

MINUTES OF THE ANCHORAGE SCHOOL BOARD
REGULAR MEETING OF AUGUST 27, 2007

The Anchorage School Board met in Regular Session on Monday, August 27, 2007, at 6:30 p.m. in the Board Room, at the Anchorage School District Administration Building. President, Tim Steele, presided.

A. CALL TO ORDER, ROLL CALL, FLAG SALUTE, Tim Steele Presiding

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

Others Present: Carol Comeau, Rhonda Gardner, Leslie Vandergaw, Mike Henry, Enid Silverstein, Jerry Sjolander, Jeff Wood, Eric Tollefsen, Michele Egan, Janet Stokesbary, George Vakalis, Lt. Col. Sonny Luu, Jose DelReal, Pam Chenier, Johanna Lee, the press, and other interested people.

B. APPROVAL OF AGENDA

Mr. Steele reported that there was an addendum to the Personnel Report. He also noted that there were revised versions of the March 26, 2007 Regular Meeting minutes and the August 13, 2007 Special Meeting minutes.

The agenda was approved with the noted addendum and revisions by unanimous consent.

C. ANNOUNCEMENTS

Ms. Comeau reported that, as of the fourth day of the school year, district enrollment is 47,799 students. This reflects 97.85% of the projected enrollment. She indicated that the district is on track to meet our projected enrollment of 48,848 students. We are still short 811 students at the elementary level, 59 students at the high school level, and 63 students at the other secondary schools. Middle schools are over projection by 119 students. Special Education and Special Services are 235 students under projection but we know that those will continue increase. The administration is closely monitoring large classes and working through those issues.

Mr. Tuck encouraged parents to utilize the district bus system. There is a lot of construction going on at a number of locations and the parking lots

are getting very crowded. Using the bus system will relieve a lot of congestion.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

Chinese Bridge Delegation Report

Ms. Comeau introduced Ms. Patricia McRae who represented Ms. Comeau and the Anchorage School District as a guest of the Hanban, China's Office of Chinese Language Council International. Ms. McRae explained that the program was called the Chinese Bridge Delegation. She noted that Laurel Dirkson and Genese Gulickson were also members of the delegation. Ms. McRae shared her experiences through a powerpoint presentation.

Ms. McRae reported that the delegation was made up of 800 educators from across the United States and Korea. She felt that the trip was a beautifully engineered experience. The Chinese people believed that allowing educators from across the United States to see their culture and learn about their school system would encourage more schools in the United States to teach Mandarin Chinese.

One of the schools that the delegation visited was the Qian Men Elementary School in Beijing. The identified mission of the school was to be a school based on respect for the individual differences of students. The principal of that school shared that teachers guide students to change over time through self-reflection and explained that self-management, self-reflection and daily moral self-examination is promoted. The principal had also noted that they respect differences to enable every child to experience the joy of success.

Ms. Dirkson noted that Americans so often think of China primarily as an ancient culture but this visit had proven to her that that perception is not completely accurate. She explained that delegates were able to learn not only how progressive the Chinese education system is but that it also holds many commonalities with our own.

Mr. Steele asked for an update on the development of the Mandarin Chinese program. Ms. Comeau noted that that Ms. McRae will be meeting soon with staff members who have expressed interest in exploring the program. After that the decision will be made about locations where the district would like to start the program.

Ms. Kennedy found it interesting that the schools Ms. McRae had visited highlighted educating the uniqueness of a child and character development. Americans so often think of Chinese schools being so focused on high academic standards yet there seemed to be very little emphasis on academics based on what the delegation was shown. She asked whether Ms. McRae was able to make any correlation between the fact that Chinese schools appear to be focusing less on academics and yet have such highly successful academic performance. Ms. McRae noted that even though what the Chinese shared with the delegation did not reflect the emphasis on academics it is very competitive to get into higher education and academic performance is a very high priority. Ms. Kennedy asked whether there was anything that Ms. McRae identified that she would like to replicate in our district. Ms. McRae noted that she liked their focus on nurturing the individuality of students but she believes that we do that here as well.

Mr. Steiner indicated that the information Ms. McRae shared certainly shows the importance of China and how beneficial it will be to our students to have this option available to them. It will also be a wonderful resource for our nation to have students educated in Mandarin Chinese.

In response to a question from Mr. Steele it was explained that the invitation to apply to participate in this program came to Ms. Comeau through the College Board.

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Board

Mr. Jose DelReal reported that the Student Advisory Board will meet for the first time on September 20, 2007.

2. Military Delegate

Lt. Col. Luu recalled that last year the district and the military community coordinated their efforts to deal with the issues of deployment. He greatly appreciated the cooperation and support of the district during that time. He noted that this year we will see the flip side of that as our soldiers and airmen return from those deployments. He anticipates that while this will be a joyous time it will be tempered with some ramifications that we have yet to get a grasp on. He noted that one of his focuses this year will be to

identify those things that we may have to deal with as a community both on the military side as well as on the civilian side. He noted that military leaders are currently going through some training to be able to identify problems should they occur. There is no doubt that there will be some problems. He hoped that the district and the military community can again engage in the same cooperative effort to identify issues that impact the children and their families and to address them adequately and appropriately.

Ms. Comeau noted that the administration has already begun talking about this issue. She indicated a desire to work with the military leaders to put together some training for district administrators and their staffs as was done last year. She understood that the reintegration aspect of the re-deployment will be significant and noted that it will impact every school in the district, not just those located on the military installations.

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

There was no representative from MECAC in attendance. It was noted that the next meeting of the MECAC is scheduled for September 5, 2007 at 4:30 p.m. in Conference Room 007 of the ASD Education Center.

F. PERSONS TO BE HEARD NON-AGENDA ITEMS

G. CONSENT AGENDA

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

1. Approval of Minutes
 - a. Regular Meeting - March 26, 2007 - revised
 - b. Regular Meeting - August 13, 2007
 - c. Special Meeting - August 13, 2007 - revised
2. ASD Memorandum # 2 - School Board Policy Addition: Section 350.2 Scheduling Procedures for Cultural Dates of Significance (Second Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the addition of School Board Policy 350.2, Scheduling Procedures for Cultural Dates of Significance.

3. ASD Memorandum # 3 - School Board Policy Revision: Section 333.10 Review of the Charter School (Second Reading)

It is the Administration's recommendation that the School Board adopt on First Reading the proposed attached revision to School Board Policy 333.10, Review of the Charter School.

4. ASD Memorandum # 4 - School Board Policy Revision: Section 333.5 Application Form (Second Reading)

It is the recommendation of the Administration that the School Board approve on Second Reading the attached proposed changes to School Board Policy 333.5, Review of the Charter School Application Form

5. ASD Memorandum # 7 - School Board Policy Revision: Section 444.21 Expectations for Zone Exemptions (Second Reading)

It is the recommendation of the Administration that the School Board adopt on First Reading the attached proposed revision to School Board Policy 444.21, Expectations for Zone Exemptions.

6. ASD Memorandum # 11 - School Board Goals

It is the Administration's recommendation that the School Board approve and adopt the Anchorage School District Mission Statement and Goals for 2007-2008 as shown in Attachment A.

7. ASD Memorandum # 5 - Personnel Report

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

Mr. Friedman requested that ASD Memorandum #7, School Board Policy Revision: Section 444.21 Expectations for Zone Exemptions (Second Reading), be pulled for discussion.

Ms. Kennedy requested that ASD Memorandum #11, 2007-2008 School Board Goals, be pulled for discussion.

Ms. Comeau requested that ASD Memorandum #24, Fourth Quarter and End-of-Year 2006-2007 School Year Suspensions/Weapons/Expulsion Report, be pulled from the Superintendent's Report for discussion.

ACTION:

Moved by: John Steiner
Seconded by: Mary Marks

To approve the minutes of the Regular Meeting of March 26, 2007 as revised, the Regular Meeting of August 13, 2007, and the Special Meeting of August 13, 2007 as revised and Memoranda #2, #3, #4, #7, #11, and #15 with addendum.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum # 7 - School Board Policy Addition: Section 444.21 Expectations for Zone Exemptions (Second Reading)

It is the Administration's recommendation that the School Board approve on Second Reading the attached proposed revision to School Board Policy 444.21, Expectations for Zone Exemptions.

ACTION:

Moved by: Jeff Friedman
Seconded by: Macon Roberts

To approve on Second Reading the attached proposed revision to School Board Policy 444.21, Expectations for Zone Exemptions.

Mr. Friedman indicated that he was fully supportive of the recommendation. He noted that the policy indicates that students may not walk along or across the roadway designated as hazardous. He explained his concern that there are many forms of transportation and although he realized that he would not be able to cover them all he did want to add bicycling to the wording of the policy.

AMENDMENT:

Moved by: Jeff Friedman
Seconded by: Crystal Kennedy

To amend the proposed policy in the second sentence of subsection (a) by deleting the word "walking" and

adding after the word "walk" the words "or bicycle". The new sentence would read, Unless with an adult, a student must not walk or bicycle along or across a roadway designated by the school district as hazardous.

Mr. Friedman noted that others might want to add in other modes of travel but that he just wanted to be inclusive of what the typical mode of transportation for non-bus riders might be.

VOTE on the AMENDMENT:

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

Nays: None

MOTION PASSED

Mr. Steiner voiced his belief that this policy will be beneficial to protect children who are getting in a zone exemption situation by making it very clear that the parents are obligated to make sure that the child gets to school safely.

Mr. Steele voiced his concern that the policy does not state the reason why students would be walking. Ms. Kennedy explained that this recommendation specifically addresses a portion of the policy on zone exemptions. Therefore the understanding from the very start is that transportation has to be provided by the parent. This only applies for parents who are trying to get their child to a school that they have been zone exempted into by some means other than what the district would be providing for students within the boundaries for the school. These are those expectations that parents need to be aware of when they put in the application for zone exemptions.

Ms. Comeau noted that she is very supportive of this policy revision. This issue has been a long-standing concern of the transportation department. Students do get zone exemptions and then try to traverse busy traffic corridors to get to their school of choice. The district will incur some liability if a student is injured because of that. This is just a reminder to parent that there are rules that need to be followed when students are granted zone exemptions.

VOTE on the MOTION as AMENDED

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

Nays: None

MOTION PASSED

ASD Memorandum #11 - 2007-2008 School Board Goals

It is the Administration's recommendation that the School Board approve and adopt the Anchorage School District Mission Statement and Goals for 2007-2008 as shown in Attachment A.

ACTION:

Moved by: Crystal Kennedy	To approve and adopt the Anchorage School District Mission Statement and Goals for 2007-2008 as shown in Attachment A.
Seconded by: Jeff Friedman	

Ms. Kennedy indicated that this is an important memorandum as it lays out the goals for the newly begun school year. Much of what is included are goals that have been seen in some form or fashion over the last few years. There are some specifics, however, that she believed warranted some additional conversation.

Ms. Comeau reported that the reason the goals have been brought forward this year prior to the Profile of Performance is to address a major request from the principals and the staff that the goals come to the schools earlier in the school year in order for them to be able to align their own goals with those of the board. Ms. Gardner noted that the principals and teachers really pay attention to these goals. They have requested that the goals come to them in August as opposed to in December as has been the time frame in the past.

Ms. Gardner explained the process used to develop the goals. For the past several years we have utilized the Profile of Performance data to see our trends. There are some adjustments made to the goals each year based on the evaluation of that data. The goals are also developed with an eye to keeping up with what is going on in the educational community. She pointed out, for example, that one of the additions this year is setting the baseline for the standards-based assessment for science as this is the first year for that assessment. Ms. Gardner and Ms. Vorachek highlighted several of the suggested changes and additions in the goals.

Mr. Friedman noted that the first page of the document which addresses the mission for the district and the overall goals is truly the meat of the document. It delineates what the district is really trying to accomplish. These are the things that, as a board member, he believed to be the most important part of the goals.

Mr. Steiner indicated that some of the overall goals are foundational. He noted that the Policy Subcommittee is taking up topics on the philosophy of our instructional program and so may have some suggestions for changes at some point in the next few months.

Ms. Steele noted that the Board will be approving these goals with the knowledge that some changes may be in order after the Profile of Performance data is reported. Ms. Comeau noted that the intention is exactly that. The administration will consider any necessary adjustments following analysis of the Profile data and will present any revisions to the Board for discussion and approval at that time.

Mr. Steele pointed out that the recommended addition to the list of items under establishing and maintaining a supportive and effective learning environment references 21st century skills but does not delineate what those skills are. Ms. Gardner noted that the educational technology department is working on that issue in concert with the library coordinator.

Ms. Kennedy asked for an explanation of how the comparison was being changed on the sequential cohort comparison under Measurable Achievement Goals 1.a. Ms. Vorachek explained that when this was first looked at we were continuing to look at how we are increasing the number of eighth graders who are taking Algebra 1. We haven't seen a dramatic increase in the number of students in eighth grade completed Algebra 1. In light of that, the Instructional Division will be analyzing the curriculum to identify the skills necessary to be successful in Algebra and backing up through each of the grade levels to see if there is any particular area that is being missed at a specific grade level. The goal is not just to increase the number of students in Algebra 1 but also to make sure that our students have the skills to be successful in Algebra 1. In response to a question from Mr. Steele it was noted that the analysis is looking at a sequential cohort of students.

Mr. Steele asked how we are approaching the fact that the transitional year varies across the district depending on whether the middle school begins in sixth or seventh grade. Ms. Gardner noted that the analysis will

be done based on the majority of students in the district which places the transitional year between sixth and seventh grade. She indicated, however, that having this data will allow an internal review to see what is working best, the sixth grade curriculum that is part of the middle school curriculum or the sixth grade curriculum that is part of the elementary school curriculum.

Ms. Marks noted the change in reference from "Caucasian" to "white" and wondered about the impetus of that change. Ms. Gardner explained that it is actually a change in the Federal Register. That change trickles down to individual districts that then have to re-identify ethnicity related to all employees and students.

Referencing the examples in Measurable Achievement Goal 1.a., Mr. Steiner felt that it would be appropriate to either use the actual numbers from the previous year for what the proficiency should be or else change the wording to clarify that the percentages are hypothetical. He indicated that his preference would be to plug in the actual numbers although that would require monitoring the example from year to year to assure that accurate numbers are being used.

Ms. Vorachek explained that the science assessment was field-tested with a select number of students and districts across the state last year. Starting this year the science assessment goes operational in grades four, eight and ten. Since the district does not receive any data from the field test, this year will establish the baseline proficiency. After this year the district will be able to measure progress in increasing that proficiency. Ms. Gardner noted that, as of this time, the science test is not included in AYP. If NCLB is reauthorized it might be but at this point it is simply an accountability reporting.

Ms. Kennedy questioned how the addition of a science assessment will affect the testing schedule. Ms. Gardner explained that it will add a fourth day of testing. She noted that the district has lobbied quite hard for the testing window to be extended because it puts a tremendous burden not only on our students and our schools but also on our Assessment Department to get everything done, packaged and sent in. Those requests were not honored. Ms. Vorachek explained several issues related to the testing schedule including test fatigue for students and the fact that the additional test day takes away from the make-up time. She noted that the district will continue to push for changes to the testing schedule even though the state did not take our recommendation for this year. Mr. Steele commented on the number of days that students are pulled out of

educational content contact to test. Ms. Comeau agreed with his concerns and noted that the district has testified to the amount of encroachment testing places on instructional time.

Mr. Friedman acknowledged the imposition testing makes not only on students and teachers but on the Assessment Department as well. He noted that this is probably a topic for the Legislative Subcommittee to address. Mr. Steiner noted that the assessments have proven extremely valuable to the district. They have shown the disparity between different ethnic groups and with the economically disadvantaged. The district has been able to identify areas where efforts for improvement are needed. In light of these benefits he hesitated to complain too much about the testing. It may be that we need more time for teaching rather than needing less time devoted to testing.

Mr. Steiner recognized that the new Annual Measurable Objective (AMO) for both language arts and math will be increasing significantly this year. He noted that simply by achieving the 2.5% increase established in Measurable Achievement Goals 1.b. and 1.c. the district will not make AYP in many of our schools based on where we are today and what the AMO is for this year. He raised the question regarding adjusting our goals so that they reflect making the AMO. Ms. Gardner noted that the confidence interval and safe harbor also have to be considered when making AYP is the goal. With many of our groups, particularly in the area of reading, a 2.5% increase will more than get them there. Ms. Gardner also noted that the Assessment Department will be doing some impact data after they get the Profile done to ascertain what the outcome would have been if the new targets were in place for this year. Ms. Comeau added that the new AMO targets will be in place for the next three years. She believed that this is a worthy discussion to revisit after the Profile data comes out.

Mr. Steiner noted that Section 1 of the Measurable Achievement Goals refers to the goal on the Alaska Standards Based Assessment performance being applied at each school. He wondered whether there is any reason why we shouldn't consciously be applying every one of these objectives on a school by school basis. He wanted to make sure that where the data is available and wouldn't cause significantly more work to report it be identified that the target is at a school by school basis and it is not averaged out across the district. Ms. Gardner noted that, where the data is available and where it is not excessively time consuming to do so, the data is reported in that manner. Mr. Steiner noted that his preference

would be that the document clearly state when the data is reported out by school.

Under Measurable Achievement Goals 4.b., Mr. Steele asked what resources will be necessary in order to find the information regarding the reported "unknown" reason for dropouts. Ms. Gardner explained that a great deal of effort was made this year and additional resources were put in place at both the high school and middle school levels. Assessment and Evaluation followed the issue very closely and provided routine feedback to principals regarding their list of unknowns. Mr. Henry noted that training principals, secretaries, administrative assistants and registrars has been key to addressing this issue.

Mr. Steele asked what the cost of taking an AP test is and whether that cost is a limiting factor in the number of students who take those tests. Ms. Gardner noted that each of the tests cost approximately \$89 and is, to some degree, a limiting factor for some students. There are some scholarship opportunities available and some waiver possibilities. Ms. Comeau noted that one of the sources of scholarship funds for those tests in the past had been vending machine revenues. She noted that the district needs to continue to look at this because we do not want to exclude students who want to take the test due to lack of funds.

Ms. Kennedy voiced her concern with putting too much emphasis on increasing the number of students in higher level math courses. While she wants to be able to challenge students to take the higher level courses she hoped that too much focus was not being put on the idea of sending students to college as opposed to preparing them for some other sort of post-secondary education. She would rather see goals that help the district develop classes that are more pertinent and relevant for students to reach their individual goals rather than just pushing the courses that are felt to be college prep. She wondered whether this goal has an underlying philosophy that is really trying to push college rather than meeting the needs of students and where they are choosing to go after high school. Ms. Comeau noted that math is the biggest area requiring remediation for many of the trade apprentice programs. The desire is to get students ready for college by pushing as rigorous a curriculum as possible so that all options remain open to students. It is not about pushing every student into college. It is about getting all students more competent in math and science. These curricular areas are identified as the weakest subjects for our students on a national level.

Mr. Friedman noted that this issue will become more prominent as we have more discussion regarding what high school is meant to be. He believed that some of it will be terminology changes as we shift from identifying what is required by colleges to what is required for skilled jobs. He also noted that the graduation rate will probably improve when everyone understands the relevance of many of these classes. Ms. Gardner noted that the planned discussion on high school graduation requirements should provide an opportunity to discuss what courses need to be available to meet those requirements.

Ms. Kennedy noted that the district has discussed the importance of quality customer service but she remained unsure as to whether we have determined a good way of ascertaining whether or not we are improving. She appreciated the efforts being put into better customer service and noted that handbook provided to employees addressing the issue was very helpful. Ms. Egan explained that the measure outlined here is from the Respectful Climate Survey. She noted that the district also uses the annual Head of Household Survey. She acknowledged that this is a very difficult thing to measure cost effectively. Ms. Comeau noted that we are also always working to improve the response rate. Ms. Vorachek explained that this is qualitative data rather than quantitative and the typical way to gather that type of data is either through focus groups or through surveys. Ms. Comeau noted that she wanted to pursue and determine the cost of having some focus groups on this issue.

Ms. Kennedy identified the same type of problem with measuring the parent/guardian involvement and wondered whether we have adequate indicators in place. She noted that there were changes made recently to our parent involvement policy in order to comply with NCLB. She recalled that a portion of that policy addresses revisiting actions taken at different schools to help improve parent involvement. Ms. Gardner explained that each school in the district has measurable goals as part of their parent involvement plan related to their school action plan. Ms. Comeau noted that her idea of the best kind of parental involvement is almost impossible to quantify because her definition of parental or family involvement is that the parent wakes the student up each morning, they make sure that the student is fed by whatever means necessary, and when the student comes home the parent engages the child in conversation about what they learned that day and if they need help the parent does something about it. Involved parents do not necessarily have to go to school, they don't have to drive on a field trip or go to a PTA meeting. They just need to focus on letting the child know that the most important

thing they do every day is go to school and get the very best education they can.

Mr. Steiner indicated his belief that the kind of parental involvement that is very important is participating in student parent conferences and going to report card pick-up. Measuring that type of parent-teacher interaction seems much more valuable than measuring some other types of parent activities such as reading to students in classrooms or attending field trips. Finding ways to increase activities that improve direct communication between teacher and parents would be very beneficial. Ms. Comeau agreed that participation in parent teacher conferences are very important but acknowledged that many parents do not have work schedules that allow them to attend. She noted that the individual schools are really in a better position to develop their own outreach plans because they know their communities much better.

Mr. Steele noted that the vote on this recommendation is based upon the understanding that should there be any needed changes identified in the Profile of Performance adjustments could be made.

VOTE:

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

Nays: None

MOTION PASSED

The Board went into recess at 9:05 p.m. and was called back to order at 9:15 p.m. by Mr. Steele.

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 16 - Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of July 23, 2007 through August 20, 2007.

2. ASD Memorandum # 20 - Conflict of Interest: Fourth Quarter Report FY 2006-2007

There were no reportable Requests for Waiver or Disclosure Statements filed during this period. Requests for Waivers received

that will apply to the current school/fiscal year will be reported in the first quarterly report for FY 2007-2008.

3. ASD Memorandum # 22 - Semi-Annual Report of Professional/Consultant Services on Contracts of \$10,000

In accordance with School Board Policy Section 725.132, the semi-annual report for Professional/Consultant Services on Contracts over \$10,000 for the period January 1, 2007 through July 31, 2007 is attached.

4. ASD Memorandum # 19 - Status Report: Submission of Discretionary Grants, Fourth 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.

5. ASD Memorandum # 24 - Fourth Quarter and End-of-Year 2006-2007 suspensions/Weapons/Expulsions Report

Information regarding suspensions and expulsions for various offenses, including weapons, is collected from the elementary, middle, and high schools each quarter. This information, as well as year-end summaries by school and category for each Instructional Division level for the 2006-2007 school year, is shown in the narrative information below and in Attachments A-L.

Mr. Henry, reporting from the high school division, noted that fights were down in the fourth quarter of last year as compared to the fourth quarter in previous years. He pointed out that the overall number of suspensions has remained at the same level in spite of a growing high school population over the same period and a decrease in the number of dropouts. Mr. Henry stressed that the main goal is to keep the campus as safe as possible. It is also important to cut down on the number of disruptions. Efforts are directed to protecting the classroom and supporting teachers so that they can teach.

Mr. Henry reported that the educational divisions will be working with the Assessment and Evaluation Department to identify trends and correlations between academic success and suspensions. They will be looking at students with a number of failures and anticipate that they will find a direct correlation to suspensions. The solution would appear to be to quit suspended students and they won't fail. He acknowledged that is a part of the issue. Once a student is suspended for nine days for fighting they have just about been locked

out of earning any credit for that semester. Mr. Henry noted that they will be taking a very close look at that issue.

Mr. Steiner noted that the category of Failure to Serve/Refused Options has seen huge swings over the last few years and requested an explanation of what that category includes. Mr. Henry explained that students are sometimes given an option to serve detention, attend Saturday school, or a variety of other alternatives to out-of-school suspension based on the severity of the infraction. If the student does not serve the offered alternative and are subsequently suspended they would fall into this category.

Mr. Steiner noted that part of the issue on suspensions is whether the suspension disallows students to make up their work. He believed that, according to board policy, the nine day suspension does not allow the student to make up work. The district has the Continuation School specifically so that students can keep up with credits. Mr. Steiner indicated that he would be interested to hear any suggestions or recommendations that could identify ways to enable suspended students to stay on track with their classes, realizing that it would be a real burden on the classroom teacher. Ms. Comeau noted that the district has, in the past, had a process to coordinate class work for suspended students however it became a very burdensome for the staff. They have been discussing alternatives to suspensions for the lower level offenses. One of the things that many districts are doing is establishing an in-school suspension room at every school. That would basically take another teaching position to have someone monitor that and make sure that it is a safe environment.

Ms. Vandergaw, reporting from the middle school division, noted that their greatest decreases are in the areas of Fighting/Threats and Assaults. There was also a nice decline in Willful Disobedience and Profanity/Obscenity. She really believed that many of the preventative measures are paying off. The number of students who are referred to the Prevention and Intervention Coordinator (PIC) is increasing. The goal of those referrals is early identification of students who are struggling behaviorally in order to intervene appropriately before behavior gets out of hand. That, combined with AVB and working with the SROs and the incredible effort the administration in each school has given to working with families and students, is really paying off well for middle schools across the district.

Ms. McRae, reporting from the elementary division, noted a decrease in fourth quarter suspensions. The total suspensions for the year remained pretty stable. She noted that last year the district completed training all of the elementary schools and a number of the charter schools in Positive Schoolwide Discipline. The plan is to continue with those efforts and to support a school climate that encourages students to act according to the expectations that have been identified. She noted that almost half of the elementary schools had a decrease in the number of suspensions from the last quarter of the previous year.

Ms. Comeau indicated her belief that the Positive Schoolwide Discipline program has been the best thing for the elementary schools by providing consistency for students. Ms. McRae noted that having a Schoolwide Discipline Plan is like having a core curriculum in reading. It provides a universal system such that, when students move from school to school, they understand what is expected of them. Ms. Comeau added that the Student Resource Officers are a huge asset to the district in terms of discipline. Their work, along with the programs the directors have described, have helped the students understand what the expectations are for keeping schools safe and have helped provide the necessary consistency in handling behavior issues.

Mr. Friedman referenced the reported small number of schools with large increases in discipline. He believed those increases cry out for directed interventions at those schools. Ms. Comeau noted that the district has added four additional counselors at the elementary school level. Ms. McRae added that she had taken the issue of discipline into serious consideration when she made the allocation of assistant principals and counselors. Mr. Friedman wondered whether re-allocation of those staff assets occur during the school year when discipline issues are identified. Ms. Comeau noted that there are a number of ways to address any increases in disciplinary issues including shifting support staff coverage and providing additional staff training.

Ms. Kennedy raised a question regarding the "Misuse of the Internet" category. Mr. Henry explained that the high school division has more student computers than every before so they are dealing with more students on more computers for more hours. He does not believe that there has been any decrease in attention to the issue. In fact, he believed that there is more awareness of the issue now than every before. Ms. Vandergaw indicated that, at the middle school level, they find themselves rather consumed in dealing with student use of

internet issues. Many of those issues are now happening outside of the school day and, therefore, often involve SROs and are recorded in other categories. She also indicated that there is no decrease in attention to the issue. Last year every middle school presented an internet safety program for parents. There is an internet safety curriculum at the middle school level. The issue is being approached from a number of different directions.

Ms. Kennedy noted that, having passed the board policy on cyberbullying and cell phone usage, there is a potential for seeing higher numbers in this category. During discussion it was noted that cyberbullying would be reported under "Bullying" rather than "Misuse of the Internet".

6. ASD Memorandum # 21 - Out-of-District Travel: Fourth Quarter Report FY 2006-2007

The attached Travel Report summarizes the travel taken by District employees and School Board members during the fourth quarter of FY 2006-2007 for both in-state and out-of-state travel. This report complies with the revised travel procedures established in the fall 2004 and in accordance with School Board Policy Sections 156, Board Member Travel, and 526, Staff Travel.

7. ASD Memorandum # 18 - Operating Budget Transfers - June Monthly Report FY 206-2007

The attached report of budget transfers for the time period of June 2007 that were processed in the Integrated Financial Accounting System (IFAS) includes the following:

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

The schedule of monthly budget transfers processed for the month of June 2007 and related information are available in the Budget Department office for review by the School Board and members of the public.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

Ms. Kennedy requested that the Board receive routine updates on the new Student Information System (SIS). Ms. Comeau indicated that she would schedule an SIS update under Superintendent's Report at the next School Board meeting and routinely throughout the year.

K. EXECUTIVE SESSION - PERSONNEL/FINANCE/NEGOTIATIONS
LITIGATION

L. ADJOURNMENT

The Regular Meeting of August 27, 2007, was adjourned by unanimous consent at 9:50 p.m.

Tim Steele, President

Crystal Kennedy, Clerk

Johanna Lee, Recording Secretary

Date Minutes Approved