memorandum #128, Approval of Schematic Design for Clark Middle School Renewal, be pulled for discussion.

Ms. Comeau requested that ASD Memorandum #99, Six-Year Instructional Plan Evaluation for the 2005-2006 School Year be pulled from the Superintendent's Report for discussion.

ACTION:

Moved by: John Steiner
Seconded by: Mary Marks

To approve the minutes of the minutes of the Regular Meeting November 6, 2006, the minutes of the Special Meeting November 13, 2006, and ASD Memoranda #154, #109, #122, and #134.

VOTE:

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

Nays: None

MOTION PASSED

ACTION:

Moved by: Tim Steele
Seconded by: John Steiner

To approve the amended version of the previously approved minutes of the Regular Meeting August 23, 2004.

Mr. Friedman noted that these minutes had previously been approved but upon review of the tape it was noticed that an item that had been approved on Consent Agenda had been left out. That item has been added to these minutes. Mr. Steele noted that the item in question is ASD Memorandum #6, the International Baccalaureate Course Approval.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 87 - 2007 Legislative Priorities

The Administration recommends the Anchorage School Board approve and adopt the 2007 Anchorage School District Legislative Priorities (Attachment A).

ACTION:

Moved by: Jake Metcalf
Seconded by: Macon Roberts

That the Anchorage School Board approve and adopt the 2007 Anchorage School District Legislative Priorities (Attachment A).

Mr. Metcalfe, Legislative Subcommittee chairman, reviewed the priorities in the attachment to the memorandum. He noted that most of the priorities have to deal with funding. For public information he noted that the District does not tax and so does not raise money to pay for education. The District relies on the Legislature to provide funding. In addition, the District is required to have a balanced budget. He noted that there are many programs that will be hurt by the predicted shortfall in funding. It is believed that education should be funded on a statewide level so that all students in Alaska get the appropriate public education that they deserve. He noted that every year that he has been on the Board, except one, the budget has had to be cut. He reviewed the efforts that are made every year to try to get additional funding for the District. He believed that it is the intent of everyone on the Board that all District employees are provided a living wage. However, the District is dependent on the Legislature, the Governor and the Anchorage Assembly to provide the funding that is requested.

It is believed that full funding for the PERS/TRS employer rate increases is essential. If this funding is not provided there will be major cuts to the District's budget. It will be requested that the Legislature create a short-term funding bill that can be signed early in the session so that there is a solution in place before notification of potential layoffs is required.

Other legislative priorities include increasing the Foundation Formula, continuing the school debt reimbursement program, increased funding for pupil transportation, full funding for summer school programs and instruction to increase proficiency for all students, funding for standards-based early education programs, and funding for the proposed student information system.

In addition to those items, the priorities include a request for the Legislature to change the compulsory age of attendance to entry at 6 years old and either 18 years old or high school graduation for exiting the public school system. Finally, a request will be made for attention and funding for work force development.

AMENDMENT:

Moved by: John Steiner
Seconded by: Crystal Kennedy

That, on page 2 under "Funding: Increase the Foundation Formula" the second sentence of the first paragraph of that section be changed to read "And, like the Governor, we agree that an

increase in, or above, the Base Student Allocation is also necessary to assist districts in paying the higher employer contribution rates for PERS/TRS to the extent contribution rates above past levels remain necessary even after the direct deposit to the PERS/TRS system as both we and the governor recommend. And also, the second sentence of the second paragraph of the same section be changed to read "Districts are not allowed to carry more than 10 percent of their budgets forward, and are already budgeted so tightly as to make such intentional carry forward completely unfeasible" striking the word "and" and beginning the next sentence "Because.."

Mr. Steiner explained that this amendment is made in an effort to clarify that an increase in funding is needed, whether it is in or outside of the base student allocation, to cover the increased contribution rates which may still occur even if a lump sum is put in. Ms. Comeau noted that the amendment adds value to this package because there are two pieces to the TRS/PERS issue.

Mr. Metcalfe offered a friendly amendment to change the section title from "Funding: Increase the Foundation Formula" to "Funding: Increase and Forward Fund the Foundation Formula" in order to best reflect the requested action. The friendly amendment was seconded by Ms. Kennedy and passed unanimously.

VOTE on AMENDMENT to the ORIGINAL MOTION as AMENDED:

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

Nays: None

MOTION PASSED

AMENDMENT:

Moved by: John Steiner
Seconded by: Crystal Kennedy

That, on page 5 under "Governance: Compulsory Age of Attendance" the first sentence be modified to read "Currently, Alaska Children are not required to begin school until age 7 and may quit at 16." In addition, a fourth paragraph will be inserted after the current third paragraph that will read "Sixteen-years old is too young for a life-altering fork in the road: a decision to take the seemingly "easy" path of dropping out of school, only to regret later how much harder that road in life is. Extending the mandatory school age is no cure-all, but it is right for the students and the community. We embrace the challenge of reaching would-be dropouts with relevant classes that engage them for the academic success they now too early give up on."

Mr. Steiner explained that the first part of the amendment is to clarify that students are required to start school by age 7 although they can start earlier than that age. The additional paragraph was to make the point that sixteen-year-old students don't have the maturity to make a decision that will have such a huge and lasting impact on their future. Ms. Comeau indicated that the first portion of this amendment does more clearly reflect the state's attendance requirement than the original wording.

VOTE on AMENDMENT to the ORIGINAL MOTION:

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

Nays: None

MOTION PASSED

Mr. Steiner noted that there was a Budget Review Team recommendation that the District should pause in the procurement process for the Student Information System to determine whether the District is on the right track. If the monies are received as a capital grant there would be no hurry to utilize the funds. He asked whether the administration believes it is appropriate to proceed in our funding request at this point. Ms. Comeau noted that she believes that the Student Information System needs to be kept as a legislative priority. Mr. Jeff Wood explained that the review and research that has been done within the District has determined that the student information system is critical. In addition, he explained that the District is too far into the process to pause at this time.

Mr. Steele noted that the District is held responsible for making data driven decision and for assuring communication with parents. There is no question that the current outdated system needs to be replaced in order to achieve these goals.

Mr. Steiner reported that Gov. Palen noted in her inaugural address that her education priorities include increased parental involvement. Getting information seamlessly into the hands of parents certainly fits very well into that priority. The system will also help analyze the value of the various programs and assist in making appropriate budgeting decisions based on that analysis.

Ms. Kennedy asked for clarification on increasing the foundation formula. During discussion it was explained that the request is that all of the 2007 funding in the education budget should be the base for the foundation program for the next year. Ms. Comeau indicated that the working of this section of the document could be clarified administratively. She indicated that she would work with Ms. Stokesbary to make sure the wording is clear.

Mr. Friedman passed the gavel to Mr. Roberts in order to offer an amendment to the motion.

AMENDMENT:

Moved by: Jeff Friedman
Seconded by: Jake Metcalfe

That, on page 4 under "Funding: Summer Programs & Instruction to Increase Proficiency for all Students" a third paragraph be added to read "The Anchorage School District further requests

separate funding to provide educational services to students who have been expelled or placed on long-term suspension. These students need an alternative educational environment both to keep them on track towards graduation and to protect the community. The Anchorage School District has two successful programs in place already, but is unable to serve all of the students who could benefit from this opportunity.”

Mr. Friedman explained that these types of services are really outside of the normal middle and high school programming. They are above and beyond what the foundation formula is designed to fund. Mr. Metcalfe agreed with Mr. Friedman and added that this request would also fall within the rationale for the compulsory age of attendance. The students should be kept within the educational system for the entire time that they are to be in school.

Ms. Kennedy wondered whether students participating in the Continuation Program or COHO are District students and whether they are part of the District’s student count. Ms. Comeau noted that students in these programs volunteer to participate and remain District students. She explained that these programs costs are more than can be covered with the basic student allocation. Ms. Kennedy asked whether there should be a legislative component that would require student participation in these kinds of programs. Ms. Comeau noted that an additional amendment to include such a requirement could be brought at a later date when there is a better idea of how it should be approached. She noted that this is priority is a good start because it sends the signal that the District can’t keep providing extra programs, like summer school, out of the same base, 180 day allocations. She noted that programs to serve students who have been expelled or who are on long-term suspension must be a community effort and funded collaboratively.

VOTE on AMENDMENT to the ORIGINAL MOTION:

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

Nays: None

MOTION PASSED

The gavel was returned to Mr. Friedman.

VOTE on the ORIGINAL MOTION on the LEGISLATIVE PRIORITIES as AMENDED:

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

Nays: None

MOTION PASSED

ASD Memorandum # 135 - Appointment of Minority Education Concerns Advisory Committee Members

It is the Administration's recommendation that the School Board approve the appointment of two new members to the Minority Education Concerns Advisory Committee (MECAC) for terms expiring on June 20, 2009.

ACTION:

Moved by: Crystal Kennedy
Seconded by: Mary Marks

That the School Board approve the appointment of two new members to the Minority Education Concerns Advisory Committee (MECAC) for terms expiring on June 20, 2009.

Ms. Damita Owen introduced the new members of the Minority Education Concerns Committee, Fa'aana Tosi and Toc Soneoulay. She noted that both of these individuals are very involved in the community and committed to working with the MECAC. The Board welcomed the new members and thanked them for their service.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 111 - School Board Policy Revision: Section 143 - Policy Development Principles (Second Reading)

It is the Administration's recommendation that the School Board adopt on Second Reading the recommended policy changes for School Board Policy 143, Board Policies (Attachment A).

ACTION:

Moved by: Crystal Kennedy
Seconded by: John Steiner

That the School Board adopt on Second Reading the recommended policy changes for School Board Policy 143, Board Policies (Attachment A).

Ms. Kennedy indicated that these will be the guiding principles for how the Board goes about the process of developing policy. The last sentence in Section 143.4 under Policy Development Subsection (b) references a "super majority" and it was felt that the term should be specified.

AMENDMENT:

Moved by: Crystal Kennedy
Seconded by: Jake Metcalfe

That the last sentence of School Board Policy Section 143.4 (b) read "A two-thirds vote of the Board may override this requirement".

VOTE on AMENDMENT:

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

Nays: None

MOTION PASSED

VOTE on MAIN MOTION as AMENDED:

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

Nays: None

MOTION PASSED

The Board went into recess at 7:55 p.m. and was called back to order at 8:05 p.m.

ASD Memorandum # 107 - Prior Approval of Discretionary Grant:
21st Century Alaska Community Learning Centers

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to apply for a five-year grant from the Alaska Department of Education and Early Development for after-school programs through the 21st Century Alaska Community Learning Centers Program.

ACTION:

Moved by: John Steiner

Seconded by: Macon Roberts

That the School Board approve and authorize the Superintendent to apply for a five-year grant from the Alaska Department of Education and Early Development for after-school programs through the 21st Century Alaska Community Learning Centers Program.

Mr. Steiner noted that there was a 21st Century Community Learning Center Year End Report on the agenda under Superintendent's Reports and thought that it would be appropriate to review that report in the process of going forward with the vote on the authorization for the new grant proposal.

Ms. Bonnie Hardy provided a brief overview of the annual report. She noted that the 21st Century Community Learning Center program was first funded directly through a federal grant and then over the last four years has been funded through the state Department of Education. The District is currently at different points three different multi-year, renewable grants. The request before the Board is to apply for continuation funding for some of the 21st Century programs.

Mr. Steiner asked whether the students are getting benefits from the program and what the rate of return is on the dollars spent in terms of student achievement and improvement. He noted that the data indicates that in some places the students are actually not doing as well. He referenced Attachment C, Year-to-Year Comparison of % Proficient in Reading, which shows substantial progress at some schools and substantial decline at others. Ms. Hardy noted that the data on Attachment C is not from the same cohort of students. The students that are served in the program are referred by their teachers because they need additional help with their academics. They do hope that students will continue in the program from year to year and Ms. Hardy noted that progress can be identified in the students who do stay with the program. She explained that one of the goals of the program is to keep children in a safe environment and while they are in that safe environment the teachers work with them on their academics.

Mr. Steiner wondered whether the program has been modified over the years so that there is more emphasis on direct academic intervention. He noted that we are getting a report on the past and looking at a grant for the future. His question is whether we are learning from what we are doing so that we can believe that future funds are being used for a program that will actually be superior to what we are looking back on. Ms. Harding indicated that in the past the program had a variety of focuses under the federal funding. As the program has transitioned from federal funding to state funding more emphasis has been placed on academics. The new application before the Board this evening is even more focused on academics.

Ms. Comeau explained that it would be more meaningful to look at Attachment D, which looks at a cohort of students from each school in subsequent years, to identify the progress being made at the different program locations. Mr. Steiner noted the importance of looking at these results in an effort to identify why the program is successful in some places and not very successful in others.

Ms. Comeau noted the importance of looking at the best practices being used at schools showing improvement and replicating those practices at other program sites.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 129 - Approval of the Rilke Schule German School of Arts and Sciences

It is the Administration's recommendation that the School Board approve the application for the Rilke Schule - German School of Arts and Sciences, scheduled to open in the fall of the 2007-2008 school year in non-District facilities, as specified in the application. (If the target number of 150 students is not reached, the administration recommends that the school delay its opening for one year while continuing recruitment efforts.)

ACTION:

Moved by: Crystal Kennedy
Seconded by: John Steiner

That the School Board approve the application for the Rilke Schule - German School of Arts and Sciences, scheduled to open in the fall of the 2007-2008 school year in non-District facilities, as specified in the application. (If the target number of 150 students is not reached, the administration recommends that the school delay its opening for one year while continuing recruitment efforts.)

Ms. Jo Sanders spoke on behalf of the Rilke Schule German School of Arts and Sciences. She distributed additional information to the Board which included several budgets based on different combinations of variables including the TRS/PERS obligation level and student enrollment. She also indicated that there is a letter from Stellar School regarding an arrangement for the charter school to have use of their playground and for Stellar students to participate in a mentoring program with charter students. Ms. Sanders informed the Board that Rilke Schule has already begun community outreach, noting that information on the school will be in the next issue of the Korean newsletter.

Ms. Sanders explained that the name of the school had been changed to Rilke Schule in light of the ongoing concerns of the Native Alaskan community and those voiced by Ms. Marks at the recent work session.

Mr. Steele asked how the facility arrangements were progressing. Ms. Sanders noted that nothing could be solidified until the approval process has run its course and funds are available but they have both a primary location and backup facilities lined up.

Mr. Steele noted that one item not addressed in the memorandum is the length of contract. Ms. Comeau explained that the two most recent charter schools were approved for three years. She indicated that she was comfortable with a three year length of contract on each of the charter schools to be acted upon this evening. Extension to the length of contract, based on program success, could be done at the annual review which takes place in June each year. Mr. Roberts indicated his support of an initial three-year contract noting that securing a lease would be easier for the school than if they had only a single-year contract.

Ms. Gardner reported that this group of founders has been incredibly professionalism and very dedicated to their task. They have accepted every suggestion that the Administration has brought forward. She anticipated that the easy working relationship with this group will continue.

Mr. Metcalfe noted that he has a concern with charter schools in general relative to the issue of diversity. He believed that one of the greatest things about public school, particularly here in Anchorage, is the diverse population and the intermingling of cultures. He asked whether the Rilke Schule has a diversity plan in place to enroll a diverse population of students. Ms. Sanders indicated that they do have a diversity plan. She noted that the founders place a very high value on having a diverse population. There will be a variety of after school language classes offered through the school including Chinese, Korean, French and Spanish. The desire is to have a very diverse population and they will be distributing information in a variety of ways to every club and ethnic community that can be identified. The students will be determined through the lottery system but the goal is to have applicants from across the social, economic and ethnic spectrum. Ms. Sanders explained that the plan is on page 28 of the application and is being carried out through the school's public relations committee. The desire is to make the school visible and available to every element of the community.

Mr. Metcalfe indicated that one of the concerns he continues to have is with transportation. Ms. Sanders noted that transportation is a problem with every single school of choice throughout the District, not just with the charter schools. The school can help establish contacts for carpooling, which has been successful in other charter schools and other optional schools. Ms. Comeau added that other schools have also had success using the People Mover, depending on the age of the student. Ms. Comeau acknowledged that the biggest challenge that the District has with all of the alternative programs is the access point.

AMENDMENT to the MAIN MOTION:

Moved by: Tim Steele
Seconded by: Macon Roberts

To add a sentence reading "The contract term would commence July 1, 2007 and extend through June 30, 2010" after the sentence ending "specified in the application."

VOTE on the AMENDMENT:

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

Nays: None

MOTION PASSED

Ms. Marks voiced her appreciation to the founders of the Rilke Schule Charter School for reconsidering the previously suggested name for the school. She thanked them for listening to her concerns and the concerns of other Alaska Natives and taking those concerns to heart.

VOTE on the MAIN MOTION as AMENDED:

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

Nays: Metcalfe

MOTION PASSED

ASD Memorandum # 130 - Approval of Alaska Native Cultural Charter School

It is the Administration's recommendation that the School Board approve the application for the Alaska Native Cultural Charter School, scheduled to open in the fall of the 2007-2008 school year, in non-district facilities. If the target number of 150 students is not reached, the Administration recommends the school delay its opening for one year. If the applicants are unable to obtain a site commitment by December 15, 2006, the school would not be permitted to open, but the recommendation to approve the charter would remain in place for another year pending the site commitment being obtained by December 15, 2007.

ACTION:

Moved by: Crystal Kennedy
Seconded by: Tim Steele

That the School Board approve the application for the Alaska Native Cultural Charter School, scheduled to open in the fall of the 2007-2008 school year, in non-district facilities. If the target number of 150 students is not reached, the Administration recommends the school delay its opening for one year. If the applicants are unable to obtain a site commitment by December 15, 2006, the school would not be permitted to open, but the recommendation to approve the charter would remain in place for another year pending the site commitment being obtained by December 15, 2007.

Ms. Sarah Scanlan spoke in support of the Alaska Native Cultural Charter School noting her excitement at seeing the efforts to move this school forward coming to fruition. She was also pleased to see the support for the school. She briefly introduced the topics that others will speak about during the public testimony. She indicated that over the last one hundred years native cultures have lost the natural parent and family connections to their children due to assimilation efforts and, with that, what it meant to develop a good human being. In spite of that, Native families still want to know how to participate in their children's well-rounded and inclusive education and, through that, help make education relevant. She noted the

importance of providing an educational opportunity that addresses the needs of students and families from the Native perspective. Success for Alaska Native students happens when children know their own worth and value, understand their responsibility to their community, and are able to make good choices about what they want to do.

Ms. Martha Gould-Lehe indicated that it is thrilling after so many months of hard work to be able bring the Alaska Native Cultural Charter School to the Board for their approval. She noted that the school meets the No Child Left Behind mandates. It meets both the federal guidelines and the state of Alaska stipulations for charter schools. Above all this school will help to sustain the rich heritage of Alaska Native people and will serve as a model for other Anchorage schools to see what it means to be cultural responsive.

Mr. Metcalfe noted his continued concern with diversity in the charter schools and asked what plans were in place for the Alaska Native Cultural Charter School to reach out to other cultures. Ms. Martha Gould-Lehe responded that their application lays out their expressed desire to be a laboratory school. In that way they would become a model for others to use, to not only learn about Native cultures, but also to discover the best way to improve the academic success of Native children. Establishing this cultural responsive school will provide a model that could also positively impact all of the other schools and all of the students in the District. Mr. Metcalfe clarified his concern that charter schools run the risk of having separation rather than integration. He believed that, fundamentally, we are all better off when cultures mix together rather than divide up and go separate ways.

Mr. Steele indicated that he was not as concerned about the issue of diversity, noting that the Native population is diverse in and of itself. He believed that there are a lot of non-Native people that could benefit from this type of teaching. He hoped that there would be some diversity while acknowledging that the school is really trying to address a particular population. Mr. Steele reviewed some of the challenges that would be faced by the school and the fact that it will likely be more expensive than the average elementary school program. Ms. Gould-Lehe recognized that there would be funding issues but noted that efforts are already being made to partner with the larger Native community and utilize a variety of available resources.

Ms. Liana Engebretson spoke about the culture shock that students experience when they move from smaller villages to Anchorage. She

noted that this charter school will help young Native students develop a sense of self and provide them with much needed positive role models. She believed that it would also help to improve academic performance. The students should benefit from both the traditional teaching methods and the focus on traditional values. Ms. Engebretson's children, Jakob and Lacayah, shared why they felt the Alaska Native Cultural Charter School is important.

Ms. Linda Hadley, currently a substitute teacher in the Anchorage School District and a former Northwest Artic Borough School Board member, shared her belief that now is the time to try new approaches to help our students meet their academic potential. She thanked the members of the Academic Policy Committee for their hard work. She requested that the Board support the indigenous people of this great land by allowing the Alaska Native Cultural Charter School to become a reality.

Ms. Carmen Tenney shared her experiences as a teacher at Desert Eagle, a Native Charter School in Salt River Community School District in Arizona, and how their practice of engaging the greater Native community contributed to student success. She noted that the students were able to participate in Native cultural activities and also mainstream activities that for some reason they had not been able to at the bigger district schools. She reviewed the academic successes achieved at the school.

Mr. Paul Ongtooguk, a professor at UAA, provided a wider context for the charter school. He noted that in 1960 no one would have predicted the social and economic transformation that would occur for the Alaska Native community. He noted that the Native community has been able to create a unique, vibrant, and successful story here in Alaska. What the community has not been able to do is create an educational system that has caught up to that reality. A demonstration school provides an opportunity to identify what might be more successful for more Alaska Native students in a disciplined, thoughtful and ongoing manner.

Ms. Lucy Brown, a Native Elder, responded to the question of diversity. She noted that there is much diversity with the Native population. She explained several efforts that will be utilized to reach out to the community to seek a diverse student population in the school.

Mr. Jack Zayon testified that an Alaskan Native school would be extremely beneficial to students coming from small villages into the big city of Anchorage. The Native children born and raised in Anchorage

would benefit by being able to stay in touch with their cultural traditions and their values which are often at odds with what they see going on around them. He believed that this is an opportunity for the Alaska Native community to prove themselves and he commended those who have worked so hard on the program.

Mr. Maxim Dolchok testified to the experiences of his four children. He explained the different learning style and processes used by Native Alaskans.

Mr. Christopher Cooke, a long time Alaskan resident and attorney, explained his interest in issues concerning education in rural Alaska and among Native Alaskans. He shared that he had filed the Molly Hootch lawsuit thirty years ago which ultimately led to the development of the system of local high schools throughout rural Alaska providing the opportunity for children to attend high school without having to leave home. Mr. Cooke reviewed the issues of the case and explained the contributing factors to the casualty rate of the boarding school system. Local high schools in rural Alaska have gone a long way toward reducing this casualty rate. While the circumstances may be much different now, many of the same issues still exist as rural Alaskans move to Anchorage. The rural students still find the urban school environment strange and alien. If the students are not prepared or they feel out of place socially and academically they suffer discrimination and alienation and will have a difficult time in school. The casualty rate will continue. Mr. Cooke believed that the Alaska Native Cultural Charter School offers an exciting alternative. The idea of incorporating Native experience, knowledge, language, traditions, and life ways into all aspects of the educational program is sound and beneficial. It will improve community involvement and raise the self esteem of the students.

Mr. Roy Agloinga indicated that he had done case work for Cook Inlet Tribal Council Family Services during the early 1990s. He explained the tremendous hardships that families faced in working through the school system. At first he believed that the families having a difficult time were those with absent parents. He came to recognize that children whose parents were present and were advocating for them in the schools were still failing. He believed that much of the issues were because of racism. He shared his concern over his own nephew and the possibility of his attending school in Anchorage. His fear is that his nephew will run a much higher risk of failure in the system here. He voiced his support for the Alaskan Native Cultural Charter School.

Mr. George Irvin from the First Alaskans Institute questioned why Native parents, students, educators, and other members of the Native community in Anchorage would want a Native charter school. He wondered why they would not be satisfied with the educational opportunities currently available. He answered his own question by explaining that the concept of public education has always been based on local control but that local control was never given to Native Alaskans. He believed that the emotional push for a Native charter school is based on the desire of Native Alaskans to take back some control and authority over the educational opportunities for their children.

Shirley Tuzroyluke spoke in support of the Native Alaska Native Cultural Charter School. She noted that the future of Alaskan Native Cultures is predicated on the success of their children. The charter school proposes to bring together elders, leaders, parents, and teachers to infuse Alaska Native values, cultures, and language into active learning experience. The community wants to be involved in schools but has not yet found the open door that this school will provide. She strongly encouraged the Board to endorse this application.

Ms. Claudette Engblom-Bradley, an Associate Professor at the UAA College of Education, voiced her concern with designing math curriculum based on culture and environment. She noted the importance of promoting the intellectual side of being Native. Western society is losing the understanding of the wisdom of Native cultures and how it can be applied in the current world situation.

In response to a question from the Board, Ms. Comeau noted that she believed that the issue of a facility has been addressed and that she is comfortable deleting the reference to a specific date as a deadline for securing a site commitment. Ms. Virginia Juettner, chairman of the Building Committee for the Alaska Native Cultural Charter School, explained the progress of securing a facility for the school.

Ms. Comeau indicated that the enrollment target must remain in the approval memorandum. She noted her absolute belief that it is in the best interest of the school to defer for a year if the enrollment numbers are not locked in by a particular date.

AMENDMENT to the MAIN MOTION:

Moved by: Tim Steele
Seconded by: Crystal Kennedy

To delete the last sentence of the last full sentence of the original motion and to add a sentence reading "The contract term would commence July 1, 2007 and extend through June 30, 2010" after the sentence ending "in non-district facilities."

VOTE on the AMENDMENT:

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

Nays: None

MOTION PASSED

Mr. Steiner wondered to what extent developing this program as a laboratory school was an effort to provide a "proof of concept" that the best way to reach the Native student is through a school that teaches comprehensively along this cultural pathway as opposed to developing methods to reach students that could then be incorporated back into mainstream schools. Ms. Gould-Lehe indicated her belief that the two go hand-in-hand. Ms. Comeau noted that it was her understanding that the laboratory concept is to provide a resource for other teachers to learn best practices and be able to incorporate them back into their own classrooms.

Mr. Steiner voiced his concern with whether the transition between this school, which will be K-6, and mainstream middle school will be difficult for the students. Ms. Gould-Lehe noted that the school would undertake the same efforts to transition their students as the current elementary schools. Mr. Steiner believed that the challenges will be even greater for students who will have to transition into a different educational concept at the same time they are dealing with other issues associated with that particular age group. Ms. Comeau noted that, if this school is successful, the students will be much better prepared to transition into middle schools because they will be doing well academically.

Mr. Metcalfe identified the problem as being racism and lack of diversity in the District. The diverse learning styles of the different cultures represented in our student body are not taught because there is a lack of people to teach them. He believed that while this program would promote the Native culture it would not address the underlying issue of

diversifying the school district. He noted that we will continue to have problems in our district with all cultures until we become a district that reflects the students within the district.

Mr. Steiner indicated that it might be ideal if our staffing numbers reflected the same cultural diversity in roughly the same proportions as do our students. Unfortunately, the staff is not available to make that happen as much as it is desired. He reiterated that he really liked the idea of this being a laboratory school that can provide assistance to other teachers throughout the District.

VOTE on the MAIN MOTION as AMENDED:

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

Nays: None

MOTION PASSED

The Board went into recess at 10:45 p.m. and was called back to order at 10:55 p.m.

ASD Memorandum # 128 - Approval of Schematic Design for Clark Middle School Renewal

It is the Administration's recommendation that the School Board approve the Schematic Design for the Clark Middle School Renewal Project and authorize the Superintendent to proceed with design pending Municipal Assembly approval of the Schematic (Revised) Design.

ACTION:

Moved by: Mary Marks
Seconded by: Tim Steele

It is the Administration's recommendation that the School Board approve the Schematic Design for the Clark Middle School Renewal Project and authorize the Superintendent to proceed with design pending Municipal Assembly approval of the Schematic (Revised) Design.

Mr. Ray Amsden presented an overview of the design solution proposed for the Clark Middle School Renewal project. He highlighted many of the challenges encountered during the process. He noted that when the educational specifications for the project were developed last spring it was the expectation that a significant portion of the building would be retained. There were then engineering studies which further refined the concept design and concluded that the only portion of the building that could be cost effectively retained was the library. Since that time, having brought in the general contractor/construction managers, Davis Constructors, the plans have undergone extensive review and it has been determined that the most cost effective solution for this project is to remove the entire structure and build new. That decision is predicated on dollars and cents. He emphasized that we have exercised a great deal of expertise in term of value engineering this project, making sure that we are getting maximum benefit for the dollars that are being spent.

He noted that this project has been one of the most extensive community outreach projects that the District has dealt with for a number of years. We have tried to draw in all of the factors that have an interest in this project and will benefit from it. There has been a lot of give and take as it relates to the city's interest in this project and adjacent projects. We have been working with city representatives as it relates to the development to the west where there has been a number of iterations of property adjustments to accommodate both their needs and our needs. We have dealt with the state's project on the corner of Bragaw and the Glenn Highway. We have also considered the city's needs as related to the current Parks and Rec Building.

Mr. Amsden indicated that the design solution being presented is one that he believes to be extremely efficient. It is a very compact solution that reflects the constraints on the property and the very unique and special needs of the school community. He reviewed a number of issues that still need to be resolved with the city such as the relocation of some existing power lines, some vegetative buffer issues, shared parking concerns, surface drainage issues and a storm drain issue. He indicated that these issues will continue to be worked on as this design is refined with additional detail and information over time. He believed that acceptable solutions will be found for all of those issues.

Mr. Amsden introduced Mr. Michael Carlson, the lead designer for McCool Carlson Green. Mr. Carlson provided an overview of the schematic design, focusing on the changes from the previously approved concept design. The biggest change with the building is that, with the

library being demolished, there was much more flexibility in terms of situation the building so the building has basically been flipped so that the service area is now on the west side of the site where it is not visible from Mountain View and Bragaw. This orientation also presents a much better site circulation. Another benefit is that the gym can now be centrally located near the athletic fields.

Mr. Steele requested a review of why did the city needed as much property in the northeast portion of the site and what they are planning on doing there. Mr. Amsden explained that the city is still determining the full scope of the project which will convert the current Parks and Rec Building back into a community library. There has been discussion about developing pedestrian walkways that would integrate the library with the school site. There has also been discussion regarding shared parking issues. Ms. Comeau noted that efforts have been made to make sure that the entire site is seen as a community center.

In response to a question from Mr. Steele regarding the concerns about the intersection of Bragaw and the Glenn Highway, it was explained that the understanding is that the Glenn will be lowered and Bragaw will pass over it but not in a highly elevated condition. There will walkways on both sides which should provide a safe walking route. Mr. Carlson noted that the last design he had seen included a tunnel from the south side of the Glenn Highway so that students who live east of Bragaw would go through the tunnel and then up and over the highway. Mr. Friedman added that it was his understanding that the structure is not so much a tunnel as a wide open bridge space. Ms. Comeau noted that there is a clear commitment on the part of the city to get all of the players together to deal with these and other issues involving the entire community.

Mr. Steele voiced his concern that there are no buffers between the school and the highway and about the drainage issues. He also asked about the significant drop off on the property near the athletic fields. Mr. Amsden acknowledged that there is a significant grade change and indicated that there will be some kind of retaining structure that will appropriately deal with that grade. He noted that the drainage issue is always a concern for any project. He believed that the expertise that has been involved with the project will lend itself to a well developed, well functioning project.

Ms. Marks asked what plans are being made for the storm water retention pond. Mr. Amsden noted that there is no longer room on the site for the retention pond. We do, however, have a commitment from the city to help the District locate that external from our site.

Ms. Marks wondered how the student body will be handled during construction. Ms. Comeau noted that she has a meeting scheduled with the Clark staff to discuss the fact that the only way that this project can be done the way it is currently envisioned is to close the school through construction. She indicated that she would be working with Ms. Williams to establish some opportunities to meet with parents to discuss this issue.

Ms. Kennedy wondered, after having so efficiently laid out a site plan on a smaller parcel of land, whether the District is able to say that a thirty acre site is not necessary for middle schools. Mr. Amsden explained that, while it is possible to do a project on a smaller site, other issues that the District does not control by ordinance such as drainage, retention ponds, and buffers must be considered. A site of at least thirty acres allows for consideration of those issues.

Mr. Steiner wondered whether the saw tooth design of the hallways through the classroom areas is as efficient as a linear design. Mr. Carlson indicated that he believed the design to be very efficient although he had not done a comparison as the compact site does not permit that kind of stretch.

Mr. Steiner requested Mr. Carlson to address the basis for the expansive design of the commons area. Mr. Carlson explained the justification for the two-story design of the commons area. The commons area will be a very active space as it is the crossroads to the multi-purpose room, the gym, the library, the academic wings and the main entrance. Mr. Amsden added that having an overlook area from the upper floor provides a wonderful location to allow staff to monitor the entire commons area.

Mr. Roberts expressed that he was pleased that a solution was found that will provide a new school building to the community.

VOTE:

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

Nays: None

MOTION PASSED

ACTION:

Moved by: John Steiner
Seconded by: Tim Steele

To reconsider the vote on the Approval of the Rilke Schule German School of Arts and Sciences.

Mr. Metcalfe noted that he had initially voted against that motion and appreciated the opportunity to change his vote.

RECONSIDERATION OF VOTE:

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

Nays: None

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 131 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of November 1, 2006 through November 16, 2006.

2. ASD Memorandum # 132 - District Improvement Plan for the 2006-2007 School Year

The Department of Education and Early Development issues its annual designations of districts in terms of Adequate Yearly Progress (AYP) each fall. As the Anchorage School District (ASD) is in Level 4, or Corrective Action Status, the No Child Left Behind Act and Alaska state regulations require the District to submit an improvement plan to the Department of Education and Early Development (Attachment A). The plan's goals should address the specific areas wherein the District did not make AYP or Safe Harbor targets. For ASD, those three categories in language arts are African American, Alaska Native & American Indian, and Students with Disabilities. In math, the three categories are African-American, Students with Disabilities, and Limited English Proficient. Instructional strategies, activities, materials, and trainings in the plan should reflect changes to current practice as well as continuing efforts the District has deemed effective.

3. ASD Memorandum # 75 - 21st Century Community Learning Center 2005-2006 Year End Report

The 21st Century Community Learning Center (CCLC) 2005-2006 Year End Report is the Anchorage School District (ASD) report to the School Board and the community on the achievement of the afterschool program. The 21st CCLC programs were held in the following elementary schools: Fairview, Government Hill, Mountain View, Muldoon, North Star, Northwood, Ptarmigan, Russian Jack, Taku, Williwaw, Willow Crest, and Wonder Park. A program was also held at Clark Middle School.

4. ASD Memorandum # 99 - Six-Year Instructional Plan Evaluation for 2005-2006 School Year

The Anchorage School Board adopted the Six-Year Instructional Plan at their meeting on May 10, 2004, and four additional department plans were added in 2005. Each of the plans is evaluated and presented to the Board for approval. Revisions to the original plan were made in each of the 29 discrete plans and adopted by the Board on January 9, 2006.

Due to the lateness of the hour, the discussion on this issue was delayed until the December 11, 2006 meeting of the Board.

5. ASD Memorandum # 11 - Class Size Report 2006-2007

This report for the 2006-2007 school year is divided into the following categories: Elementary Education, Middle School Education, High School Education, Special Education, Bilingual Education, and Charter Schools. In addition, the Administration has compiled information on class sizes in the alternative programs and the student-to-counselor ratio at the eight major high schools.

Each major department in the Instructional Division has provided detailed information on class sizes and, at the high school level, the counselor-to-student ratio.

6. ASD Memorandum # 121 - First Quarter Suspension/Weapons/Expulsion Report 2006-2007

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

narrative information below and as Attachments A-F. Suspension/expulsion information is also reported from the charter schools

7. ASD Memorandum # 133 - Treasurer's Report/Financial Recap: October 31, 2006

The Anchorage School District Treasurer's Report includes a summary of the total demand deposits and investments, which are on hand as of October 31, 2006, and a summary of the investment transactions completed October 1 through October 31, 2006.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Mr. Metcalfe announced that Ed Earnhart, a real supporter of the Anchorage School District, passed away late last week. He noted that Mr. Earnhart was an active community members and volunteer and would be greatly missed.

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS LITIGATION

L. ADJOURNMENT

The Regular Meeting of December 4, 2006, was adjourned by unanimous consent at 11:48 p.m.

Jeff Friedman, President

Mary Marks, Clerk

Johanna Lee, Recording Secretary

Date Minutes Approved