

MINUTES OF THE ANCHORAGE SCHOOL BOARD  
REGULAR MEETING OF MARCH 12, 2007

The Anchorage School Board met in Regular Session on Monday, March 12, 2007, 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, Eric Tollefsen, Michelle Egan, Robb Boyer, Janet Stokesbary, William Johnson, Ray Amsden, Pam Chenier, Marie Laule, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Friedman announced that ASD Memo #200, Award of Contract: Lake Otis Elementary School Window and Façade upgrades, was postponed.

The agenda was approved as amended by unanimous consent.

C. ANNOUNCEMENTS

Mr. Friedman announced that two school board candidates, Ryan Sharratt and Chris Tuck, were in attendance.

Mr. Friedman explained that AEA and ASD have been meeting for six days in an effort to reach an agreement. A tentative agreement has not yet been reached but bargaining is still underway. Teams were making progress after five days of bargaining so the negotiation period was extended. When a tentative agreement has been reached or the District makes its last best offer the details will be made public.

Ms. Kennedy announced that the Policy Subcommittee will meet on Wednesday, March 14<sup>th</sup> at 3:30 p.m. in Conference Room 150.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

ASD Memorandum #219 - Recognition of Scholastic Art Competition Winners

Mr. John Steiner read that the teen artists in the Anchorage School District who entered the prestigious national Scholastic Art Competition are in good company. Alumni of the competition for middle and high school students include Andy Warhol, Truman Capote and Robert Redford. This year, about 300 pieces were submitted and 100 made the final cut in the media of sculpture, printmaking, photography, painting, drawing and ceramics. Awards were presented to Gold Key and Silver Key winners. Gold Key winners have their artwork travel to New York City to be adjudicated by renowned artists in the national competition.

**This year's Gold Key Winners from the Anchorage School District are:** Rana McLeary from Bartlett High School, Jade Carboy from Chugiak High School, Yuri Huseynov and Whitney Schoenthal from Dimond High School, Mariano Barela, Amanda Carter and Michael Lazaro from Mears Middle School, Alison Demoski from Service High School, and Keeper Nott, Chanel Moesh, Mark Hansen, Ellie Millen, Eddy Pena, Michel Lawlor and Paul Senner from West High School.

**This year's Silver Key Winners are:** Aron Standley and Heidi Taylor from Chugiak High School, Christina Gilleland, Nicole Robinson and Hanna Schlosstein from Dimond High School, Hanna Johnson, Mercedes Obey and Seung-Jun Kim from Service High School, and Megan Birchell, Kaitlyn Kosdenar, Edward Hoecher, Yinshi Lerman-Tan, Yamila Perdomo, Tajajihan Swales, Rosalind Worchester, Rachel Rosefigura and Kate Wichorek from West High School.

**Special awards were also presented: The Ken Gray Award** went to Jade Carboy of Chugiak High School and **The Ron Manook Award** was given to Whitney Schoenthal of Dimond High School.

**Three students were also nominated for the National American Vision Award: Mariano Barela** of Mears Middle School, **Jade Carboy** of Chugiak High School and **Keeper Nott** of West High School.

The Anchorage School Board recognized each of the above named students for their accomplishments and to wished the Gold Key Winners the best of luck as their artwork is adjudicated in the national competition.

ASD Memorandum #220 - Recognition of Costas Writing Award Winner, Mary Richards

Mr. Tim Steele read that technology strengthens the connection between students and the world around them with the help of Mary Richards, winner of the 2007 Bob Costas Grant for the Teaching of Writing. Her students at Eagle River High School give her high marks for incorporating DVDs, MP3s and other methods of digital storytelling to make their subject matter come alive. Richards also links teachers and students statewide with her "e-zine," *Northern Lit*, which publishes their writing.

As a member of the Alaska State Writing Consortium, Richards helps preserve indigenous Native Alaskan oral traditions through technology. She also helps students reach out to their parents serving in the military by publishing their work online, so they can see their children's progress despite the distance.

"Her dedication to literature inspires me every day," said one of her students, which makes her just the type of teacher the judges were looking for, according to Gaston Caperton, president of the College Board, which produces the SAT and AP curriculum, and sponsors the \$2,000 grant.

"I commend you for your innovative approach to the teaching of writing and for the powerful impact you are having," Caperton wrote to Richards.

The Anchorage School Board recognized Mary L. Richards for her achievements and for receiving this grant.

In response to a request from Mr. Steiner, Ms. Richards announced that the web address for *Northern Lit* is [www.alaskawritingconsortium.org](http://www.alaskawritingconsortium.org).

Anchorage Community Assessment Project Presentation

Ms. Comeau introduced Mary Barber, Michelle Brown, and Karen Benning from the United Way, and Mike Abbott from the Municipality. She explained that the United Way has been undertaking the Anchorage Community Assessment Project for a number of years. They recently released a very comprehensive report which is available on the United Way website. Ms. Comeau noted that this report has valuable information with implications for the Anchorage School District and for our community.

Ms. Barber, Ms. Brown, Ms. Benning, and Mr. Abbott provided a brief overview of the report including the history of the project, the process followed to gather the data, and several insights gleaned from the data. They discussed the vision for Anchorage from several points of view including education, health, economy, public safety, social environment, and natural environment. It is hoped that this report will become a valuable resource for the District and many community organizations, as well as serving to jump start a critical dialogue of what kind of community Anchorage would like to be. A copy of the project report was distributed to the Board.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Feriani reported that the Student Advisory Board met on March 6, 2007. Mr. Henry, Ms. Comeau, and Ms. Vandergaw attended the meeting. The issues discussed at the meeting included the budget, the AEA contract, and the bond for Clark Middle School. The issue of the Alaska Studies class was also discussed and suggestions made for alternative methods to fulfill that requirement.

The next Student Advisory Board meeting will be held on April 10, 2006 at 8:00 a.m. at the King Career Center.

2. Military Delegate

Col. Shutt voiced his appreciation for the successful collaboration between ASD and Ft. Richardson. He noted that the importance of this relationship has really been highlighted over the last few months as Ft. Richardson has prepared for and executed a major deployment from the post. Col. Shutt wanted to publicly thank the teachers, staff, counselors, principals, and administrators for their support during this stressful time.

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

Mr. William Johnson reported that the MECAC met on March 7, 2007. He noted that the committee is planning a community education forum to be held on April 21<sup>st</sup> from 1:00 p.m. - 3:00 p.m. in the atrium of the ASD Education Center.

The next MECAC meeting is scheduled for March 15, 2007 at 12:00 noon in Conference Room 007 of the ASD Education Center. As always, the public is welcome to attend.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

Mr. Vince Casey, president of the Anchorage branch of the NAACP, reported that he has had a number of African American parents contact him regarding issues of harassment and discrimination in the schools. Ms. Comeau noted that she had followed-up with a situation that Mr. Casey had brought to her attention last Friday and would be getting in touch with Mr. Casey individually to bring him up to date. She noted that the MECAC will want to work with the NAACP on any issues regarding harassment and discrimination of minority students. She also assured Mr. Casey that the staff is very committed to erasing any discrimination and harassment. She appreciated Mr. Casey bringing these issues forward.

Ms. Jessica Cook, a teacher and AEA executive board member, spoke in opposition to the recent plans to cut teaching positions in an effort to balance the proposed budget. She noted that the Board could set new priorities to provide competitive wages and benefits if they would choose to do so, regardless of what happens in Juneau.

Ms. Jody Viscardi, an ASD teacher, voiced her opinion that it is time for the administration to stop saying that there is no money in the budget and use the undesignated fund to invest in educators. She indicated that the District needs to send a message to Juneau that they value their teachers and let them know that the number one priority is to have a quality teacher in every classroom. If we expect Juneau to invest in education we must demonstrate that we are striving to achieve a competitive salary schedule that will insure that the best educators will be teaching in Anchorage now and in the future.

Ms. Megan Larson, an ASD teacher, indicated that the current bargaining crisis comes down to the issue of trust. She believed that the public does not support school bonds because Anchorage citizens feel that the money is mismanaged. Ms. Larson noted several examples of items that she has seen over the last few years that she considers wasteful.

Mr. Dan Barker, teacher and AEA executive board member, assured the Board and administration that teachers have been contacting their state legislators to encourage them to increase educational funding. He noted that there have been three items of education legislation that have been

heard in committee. He noted that NEA Alaska representatives have been in Juneau personally testifying to the need for more dollars to adequately fund K-12 education and to increase the base student allocation to \$5953 per student. Mr. Barker reviewed a number of activities being done by members of AEA to support increased education funding and asked what efforts were being made by the District.

Mr. Ron Furrer, president of AEA, voiced his belief that the Board could settle the contract by dedicating 1% of the general fund budget to recruiting and retaining quality teachers. He believed that a 1% commitment of the operating budget per year added to the rejected contract offer would be ratified overwhelmingly by the teachers. It was his belief that the District can afford such a commitment and that the students deserve it.

Ms. Kathy Wright, an ASD teacher, voiced her disappointment with how the District has failed to see the value of good teachers. She noted that teachers teach children, not programs.

Mr. Jim Aronow, an ASD teacher, noted that he does not feel that he is being forced to strike. He feels that he is choosing to strike. He reviewed a book that he had recently read, *The Four Agreements*, which deals with being impeccable with one's word, giving one's best effort, not making assumptions, and not taking things personally. He emphasized the importance of the teachers, how much they mean to the youth in this community, and how much they contribute to the well being of their students.

Ms. Theresa O'Neel, a former ASD teacher, noted that she had left the teaching profession for a position with Starbucks. She compared the benefits of her new position with those she had as an ASD teacher.

Debbie LaBounty, an ASD parent, thanked the teachers, not only the ones her children have but the others throughout the District who encourage children and help establish a climate that makes learning possible. She noted that technology has no value without having quality teachers in the classroom.

Ms. Karin Braun, an ASD parent, spoke in support of the teachers. She noted, as a business owner, that it is necessary to have good employees. In order to retain good employees they must be well paid. It saddens her to see qualified experienced teachers leaving the District. She noted that the Arbitrator's report states that the teachers deserve a raise and

encouraged the Board to reprioritize to give them one. A strike will do nothing to strengthen our community. It will do nothing to motivate the staff. It will do nothing to increase support for the Anchorage School District.

Mr. Darrell Horton, a District teacher, urged the Board to significantly raise their offer to teachers. He noted that the patience of teachers is almost gone. He encouraged the District to settle the contract so that we can move on with a renewed focus on educating Anchorage children.

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 - October 16, 2006
- b. Special Meeting - February 26, 2007

2. ASD Memorandum # 178 - Award of Contract: Miscellaneous School Supplies

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract to Arctic Office Products to furnish Miscellaneous School Supplies in the amount of \$132,524.

3. ASD Memorandum # 216 - Acceptance of Cash Grant Award: Fred Meyer Stores

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept a cash grant from Fred Meyer Stores in the amount of \$20,990.

4. ASD Memorandum # 217 - Acceptance of Grant Award: Best Buy Teach Grants for Polaris K-12

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept two Best Buy Teach Awards from Best Buy Children's Foundation totaling \$17,500.

5. ASD Memorandum # 218 - Budget Transfer: Partial Offset of Vending Machine Losses for Middle and High Schools

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to process a budget transfer in the amount of \$100,000 to partially offset the vending machine revenues lost to middle and high school activities accounts.

6. ASD Memorandum # 202 - Six Year Capital Improvement Plan Analysis and Recommendations: July 1, 2007 - June 30, 2013

It is the Administration's recommendation that the School Board approve the attached Anchorage School District Six-Year Capital Improvement Plan for July 1, 2007 to June 30, 2013.

7. ASD Memorandum # 201 - Acceptance of Alaska Community Foundation Donation

It is the Administration's recommendation that the School Board authorize the Superintendent to accept a donation from the West High School Auditorium Restoration Committee through the Alaska Community Foundation in the amount of \$465,000 for restoration of the West High School Auditorium.

8. ASD Memorandum # 205 - Personnel Report

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

Mr. Friedman requested ASD Memorandum #217, Acceptance of Grant Award: Best Buy Teach Grants for Polaris K-12, be pulled for discussion.

Mr. Steiner requested ASD Memorandum #202, Six Year Capital Improvement Plan Analysis and Recommendations: July 1, 2007 - June 20, 2013, be pulled for discussion.

Ms. Comeau requested that ASD Memorandum #208, Presentation of District Induction and Mentoring Program, be pulled from the Superintendent's Report for discussion.

ACTION:

Moved by: Jake Metcalfe  
Seconded by: Mary Marks

To approve the minutes of the Regular Meeting of October 16, 2006, and the Special Meeting of February 26, 2007 and Memoranda #178, #216, #218, #201 and #205.

VOTE:

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

Nays: None

MOTION PASSED

Mr. Steiner noted his appreciation for the fundraising efforts of the West High School Auditorium Restoration Committee. One of the items approved on the Consent Agenda was the acceptance of a grant from that organization to help renovate the auditorium at West High School.

ASD Memorandum # 217 - Acceptance of Grant Award: Best Buy Teach Grants for Polaris K-12

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept two Best Buy Teach Awards from Best Buy Children's Foundation totaling \$17,500.

ACTION:

Moved by: John Steiner

Seconded by: Mary Marks

To approve and authorize the Superintendent to accept two Best Buy Teach Awards from Best Buy Children's Foundation totaling \$17,500.

Mr. Friedman explained that he had asked for this to be pulled because Mr. Corey Aist was in attendance and had brought some of the digital books referred to in the memorandum. Mr. Friedman felt that other board members might be interested in taking a look at them. Mr. Aist noted explained that this is the second time he had applied for the Teach Grant. He explained his involvement with the digital book making working with students in the first through fourth grades. These are completely student generated projects from start to finish. Mr. Aist explained that the books are not printed in-house, they are ordered through Apple.

Mr. Aist is hoping that these types of digital artifacts and projects will allow students to demonstrate their abilities and achievements. They will then be able to use these demonstrations during student led conferences.

VOTE:

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

Nays: None

MOTION PASSED

The Board went into recess at 8:00 p.m. Mr. Friedman called the meeting back to order at 8:12 p.m.

ASD Memorandum # 202 - Six Year Capital Improvement Plan  
Analysis and Recommendations: July 1, 2007 - June 30, 2013

It is the Administration's recommendation that the School Board approve the attached Anchorage School District Six-Year Capital Improvement Plan for July 1, 2007 to June 30, 2013.

ACTION:

Moved by: Mary Marks  
Seconded by: Tim Steele

To approve the Administration's recommendation that the School Board approve the attached Anchorage School District Six-Year Capital Improvement Plan for July 1, 2007 to June 30, 2013.

Ms. Comeau explained that the Capital Improvement Plan (CIP) is a major blueprint based on a current set of information. It has gone through a very public process with the Capital Request Advisory Committee (CRAC) and much internal review. The Plan is an evolving document. Once the Board adopts the CIP, it is transmitted to the Municipality and becomes the document used to set the stage for the next year's construction projects if the bonds are passed successfully. Ms. Comeau noted that there is currently over \$600 million in backlog of construction needs. This is really an overall picture of the district's capital needs.

Mr. Ray Amsden introduced Ms. Ophelia Dargon-Steed, Ms. Rachel Molina, and Mr. Rob Balivet. He reiterated that the plan being presented is founded on the best information available today. The plan needs to be somewhat flexible. The plan has been presented to the Municipal Planning and Zoning Commission and it has been approved as submitted. Mr. Amsden indicated that the plan is very close to the alignment to the recommendations from the Capital Request Advisory Committee (CRAC).

In a brief powerpoint presentation Mr. Amsden reviewed the purpose of the Six-Year CIP, how it is developed, and the approval process. Ms. Ophelia Dargon-Steed reviewed membership and population data. She noted that there is a relatively flat overall projected membership through the next six years.

Mr. Amsden noted that there is a great deal of need in terms of capital improvements within the district. There has been an attempt to balance those needs with potential funding in the future. It is important to note that twenty-eight projects that were once on the plan have been moved outside of the six-year window. That doesn't indicate that those projects are not important or less important, it is simple a matter of trying to be realistic in the plan. The first year reflects the current bond projects. If the bond package is not successful the entire plan will change significantly. Mr. Amsden noted the three-phase cycle of planning, design, and construction, and briefly reviewed the specific projects on the plan.

Ms. Comeau noted that, as a result of several meetings with different groups in Girdwood, she had committed to a study on the issue of a K-8 versus potentially a K-12 or high school piece in Girdwood. In addition, Ms. Comeau noted that the work currently going on at the King Career Center has shown that the district can be a good partner with the community in adding vocational opportunities. In light of that she had asked staff to include a study of the potential of adding another vocational facility in the district.

Mr. Steiner asked whether the operational costs of having a K-12 facility in Girdwood versus the transportation costs have been looked at in the past. Ms. Comeau indicated that those types of issues have not been looked at in depth and is the impetus of the study. There has been no cost analysis of any options. Mr. Steiner suggested that information regarding the cost impact on the district should be ascertained before having the discussions in the community. Ms. Comeau respectfully disagreed with that approach. She explained that she believes it would be more beneficial to meet with the community in a listening session where they would be able to generate all of their questions and concerns. After that the District could do some cost analysis and go back to the community with facts. She believes that such an approach would be more effective than initially going to the community with information that we think they want to know.

Mr. Steiner asked whether the CRAC is provided information as to the affordability or bondability of the individual projects as part of their plan

development. Mr. Amsden explained his belief that the CRAC is aware of the same driving factors that the district is in terms of project cost. We do not, however, prepare a comprehensive analysis. We are simply looking at the projects on the face of dollars and annual appropriation needs to meet the objective. The committee is a thoughtful one and although they have not asked for information on affordability or bondability, they often do request additional information which Mr. Amsden makes all efforts to provide for them.

Mr. Steiner clarified that there were twenty-eight projects that are on the current CIP but have been moved off of the proposed CIP before the Board at this time and have, therefore, been effectively postponed for two years. Mr. Amsden confirmed that to be true.

Mr. Steiner noted that, according to middle school projections, the district anticipates an increase of only forty-six students over the next six years. He finds it difficult to look at that rate of growth and expect support for a new middle school. He thinks the same thing for high schools as the CIP calls for a \$15 million wing on Dimond yet over the planning horizon high school enrollment is expected to decline. Ms. Comeau acknowledged that this issue is a real dilemma and one of the things that the district has wrestled with. She noted that the difficulty is that, even with all of the boundary changes made at the middle school level for this coming fall, the only middle school with any capacity at all is Mirror Lake. At the high school level, Ms. Comeau noted that the problem is that most of the high schools are at or near capacity and so there is not an opportunity to do boundary changes at that level. Chugiak is the only high school with some capacity. Even though there is an anticipated decline in enrollment, the fact remains that there are 120 relocatables in operation throughout the district. Part of the challenge is the changing demographic in particular areas of town.

Mr. Steiner noted that, according to the report, the district expects to be back within capacity over this planning horizon. He remained skeptical regarding the need for a new wing for Dimond High School over the planned time frame. Ms. Comeau noted that this plan is a fluid plan and based on the needs identified today. That is why the plan is reviewed every year. Even though there is an anticipated decrease in enrollment across the district, the determination is that Dimond High School needs to be enlarged to accommodate an enrollment of 2000 students. This is based on the location of the school, the changing demographics of the local neighborhoods and the anticipated residential growth in that area.

Ms. Kennedy indicated that, to a certain degree, what we are thinking in terms of what a high school looks like may change in the next couple of years. With technology more accessible from a variety of different locations and with a shift toward making more post-secondary programs available to students at an earlier point in their education there may well be a shift in the space capacity needs for high schools in the future. Ms. Kennedy noted that she did not have a problem with this plan as presented, recognizing that there are years when not one thing on the document will move. She indicated that she would withhold too much comment on the high school plans until after the high school forum planned for later this spring. She anticipated that there may be some significant changes in the future that have not even been identified to this point.

In regard to the major system building renewals Ms. Kennedy asked whether the district is consistently behind the power curve in terms of electrical and mechanical project needs. Mr. Amsden indicated that we are not dealing with facilities that are stagnant. Efforts are made to project into the future to identify what the needs will be. The industry standards for life expectations on components are known. Those projections, along with continuous monitoring of the components, drive the scheduling for upgrades. Mr. Amsden indicated that Facilities tries to be aggressive in approaching the projects when they need to be approached. He did not believe that this plan reflects an element of catching up as much as it is trying to keep current. Ms. Kennedy wanted to make sure that the district is addressing the new and up-and-coming electrical needs that have been a reflection on new technology or new code requirements. Mr. Amsden noted that the district attempts to anticipate those electrical needs and dovetail them with the technology plan that is maintained and updated periodically. As those evolving needs are identified they are proactively addressed to deliver programs when they need to be delivered.

Mr. Steele indicated that he was under the impression that funding is available for site acquisition in the southwest and that the district had traded some property to help with funding for southeast. Mr. Amsden indicated that funding is available for southwest and that while there has been some discussion about trading property, no trade has occurred. Mr. Vakalis indicated that the district still owns the fifteen acre parcel at 92<sup>nd</sup> and Artic. Ms. Comeau noted that the Memorandum of Agreement, signed by the mayor and the superintendent, clearly sends a message that the city is committed to using Heritage Land Bank assets to help the district acquire school sites.

Mr. Friedman touched on the issue of the cost for planning efforts. He absolutely believed that planning needs to be done before starting to design. However, he voiced concern regarding the cost of that planning. Mr. Amsden indicated that it comes down to the level of thoroughness and completeness. There has been a fairly comprehensive effort to develop a master plan that addresses the issues that are before us. Mr. Friedman hoped that all efforts are made to control costs without negatively impacting the final product.

Ms. Kennedy commented that she was a little concerned about the fact that there was a focus group brought in after the CRAC had come up with their recommendation on the bonds. She was concerned that the efforts of the members of that committee could be perceived as being undermined by the focus group. She felt that if the particular membership of the focus group has valuable information they should be encouraged to be part of the CRAC, not a separate committee. Ms. Comeau noted that using the focus group was not in any way meant to devalue the input of the CRAC. The administration was struggling to determine what could be taken to the voters would have a good chance of passing. It was felt that members of the business community could give a different perspective without having an intimate knowledge of all of the school projects. It was hoped that they could look at the issue from the same point of view as the general public. Ms. Comeau noted that they would discuss this issue again in light of concern raised by Ms. Kennedy as well as some CRAC members.

Mr. Steiner noted that we need to incorporate the fundability of these projects as a very important part of this process. In order to effectively assist in planning, the process needs to be more than developing a wish list of projects. It would be more helpful to have people representing the tax-paying community that were specifically asked within the process to address the community's ability and willingness to support the recommendations. Mr. Vakalis indicated that he could not think of a single meeting dealing with the CIP or the bonds that did not include a discussion as to what the voters will accept. The members of the CRAC are very aware of the issue of how much is too much when it comes to bonding for these projects but are also passionate from the standpoint of having to delay so many projects. It was the concern of the CRAC that if the district continues to put smaller and smaller packages on the bond the projects will never get done. They made a conscious decision to go with these numbers even after discussion on the ramification of high numbers.

Regarding the Dimond High School wing addition, Ms. Steiner noted that the project is listed as \$15 million in 2010-2011 with no indication of planning or design. Mr. Amsden reminded the Board that, as a part of the original design effort, an additional wing was identified at Dimond that would accommodate a fifth house. The intent at the time was that it would mirror one of the current houses in a single story addition.

In relation to the southwest Anchorage elementary and the southwest Anchorage middle school Mr. Steiner asked whether a middle school built in the southwest that absorbs sixth grades in the area would substantially resolve many of the population concerns for the elementary schools in that area. Ms. Comeau indicated that building the middle school before the elementary school would be a stop gap but would not eliminate the eventual need for an additional elementary school in that area. Mr. Steiner indicated that it appears that building the middle school first would resolve capacity issues in both the elementary and middle school levels within the planning horizon and might put off the need for the elementary school.

AMENDMENT:

Moved by: John Steiner  
Seconded by: Crystal Kennedy

To delete \$15 million for the new wing at Dimond High School, delete \$110,000 in planning and \$20 million in construction for the new southwest Anchorage elementary school from the Six-Year CIP, and move the \$75 million designated for the new southwest Anchorage middle school to 2010-2011 to replace the \$35 million deleted by the earlier action.

Ms. Comeau indicated that she would not support complete deletion of any of the noted projects but that she could support moving them back. She noted that the District has already purchased the southwest elementary school site. The elementary project could be moved back if the middle school project was moved forward. She added that that action does have merit for a whole range of reasons. In addition, Ms. Comeau strongly believed that the extra wing on Dimond High School is needed and that the project needs to be kept on the CIP.

Given the complexity of the amendment to the motion, Mr. Metcalfe suggested that the question be divided. Ms. Kennedy requested that the

question be divided into three actions. With no objections, Mr. Friedman divided the question into three. One question will be deleting \$15 million for the Dimond High School wing. One question will be deleting \$110,000 for the planning and \$20 million for the construction on the new southwest Anchorage elementary school. The last question will move the planning, design, and construction designated for the new southwest Anchorage middle school forward on the CIP to the 2008-2009, 2009-2010, and 2010-2011 years respectively.

Discussion commenced on the question regarding funding for construction of a new wing on Dimond High School. Mr. Steiner indicated his belief that a new wing may eventually be needed but not within this planning horizon based on the information presented.

Ms. Comeau recalled the decision that was made in 1998 to build Dimond High School with a 1600 student capacity and noted that it had been a mistake. She noted that the decision seemed to be appropriate at the time and was based on the fact that there had been a plateau in the population. She strongly believed that it would be a mistake to completely remove the new wing from the CIP. Mr. Steele noted that this is a planning document. He acknowledged that the document has changed and will change from year to year. He noted that there is a serious problem in the Dimond area in terms of capacity and any jump in residential building in the area will create a significant hardship. He noted that it will be clearer as we get closer to the issue and better decisions can be made at that time.

Mr. Friedman noted that it is important to improve communication regarding the document because when the Dimond community sees the wing addition penciled in for 2010-2011 they will start to expect it. There have been problems in the past where items are moved and the community believes that something shady is going on. The Board needs to be really clear that the projection for next year is really firm, each year after that it gets a little fuzzier.

Mr. Steiner believed that it is a mistake to keep this item on the CIP. He noted that there are items being pushed off the end of this plan that we know are needed in favor of this item that we can only speculate might be needed.

VOTE on the Amendment which would Eliminate the \$15 Million Dimond Wing in the 2010-2011 Year from the CIP

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

MOTION FAILS

Discussion commenced on the question to delete funding for planning and construction for the new southwest Anchorage elementary school which fall in the 2009-2010 and 2010-2011 years.

Ms. Steiner indicated that this question now poses a concern because part of what he was trying to do with this deletion in conjunction with the failed deletion of funding for the Dimond wing was to create room to move up the construction cycle for the new southwest Anchorage middle school which he believed to be the most critical piece of his originally proposed amendment.

VOTE on the Amendment which would Eliminate the \$110,000 for Planning in the 2009-2010 Year and \$20 million for Construction in the 2010-2011 Year for the New Southwest Anchorage Elementary School from the CIP

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

MOTION FAILS

Discussion commenced on the question to move the new southwest Anchorage middle school planning, design, and construction sequence up to begin in 2008-2009.

AMENDMENT to the Third Portion of the Divided Question:

Moved by: John Steiner	To move the new southwest
Seconded by: Crystal Kennedy	Anchorage middle school planning,
	design, and construction sequence up
	one year and move both the new
	southwest Anchorage elementary
	school planning, design, and
	construction sequence and the
	Dimond High School wing
	construction back one year.

Ms. Kennedy indicated her support of this action in that it made sense to focus on the middle school level especially with so many other elementary projects going on in that area. Focusing on the middle school will help balance the focus and help alleviate overcrowding in both the elementary and middle schools.

VOTE on the Amendment to the Third Portion of the Divided Question:

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

MOTION PASSED

Discussion commenced on the amended third question which moves the new southwest Anchorage middle school planning, design, and construction sequence up one year and moves both the new southwest Anchorage elementary school planning, design, and construction sequence and the Dimond High School wing construction back one year.

Mr. Steele noted that he has always felt that the wiser course was to address the middle school first. He is concerned, however, that the district does not yet have the property. He is also concerned that the Board has not considered the cost differences in the changes being made and how that balances the bond issue for each particular year. Ms. Comeau reminded the Board that these are not cast in concrete. It should be noted that the CIP is reviewed and updated every year as new information is available. Mr. Vakalis explained that a site has been identified and that the site procurement process is already underway for a middle school in southwest Anchorage.

VOTE on the Third Portion of the Divided Question as Amended:

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

Nays: Metcalfe

MOTION PASSED

VOTE on Approval of the Six-Year CIP as Amended:

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

Nays: None

MOTION PASSED

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 206 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of February 12, 2007 through March 1, 2007.

2. ASD Memorandum # 208 - Presentation of District Induction and Mentoring Program

The mission of the Training and Professional Development Department is to support student success by facilitating leadership development, learning networks, skill building, and professional growth opportunities for all staff. In keeping with that mission, the department has developed and implemented a comprehensive induction program which is necessary to recruit and retain the new generation of teachers and administrators.

A strong induction and mentoring program transforms the culture of the entire school system, strengthens the practice of both new and veteran teachers, and provides for the development and support of new administrators.

Ms. Comeau indicated that this presentation is in response to a request from a number of board members to better understand the benefits of the district's induction and mentoring program. The presentation will show how the program is working to support teachers and also working in partnership with the statewide mentoring program where possible.

Ms. Colleen Stevens introduced Ms. Kay Bennett and Mr. Dale Normandin. She explained that, in order to support and develop new teachers and administrators entering ASD there is a career path from induction, to accomplished teaching, to leadership.

Ms. Bennett reviewed a powerpoint presentation which described how the mentoring program was developed and briefly discussed research data from Ingersoll. She highlighted the eight key induction program supports that impact teacher retention. These include a mentor from the same field, supportive communication with an administrator, common planning time, collaboration time with veteran teachers, beginning teacher seminars, belonging to an external teacher network, reduced class size, preparations, or schedule, and having a teacher aide.

Mr. Normandin reviewed the Developing Exemplary Educational Leaders (DEEL) program. He explained that there are five DEEL levels and reviewed the qualifications and program at each level. He noted that many of the people who start out as teacher-leaders end up becoming the mentors, the liaisons, and many move into the administrative ranks.

Mr. Rick Toymil shared his experience being part of the principal mentor program. He noted that mentoring is a valuable endeavor in any profession, as well as community and home environments. He noted that mentoring is based on trust in a non-evaluative format. It is about support and advocacy, and often at the emotional level. It is, therefore, about both the mentor and mentee. He noted that, throughout his sixteen years as an administrator, having a mentor, both formally and informally, has been invaluable in his professional and personal growth. The benefits of the district's mentoring program include speeding up the learning of a new skill or a new job as well as reducing the stress of a transition to a new skill or new job, improving administrative performance through professional dialogue, attracting and retaining new administrators to the field, and retaining excellent veteran administrators in an environment where their contributions are appreciated. Mentoring is an avenue to exposure to new ideas and an awareness of the realities of the profession. It promotes administrative socialization, provides mutual support and increases the overall leadership quality in our district.

Mr. Steele asked how the state program dovetails with the district program. Ms. Bennett noted that there are quite a few differences between the two programs. In the ASD/AEA program each partnership is carefully matched by grade level and content. There is a collaborative spirit between mentor and mentee. The statewide mentoring program does not match for grade level or content. Their focus is on teaching strategies. They do not see the importance in matching for grade level and content. The state program is very good it just does not meet the needs in our district. Mr. Normandin indicated that there are philosophical differences in the administrative mentoring programs as well. The state has a very good curriculum but he likens the program more like a coaching program than a mentorship. Ms. Comeau added that the state program looked a lot like evaluation and we felt strongly that the mentor/mentee relationship should be one of support and not evaluation.

Mr. Metcalfe clarified that the leadership portion of the program included both principals and vice-principals. He indicated that it would be helpful to have the ethnicity report for the DEEL program. He voiced his disappointment in the statistics for participation by minority employees. Mr. Normandin noted that efforts are being made to recruit minorities to participate in the leadership program. Ms. Bennett noted that everyone across the community is competing for ethnic minority employees.

In response to a question from Ms. Marks it was explained that the mentoring program supplements the support that all new teachers and administrators receive. This is not the only support system in place for our teachers and administrators. Mr. Normandin indicated that most administrators in the program find time outside of the school day to meet with each other. Ms. Bennett noted that the teachers in the program also meet off-contract. There is also some sub-release time for them to either observe each other or to observe another teacher together. She noted that every school has at least one induction program liaison to assist new staff.

Mr. Steiner asked for some clarification on the national data compared to local data. Ms. Bennett noted that the district program just began in 2003 so five year data is not available. The data over one year for new teachers hired this year coming back next year is about 98%. It would be good to be able to compare that figure with the retention rate prior to beginning this program. Mr. Steiner also indicated that it would be interesting to determine the cost benefit of the program. Ms. Comeau noted that she is greatly interested in the attrition issue. She would like to see more exit interviews across the district rather than just having employees simply fill out a questionnaire. Interviews provide much more candid information.

Mr. Steiner asked whether the district has begun using information regarding the induction and mentoring programs in our recruitment efforts and, if so, has it made an impact in those efforts. Ms. Bennett indicated that there is now an expectation from new employees that districts will have a mentoring program.

Ms. Kennedy asked whether there were any new teachers this year who decided that they did not need a mentor and did not take advantage of this program. She is interested in having a conversation about whether or not to require something like this of our first year teachers. Ms. Bennett explained that sometimes people look at mentoring as a deficit model. That is one reason that some first year teachers choose not to participate. She also reported that some first year teachers in the middle schools request mentors but many have so much support from their own teams that they do not request mentors. There are more elective teachers from the middle schools requesting mentors than those in the core content areas where they work more in teams.

3. ASD Memorandum # 209 - Status Report: Submission of Discretionary Grants, Second Quarter 2006-2007 School Year

The purpose of this report is to inform the School Board on a quarterly basis of new grants that have been submitted for funding.

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 March 12, 2007, was adjourned by unanimous consent at 11:15 p.m.

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Jeff Friedman, President

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Mary Marks, Clerk

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Johanna Lee, Recording Secretary

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Date Minutes Approved