

**MINUTES OF THE ANCHORAGE SCHOOL BOARD  
REGULAR MEETING OF JUNE 13, 2005**

The Anchorage School Board met in Special Session on Monday, June 13, 2005 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

Board Members Present: Crystal Kennedy, Mary Marks, Tim Steele, Jeff Friedman, John Steiner, and Macon Roberts. Jake Metcalfe arrived at 6:40 p.m.

Others Present: Carol Comeau, Jan Christensen, George Vakalis, Mike Henry, Jerry Sjolander, Enid Hunter, Patricia McRae, Jeff Wood, Pam Chenier, Steve Kalmes, Ray Amsden, Janet Stokesbary, Eric Tollefsen, Rhonda Gardner, Stan Syta, Mark Mew, Mary Kay Sambo, the press, and other interested people.

B. APPROVAL OF AGENDA

ASD Memorandums #318, #319, #320, and #321 – charter school annual reviews/year-end reports were pulled from the Superintendent’s Report for discussion; ASD Memorandum #315 – Resolution: Mayor’s Task Force on Obesity and Health; and ASD Memorandum #316 – No Child Left Behind Federal Programs Consolidated Project Application for 2005-2006 were removed from the consent agenda for discussion. The agenda was unanimously approved.

C. ANNOUNCEMENTS

Carol Comeau presented a certificate to Mary Kay Sambo, Executive Assistant/School Board Secretary, who is retiring after 28 years with the Anchorage School District. The Board also thanked her for her service. John Steiner wrote and read the following poem to Ms. Sambo:

We’ll miss you very cherry Mary  
Miss you so much – very, very  
That I don’t know what we’ll do  
When we must march on without you.  
When I call no one will say  
“Hello, this is Mary Kay”  
And though our business will get done

It may not be quite as much fun  
As it has been with your good cheer  
(Would you consider one more year?)  
Oh well, I guess we'll let you go,  
Although it fills us all with woe  
And should nostalgia sneak attack  
I'll make the motion to hire you back.

D. AWARDS/RECOGNITIONS/PRESENTATIONS

1. BP Teachers of Excellence

Carla Beam recognized the BP Teachers of Excellence. There was a dinner held on June 7, 2005 at the Downtown Anchorage Marriott to also recognize the teachers of excellence. Carol Comeau stated that she is pleased with the continued support for teachers from BP.

Ms. Beam commented that she truly appreciates the quality of teachers in the Anchorage School District and is truly amazed at how many of the recognized teachers were raised in Anchorage and educated in the Anchorage School District. Each teacher was presented \$500 for educational materials and training; the teacher of the year received \$1,500 and a statue. The following teachers were introduced and recognized as BP Teachers of Excellence: Traci Caves, third and fourth grade teacher, Chugach Optional; Gayle Cunningham, special education, West High School; Deborah Higgins, third grade, Bear Valley Elementary School; Mark Meinen, physical education and health, Romig Middle School; Leslie Moore, seventh grade, Goldenview Middle School; Heidi Postishek, third and fourth grade, Polaris K-12; Sandra Rhude, sixth grade, Northwood Elementary School; Traci Stanley, seventh grade language arts, Central Middle School; Vicki Wolfe, first grade, Gladys Wood Elementary School; and Candace Young, kindergarten, Birchwood ABC Elementary School.

2. ASD Memorandum #312 - Certificate of Achievement for Excellence in Financial Reporting

Each year the Government Finance Officers Association (GFOA) recognizes excellence in financial reporting. The Anchorage School District was selected by this organization to receive a Certificate of Achievement for Excellence in Financial Reporting for its comprehensive annual financial report (CAFR).

According to the GFOA its Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a government or its management.

It is requested that the School Board recognize the entire Business Management Division for their hard work and dedication throughout the year that contributed to the district receiving the Certificate of Excellence in Financial Reporting.

3. ASD Memorandum #331 - NEA-Saturn/UAW Partnership Award

The Anchorage School District and Anchorage Education Association (AEA) have been working together collaboratively for many years engaging new and veteran educators in mentoring partnerships, induction programs and professional development that benefits the beginning educator as well as the teacher leader.

During the 1996-1997 school year, the district's Training and Professional Development (TPD) Department and AEA staff members worked in partnership to design a mentor program for district educators. Since the inception of the program, an ASD/AEA joint committee has met regularly to refine and revise the training, application process and protocols of the program.

The Mentor Program is not limited to first year teachers; any district educator can request a mentor. The committee has collected data and found that many second year educators as well as those new to grade level or content area, find the services of the mentoring program beneficial.

Recently, the district received notification that it was one of six recipients of the National Education Association, Saturn and the United Auto Workers Partnership Award for Teacher Mentoring Programs. The award honors partnerships between unions and administration that can result in outstanding teacher mentoring programs.

Later this month an ASD representative and AEA representative will travel to Los Angeles, California, to attend an awards ceremony hosted by NEA.

It is requested that the School Board recognize the following district and AEA staff members for the hard work and dedication that earned them the NEA-Saturn/UAW Partnership Award.

TPD/Induction team:

Kay Bennett, Professional Development Coordinator  
Robb Boyer, Director of Staff Development  
Gwen Lefebvre, Elementary Mentor/Induction Liaison  
Ann Bryson, Elementary Mentor/Induction Liaison  
Nancy Boxler, Middle/High Mentor/Induction Liaison

AEA Educational Excellence Joint Program members:

Jeannette Dean  
Erin Donohue  
Sandi Jones  
Karen Iris  
Vicki McCubbin  
Angie Pendleton  
Joann Pfisterer  
Cindy Trawicki  
Jody Viscardi  
Kathy Wright

E. SPECIAL ADVISORY REPORTS

1. Student Advisory Representative

Ralph Feriani noted that he is glad that school is out for the summer and did not have anything further to report.

Tim Steele commented that the Superintendent reported that the closing this year was one of the best that the District has experienced. Mr. Steele noted his appreciation to the students.

2. Military Delegate

LTC David Jones had no report.

3. MECC

William Johnson noted that the next MECC meeting is scheduled for June 16 at 12 noon in Room 320 in the Administration Building. He stated that MECC is currently recruiting new members and

encouraged the public to apply. Applications can be obtained by calling 742-4321 and must be postmarked by June 30 to be considered. Mr. Johnson publicly thanked Diane Heard for her service to the MECC.

Mary Marks commented that being involved in MECC broadens your understanding on education and how a school operates. She stated that participation in MECC is an excellent opportunity to understand the changes that take place in the areas of curriculum, needs of the community, and what is happening in our schools. Ms. Marks encouraged community members to apply for a position on the committee.

F. PERSONS TO BE HEARD ON NON-AGENDA ITEMS (30 minutes time limit)

Ken Zieghan stated that he was formerly in charge of implementing programs and training for the seminar program for the Anchorage School District. He stated that 21 years ago, he received a grant from ARCO to teach a private school education in a public setting. Mr. Zieghan stated that he came back to Anchorage and raised \$1.5 million dollars for the District in support of starting all these programs in Anchorage. He later partnered with the District as one of the schools of choice. Mr. Zieghan also provided extensive teacher training at Service prior to implementation of their program. After he retired from the District, he was rehired as a consultant. Mr. Zieghan is concerned that all of the teachers he trained have left the District, and there has been no money for training in the last five years and no major effort by the District to work with teachers and schools. He is here tonight to revitalize the program and suggested that the District spend some money on training for teachers in the seminar program.

Carol Comeau stated her appreciation to Mr. Zieghan for all the years he put into the seminar program. She reminded him that there have been substantial cuts to the District budget, but middle and high school have been able to support the schools and raised funds for training efforts. Mike Henry stated that there are seminar programs in four of our high schools that are very successful. He did admit that training is not what it use to be, but believes the District has done a good job with the available resources.

Jake Metcalfe asked Mr. Zieghan if he had any suggestions for additional money to fund training. Mr. Zieghan responded the oil companies gave

money and additional funds were added through grants. The expectation was that the District would take over those programs and continue to make sure they continued as quality programs.

John Steiner asked Mr. Zieghan to summarize his ideas to share with the Administration and principals.

Speaker Greg Barta spoke to the School Board about the lottery program for optional schools and about sibling preference. He stated that more than a year ago, his child was entered into the kindergarten lottery at Sand Lake Elementary School for the Japanese Immersion program. Mr. Barta always thought that the word lottery meant that every child who entered the lottery would have an equal chance at one of the coveted slots. He discovered that the odds were nearly nil for students that either didn't have a sibling already in the program or resided outside the attendance area. Mr. Barta noted that if Alaska had a state lottery in the traditional sense, he wonders how successful it would be if word got out that previous winners were guaranteed to win for at least 13 years and everyone else buying a ticket was most likely just making a donation. Students in the Japanese Language Immersion program are not getting the standard curriculum using a different delivery model as they would at other optional programs such as Northern Lights ABC or Chugach Optional. They are getting something in addition to the regular ASD curriculum that a parent would need to pay for if they wanted their child to have the ability to speak and write in Japanese. Missing out on one of the slots does have a monetary value that can be roughly calculated. There are no other public schools teaching Japanese so the closest approximation would be to hire a Japanese language coach or tutor to teach his children Japanese. The approximate cost savings to Japanese Immersion parents versus cost of private tutoring at the elementary level if \$113,400; middle school - \$16,200; and high school - \$18,000. The total cost of private tutoring for K-12 is approximately \$147,600.

Mr. Barta explained that he was told the reasoning behind the sibling preference is that it was perceived to be a hardship on a family to have their children at more than one school. The hardship of driving children to multiple schools would certainly appear to be less of a hardship than coming up with nearly \$150,000 for private tutoring. He has also been told that parents with children in the immersion program have invested energy and time into keeping the program viable. Mr. Barta taught the first eight groups of students through the Japanese Immersion program and was also heavily invested in the program. He asked if he should have

been given preferential treatment because of this and responded, "of course not."

Mr. Barta stated that Sand Lake Elementary School sent his family in the spring a packet of Japanese school work along with a list of tutors since they continued to remain on the wait list. He then received a phone call from the assistant principal of the school to schedule an appointment to assess his child's Japanese language ability. Mr. Barta asked if his child was guaranteed a slot in the program if he got him tutored. He was told no. He commented that he was expected to pay for tutoring on the chance they might get into a first grade slot. He as a teacher was told never to tell a parent that their child needs tutoring. Teachers have been trained to respond to a parent if they ask if he/she would benefit from tutoring by saying "that would be your decision as a parent." Mr. Barta wonders why such attention is given to the semantics of the reply. If the school admits it is not meeting a child's needs and tells parents to get help elsewhere, it may make the District liable for the tutoring costs. He stated that he met with Jan Christensen on Friday, June 10 to discuss his concerns with the current policy. He stated on Saturday, June 11, he received a call from the principal of Sand Lake apologizing for giving him misinformation about getting his child tutoring before the screening interview.

Mr. Barta asked the Board to eliminate the sibling preference when optional programs offer something in addition to the standard curriculum and to duplicate outside the program would cause great hardship on a family. He urged the Board to at least consider clarifying some of the ambiguous language in the current policy if they did not eliminate the sibling preference.

Carol Comeau responded and stated that she agrees with Mr. Barta that the language in the policy is not clear. She suggested the policy subcommittee review this language for alternative programs that are multi-divisional. Ms. Comeau stated that sibling preference has been in the lottery procedures since 1974 and has stood the test of time and several court cases. Sibling preference only gives preference during the draw and does not guarantee entry into a program for a sibling. Jan Christensen also stated that she was not aware that there were two cases of sibling preference for the program at Dimond and Sand Lake. She welcomed Mr. Barta's testimony before the Board. Ms. Christensen also noted that she did follow-up with Janice Gullickson to see if sibling preference did occur for the immersion program for a sibling who attended Dimond and had a sibling requesting entrance into Sand Lake. Janice Gullickson did confirm this to be true.

Greg Barta suggested that the process used during the drawing process be reviewed because not all schools are doing it the same way. Carol Comeau suggested that the administrative assistants come with the principals for a retraining session. She reminded everyone that we must be fair and consistent in all schools. Ms. Comeau thanked Mr. Barta for bringing this matter to the attention of the School Board and the Administration.

Tim Steele stated he was on the policy committee when the sibling preference was reviewed, but the K-12 aspect for sibling preference was not discussed. Jeff Friedman commented that the language regarding this issue needs to be clarified.

G. CONSENT AGENDA

Consent Agenda attached. All attachments referred to in memoranda recommendations are on file in the Superintendent's Office.

1. ASD Memorandum #315 - Resolution: Mayor's Task Force On Obesity and Health

It is the Administration's recommendation that the School Board adopt the attached resolution recognizing the serious health consequences of obesity in our community.

2. ASD Memorandum #316 - No Child Left Behind Federal Programs Consolidated Project Application for FY 2005-2006

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the FY 2005-2006 No Child Left Behind Federal Programs Consolidated Project Application to the State Department of Education and Early Development. This application includes Titles I, II, III, IV, and V in the amount of \$19,867,008.

3. ASD Memorandum #317 - Approval of Partial Waiver for Rentals Fees - YMCA

It is the Administration's recommendation that the School Board approve the request for a partial waiver of the Youth Activity Rentals Fee in Policy 855.4(c) for the YMCA in the amount of \$18,180. The District would like to do this in recognition of the

YMCA's provision of direct services and benefits to the Adult Community Transition Services program at their facility, and to Clark Middle School students through the Youth Community Connection Program. This partial waiver would be in effect for the remainder of the 2004-05 school year, and annually thereafter, subject to review and approval by both the Anchorage School Board and the YMCA Board of Directors.

4. ASD Memorandum #308 - Prior Approval of Discretionary Grant: Emergency Response and Crisis Management Grant

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

5. ASD Memorandum #332 - Acceptance of Contract: Alaska Partnership for Teacher Enhancement

It is the recommendation of the Administration that the School Board approve and authorize the Superintendent to accept eight contracts from the University of Alaska-Anchorage (UAA) totaling \$42,555 for the 2005-2006 school year. This contract is part of a continuation grant award to UAA from the U.S. Department of Education

6. ASD Memorandum #314 - Precalculus and AP Calculus Textbook and Materials Adoption

It is the Administration's recommendation that the School Board approve the adoption of the following math textbook and materials for precalculus and calculus:

PRE CALCULUS, 2nd edition. Blitzer. Prentice Hall. 2004.

CALCULUS, 8th edition. Larson/Hostetler/Edwards. Houghton Mifflin. 2006.

7. ASD Memorandum #336 - Sixth Grade Music Adoption

It is the Administration's recommendation that the School Board approve the adoption of the Standard of Excellence band method for use in the sixth grade band program.

8. ASD Memorandum #313 - Award of Contract: Multi School Concrete Slabs and Emergency Tanks

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the Multi-School Concrete Slabs and Emergency Tanks project to the lowest responsive bidder, Central Environmental, Inc. for the amount of \$510,950.

9. ASD Memorandum #294 - Award of Contract: Wonder Park Lighting Upgrade

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the Wonder Park Lighting Upgrade project to Thunder Electric, LLC for the Base Bid in the amount of \$147,441.

10. ASD Memorandum #297 - Award of Contract: South Anchorage High School Graffiti Sealant

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award a contract for the South Anchorage High School Graffiti Sealant Installation project to the lowest bidder KC Corporation for the Base Bid amount of \$104,402 and Alternate #1 in the amount of \$24,087 for a total award of \$128,489.

11. ASD Memorandum #302 - Award of Contract: Food Staples

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award contracts to Country Foods and Food Services of America to furnish Food Staples in the estimated amounts of \$252,935, and \$417,167 respectively.

12. ASD Memorandum #303 - Award of Contract: Frozen Food Products

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to award contracts to Charlie's Produce, Food Services of America, Mike's Quality Meats, Sysco Food Services and Teddy's Tasty Meats to furnish Frozen

Food Products in the estimated amounts of \$110,000, \$629,756, \$315,452, \$112,323 and \$334,519 respectively.

13. ASD Memorandum #301 - Approval of Change Order: East High School Renewal Phase 3

It is the Administration's recommendation that the School Board authorize the Superintendent to approve a change order in the amount of \$493,289 to Cornerstone for the East High School Renewal Phase 3.

14. ASD Memorandum #271 - Personnel Report

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

The following items were removed from the Consent Agenda: ASD Memorandums #315 and #316.

**ACTION:**

<p>Moved by John Steiner Seconded by Tim Steele</p>	<p>to approve Memorandum #317; Memorandum #308; Memorandum #332; Memorandum #314; Memorandum #336; Memorandum #313; Memorandum #294; Memorandum #297; Memorandum #302; Memorandum #303; Memorandum #301; and Memorandum #271.</p>
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**VOTE:**

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

Nays: None

MOTION PASSED

ASD Memorandum #315 - Resolution: Mayor's Task Force On Obesity and Health

It is the Administration's recommendation that the School Board adopt the attached resolution recognizing the serious health consequences of obesity in our community.

**ACTION:**

Moved by Tim Steele Seconded by Mary Marks	to approve Memorandum #315.
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Carol Comeau noted a change to the resolution in the last paragraph to read: Now, Therefore It Be Resolved, the Anchorage School Board and the Municipality of Anchorage supports the Mayor's Task Force on Obesity and Health and their task to study the many aspects, causes, and impacts of obesity and develop a ten-year plan to reduce obesity in the Anchorage School District and the Municipality of Anchorage.

Ms. Comeau stated that she has been meeting over the last couple of months with Bev Wooley and Nathan Johnson from the Municipality regarding the task force. A similar resolution to this one will go before the Assembly with the idea that a community wide task force to address obesity issues within the community will be launched. Ms. Comeau requested the School Board pass this resolution and join the Mayor's task force. A recommendation will be forthcoming within the next ten months. Ms. Comeau stated that there will be many opportunities for students and families who are interested in this topic.

A press conference has been scheduled at 2 p.m. on June 22 in the Mayor's office to launch this effort jointly with the School District.

Tim Steele requested the resolution be read into the record.

VOTE:

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

Nays: None

MOTION PASSED

ASD Memorandum #316 - No Child Left Behind Federal Programs Consolidated Project Application for FY 2005-2006

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the FY 2005-2006 No Child

Left Behind Federal Programs Consolidated Project Application to the State Department of Education and Early Development. This application includes Titles I, II, III, IV, and V in the amount of \$19,867,008.

**ACTION:**

Moved by John Steiner Seconded by Macon Roberts	to approve Memorandum #316.
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Jan Christensen stated that numerous meetings were held with those that have a part in how the Six-Year Instructional Plan meets School Board goals. Rhonda Gardner headed this project up and explained they were trying to align the NCLB goals with the Six-Year Plan and School Board goals.

John Steiner noted Title I "set-asides" listed over \$1 million dollars for busing. He feels it is a shame that we have to use these funds to move students from their home school to another school; he doesn't see any educational benefit to this. Rhonda Gardner explained that we are required by federal law to set these funds aside for this purpose. To date, no transportation costs were incurred last year, but \$38,000 were spent on supplemental services. She explained once the expenses have been proven, the remaining funds return to the District to be used. John Steiner asked if the supplemental services were external services. Rhonda Gardner responded that we must contract with state approved providers. She noted that we can do this as long as we make AYP, which the Anchorage School District has not. If a school makes AYP, they can be a provider even if the District does not make AYP as a whole. Teachers who want to be providers do not have to be highly qualified, but those teachers who teach in Title I schools do have to be highly qualified.

Carol Comeau stated that since the law has come into place regarding testing requirements, we need to encourage home school and GED students into the District. She noted that we need to market the importance of a high school diploma and keeping kids in school. Ms. Comeau commended the high school principals and staff on their remarkable job of helping and keeping students in school. Accountability for home school students remain a concern for Ms. Comeau. She also noted that there are about 2,200 homeless students that count against the District for accountability.

Tim Steele asked if the state tracks the mobility of students through the state student identification number. Rhonda Gardner responded yes.

Mary Marks is pleased with the increase in scores for reading, language and math for minority students. She believes we are making good progress, which shows the Six-Year Instructional Plan is working. Ms. Marks reminded the Board that 95 different languages are spoken in the school district.

Tim Steele commented that the state allows students to drop out of school at age 16, which is counted against us. Carol Comeau responded that she would like the legislative subcommittee to discuss this issue as one of the legislative priorities. She would like to see an increase of grade level for compulsory attendance. Ms. Comeau feels the message being sent is wrong when we allow students to leave school at age 16.

Jake Metcalfe stated that he would like to see a correlation between the disadvantaged students and their progress. We are now seeing students that are not going to be able to move up in their economic status and we must be prepared to address this issue.

Crystal Kennedy thanked everyone who worked on this grant. She stated the number of languages spoken in the District continue to amaze her.

Ralph Feriani asked if the academic achievement gap is going up under NCLB. Rhonda Gardner responded yes.

VOTE:

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

Nays: None

MOTION PASSED

The School Board recessed at 8:00 p.m. and returned at 8:15 p.m.

H. SUPERINTENDENT'S REPORT

1. ASD Memorandum # 318 - Annual Review/End-of-Year Report for FY 2004-2005 Highland Tech Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School. To be specific, the Policy states:

“The charter school will be subject to review of its operations and finances by the School Board. Annually, the Academic Policy

Committee will submit a concise written report and make a presentation to the School Board and the public no later than June 30 of each school year. This report will include, but is not limited to information on the attainment of student performance expectations, including copies of the Terra Nova and Benchmark reports; recommendations for remediation of poor student performance; school goal attainment; trends in student/staff enrollment and mobility; an end of year preliminary financial statement showing revenues and expenditures; minutes of the meetings of the governing body of the charter school; descriptions of charter school activities; copies of any leases signed by the charter school; current bylaws of the Academic Policy Committee; notification of establishment of non-profit 501 (c)(3) status; list of officers in any PTA/PTO or other parent organization; any changes in facility location; any major changes planned for the following school year; a list of the Academic Policy Committee for the past and coming school year, including officers, and staff members by position; a list of employees and job titles; and other information requested by the School Board.

If there is evidence of a breach of contract, then the School Board, through the Superintendent or designee, shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies and/or possible termination of the contract.”

Representatives from Highland Tech High (HTH) Charter School will be available to present their Annual Report to the School Board. Their report is presented to the School Board as Attachment A. The Administration will also present remarks at the appropriate time.

This is the second year of operation for Highland. It has been an extremely challenging one for the administration, staff and Academic Policy Committee. Because of its unique nature in the ASD, parents continue to need additional help in understanding the methodologies of the school, especially in the area of assessment. As the school becomes better known, students who opt to attend Highland will know before they begin that certain assumptions should be left at the door when attending Highland, but that the experience will be one of challenge and achievement in the end.

Fiscal solvency continues to be a problem at Highland with a very large lease and other debt obligations taking funds from the operating budget at a disproportionate rate. Working through this and other challenges at Highland for the school year 2005-2006 will take an enormous amount of energy on the part of the Highland staff. Connie Bensler, the Anchorage School District Charter School Liaison, has worked closely with the administration and Academic Policy Committee of this school. Ms. Bensler attended APC monthly meetings and provided assistance to these groups in working within the confines of the Anchorage School District and Charter School rules and regulations.

The staff at Highland continues to experience stress and burnout from the long hours and readjustments that have taken place during the year. In an effort to work out problems for students not doing well academically and behind in credits, the schedule was redone at the start of second semester. Teachers found it difficult to start over once again with a new group of students, and, in some cases, new teaching assignments for the second time this year. The result, however, proved to be beneficial to kids and will likely be the model used in the future. Schools that are unique do not necessarily work seamlessly from the onset. The Highland staff continues to find the middle ground between its philosophy and methodology and the success rate of students. Maintaining a working environment that allowed teachers to accomplish all that and maintain high morale has been a major effort on the part of the support staff at Highland. There is some staff turnover, but many staff members are becoming more comfortable with the model and are opting to stay at Highland.

Student numbers have been a problem this past year. The budget was based on higher enrollment projections than were realized causing the budget shortfall to become a significant factor in the running of the school. Highland was identified as a school of choice for students coming from Clark Middle School. These students were allowed to select Highland as an alternative site because of its success in the area of high stakes testing. These students helped enrollment figures for Highland, but adjustment problems resulted in many of them returning to Clark during the second semester. Those returning students at Highland from its first year are finding that their success is increasing steadily in academics and would be surprised that everyone wasn't as excited about attending Highland as they are. Many students enjoy

Highland's curricular choices daily schedule and flourish in its environment. As the school grows, the number of students remaining at Highland for their entire secondary experience will grow dramatically

Special needs students continue to be a significant part of the student population at Highland. The model is conducive to providing a successful experience to these students as a group, but some remain challenged by the open environment and need to be self-paced. Staffing has increased in special education this year thanks to the Special Education department of the ASD. There is a dedication of funds for staff next year in the Highland budget that should help to meet the needs of those students who attend Highland and require special education services.

Student decorum is an area of continuing concern for the staff of Highland and of the Administration of the ASD. Due to a high number of student incidents, there are now measures in place that are more proactive in nature for students who may be headed for significant problems. The practice of lunch-time meetings with students with problems, as well as schoolwide discussions of decorum issues are making an inroad in lessening the amount of out-of-school suspensions and recommendations for expulsion. The open campus continues to be a point of discussion where student decorum issues are concerned, with some possible changes in this policy coming in the future.

The school acquired a rather large debt in order to get the current facility refurbished to meet the requirements of a school that makes the use of advanced technology an integral part of everyday life. This debt continues to grow and affects the school's ability to fund several needed budgetary items including some staff positions. The administration and APC are working with the landlords to make the delay payment of the note for two years, while the school has a chance to become more financially stable. This note, however, continues to be part of the fiscal responsibility of the school and will eventually have to be addressed. Grants continue to be a large part of the other funding sources that help provide staff training, equipment and technical support for the school.

The excitement that greets you when you visit Highland is as all-pervasive as it was last year and probably even more obvious this year. There are many projects in the making, community outings

and contacts, school business partnerships creating opportunities for students to practice their knowledge in the real world, and techies everywhere. The students and staff continue to explore new worlds of learning and education. They are on the cutting edge of educational innovation. The students are being prepared to be what many business leaders are asking for, members of the 21st century who know how to compete in the world for jobs of the next generation. With help, guidance and work, Highland will grow to be one of our showcase schools in the Anchorage School District.

Carol Comeau stated that she wanted to publicly comment on how much the Anchorage School District supports this school and believes it will be a very successful program with their standards based model.

C. J. Stiegele, principal and founder, and Craig Mollerstuen came forward to answer any questions from the School Board. John Steiner stated that he is a supporter of standards based education and noticed how difficult it is to implement in a high school. Mr. Steiner asked for an explanation on the difficulties of implementation. Ms. Stiegele responded that parents have a difficult time understanding the differences between grades and credits. When a student leaves or graduates from Highland Tech and applies to a college or university, they take the work completed and equate it back to grades/credits. This makes it more familiar to colleges and other schools, but is extremely time consuming and difficult to create transcripts. Ms. Stiegele is hopeful with the new reporting system being developed that this task could be completed electronically.

Carol Comeau asked what other districts do to address this issue. Ms. Stiegele responded other districts convert the grades, but don't have a high mobility rate in their schools. They create a snapshot of everything the child creates as well as a transcript. Ms. Stiegele stated that it is difficult for Highland since the Anchorage School District is not on the same model.

Mary Marks commented that the uniqueness of the program is that students can see where their weaknesses and strengths are. It allows staff to provide resources to students in need. Ms. Marks stated that one must go from parallel thinking to global thinking.

Craig Mollerstuen stated this type of program is becoming more common and does not believe students are put at a disadvantage. Colleges are going more to portfolios versus traditional transcripts.

Tim Steele is concerned with the financial situation of the school with the lease and debt on renovations. He asked what kind of plan has been developed to address these issues. Ms. Stiegele responded that they have renegotiated their promissory note and their monthly payments are being held for two years with no payments. This will give them time to research other ways to decrease this debt. Craig Mollerstuen stated that the Academic Policy Committee is going to involve parents in brainstorming ways to decrease this debt. The APC hopes to put more focus on the long-term issues and fundraising. C. J. Stiegele noted that they made their first payment on the technology lease and have two more to go. At that time, they can either return the equipment or renegotiate their lease. Ms. Stiegele noted that these funds are in their operating budget.

Tim Steele commented that when the School Board approved the school they thought there was going to be more "buy-in" from the private sector. C. J. Stiegele stated that it is difficult to serve as the principal and make contacts in the private sector to raise funds.

John Steiner noted that 25 percent of the Highland Tech budget goes towards the facility. He suggested the design firm, having received favorable publicity for its innovative work for this project, be asked to come back to help with the noise problems. Ms. Stiegele commented that the acoustics in the newly renovated area in the mall are exactly what the school needs.

Carol Comeau commented that the school administration is going to revisit the open campus issue for grades 7-9. She believes the strengths of creating student boundaries helps to keep students there and focused. Ms. Comeau also recognizes the need for additional student activities.

John Steiner requested a discussion on the computer lease. He doesn't believe there is anything in our policy addressing this. Mr. Steiner asked if something happens to the school will the district absorb the computer equipment. Pam Chenier stated that the District owns the title to the equipment and would own it.

Jeff Friedman noted that the Academic Policy Committee looks very sparse in terms of parent involvement. Craig Mollerstuen stated that they do have parent involvement; he is a community member and for the last year has been requesting more parent involvement. Mr. Mollerstuen stated that they did add another person, who is on staff and a parent at the school, to the APC.

Mary Marks stated the school has worked very hard on reaching out to parents and believes they have a good balance. She attended a recent graduation ceremony and found it very interesting. Students raised \$500; one of the teachers had his head shaved in a challenge with students; and the school received a proclamation from the Governor. Ms. Marks feels the school has covered a lot of ground in the last two years.

Jeff Friedman applauded the school for all their hard work.

2. ASD Memorandum #319 - Annual Review/End-of-Year Report for Family Partnership Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School. To be specific, the Policy states:

“The charter school will be subject to review of its operations and finances by the School Board. Annually, the Academic Policy Committee will submit a concise written report and make a presentation to the School Board and the public no later than June 30 of each school year. This report will include, but is not limited to information on the attainment of student performance expectations, including copies of the Terra Nova and Benchmark reports; recommendations for remediation of poor student performance; school goal attainment; trends in student/staff enrollment and mobility; an end of year preliminary financial statement showing revenues and expenditures; minutes of the meetings of the governing body of the charter school; descriptions of charter school activities; copies of any leases signed by the charter school; current bylaws of the Academic Policy Committee; notification of establishment of non-profit 501 (c)(3) status; list of officers in any PTA/PTO or other parent organization; any changes in facility location; any major changes planned for the following school year; a list of the Academic Policy Committee for the past and coming school year, including officers, and staff members by position; a list

of employees and job titles; and other information requested by the School Board.

If there is evidence of a breach of contract, then the School Board, through the Superintendent or designee, shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies and/or possible termination of the contract.”

Representatives from Family Partnership Charter School will be available to present their Annual Report to the School Board. Their report is presented to the School Board as Attachment A. The Administration will also present remarks at the appropriate time.

Family Partnership Charter School has experienced one of the most positive years since its inception. There has been a renewal of cooperation and trust between the school administration, office staff and Academic Policy Committee. The effort of the new principal, Mr. Reed Whitmore, has been to build partnerships and work collaboratively with ASD and the Family Partnership APC. This effort has paid off many times over. Connie Bensler, the Anchorage School District Charter School Liaison, has worked closely with the administration and Academic Policy Committee of this school. Ms. Bensler attended APC monthly meetings and provided assistance to these groups in working within the confines of the Anchorage School District and Charter School rules and regulations.

The intent of this particular charter school is to provide an opportunity for a partnership between home-schooling parents and the Anchorage School District. It gives students an opportunity to have some of their education provided in a home school situation by certificated ASD teachers in classrooms, or in small group instruction after regular school hours. The Individual Learning Plan continues to be improved and simplified in its online form. It is parent friendly and efficient. Sponsor teachers and school staff can access it when necessary to expedite ordering of materials and check progress. The business office has improved its response time, which gives parents a clearer idea of the status of their student’s accounts. The principal can track completion of classes and accountability of student achievement. By using this online service, the home school environment is preserved, but made more efficient and accountable.

This unique school combines the structure of the Anchorage School District in the larger arenas of standardized testing and high school graduation requirements with the home school philosophy of individualized learning. The school's goals continue to include more participation by their students in the Districtwide testing. This year, they did not reach the 95 percent participation rate. There is a discussion that is on-going as to how to rectify this and how to impress upon the parents the importance of participating in this high stakes testing.

The biggest change in this charter school is the atmosphere and attitudes of the stakeholders. After several years of turmoil, there is once again a renewed sense of purpose and unity among the Family Partnership Community. The Academic Policy Committee is committed to keeping the school on the right track with curricular decisions, finding a balance of maximizing student funding while providing adequate funding for the infrastructure of the school, and working with the Anchorage School District as partners in the education of their students. The principal has worked effectively in bringing to the school a vision of success and hope that permeates throughout the school. It is a pleasure working with the staff and parents of the school. We are very proud of having this charter school as part of the Anchorage School District and look forward to another successful school year next year.

Carol Comeau praised Reed Whitmore for running a very strong charter school and asked him if Family Partnership had a plan in place to address the fact they did not make adequate yearly progress for the 2004-2005 school year. Jan Christensen stated that the school has had an outstanding year under Mr. Whitmore's leadership and they have made an excellent effort with testing and will continue to address this issue. Mr. Whitmore responded the school has come together since he has been in charge and feels that they are supported by the District administration.

Tim Steele stated that he has been very pleased with the change in the school and noted that they worked well with the School Board on the Policy Subcommittee. Mr. Steele's only concern is with the area of testing.

Carol Comeau asked Mr. Whitmore what his student projection is for 2005-2006. Mr. Whitmore responded that he expects 490 students.

3. ASD Memorandum #320 - Annual Review/End-of-Year Report for Frontier Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School. To be specific, the Policy states:

“The charter school will be subject to review of its operations and finances by the School Board. Annually, the Academic Policy Committee will submit a concise written report and make a presentation to the School Board and the public no later than June 30 of each school year. This report will include, but is not limited to information on the attainment of student performance expectations, including copies of the Terra Nova and Benchmark reports; recommendations for remediation of poor student performance; school goal attainment; trends in student/staff enrollment and mobility; an end of year preliminary financial statement showing revenues and expenditures; minutes of the meetings of the governing body of the charter school; descriptions of charter school activities; copies of any leases signed by the charter school; current bylaws of the Academic Policy Committee; notification of establishment of non-profit 501 (c)(3) status; list of officers in any PTA/PTO or other parent organization; any changes in facility location; any major changes planned for the following school year; a list of the Academic Policy Committee for the past and coming school year, including officers, and staff members by position; a list of employees and job titles; and other information requested by the School Board.

If there is evidence of a breach of contract, then the School Board, through the Superintendent or designee, shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies and/or possible termination of the contract.”

Representatives from Frontier Charter School will be available to present their Annual Report to the School Board. Their report is presented to the School Board as Attachment A. The Administration will also present remarks at the appropriate time.

Frontier Charter School has had a successful second year as a charter school in the Anchorage School District. Principal Tim Scott, the Academic Policy Committee, and the Frontier office staff continue to work to create a school of excellence for home-schooled students and their families. Through their efforts, the school has grown steadily with the expectation of an increase in enrollment for the 2005-2006 school year. The cornerstone to the school's philosophy lies in a free individualized learning profile that includes diagnostic achievement testing, cognitive evaluations and ongoing parent training opportunities. The school community greatly relies on technology to communicate, evaluate, and participate in all aspects of the school. Connie Bensler, the District's Liaison to Frontier Charter School, has attended the meetings of their Academic Policy Committee, made up of parents and staff. There is a good working relationship between Ms. Bensler and the Academic Policy Committee.

Frontier Charter School emphasizes customer service for its school community. This has been a successful effort with a satisfaction survey showing a high regard for the office staff and services provided by them. The Academic Policy Committee is committed to providing the financial support needed for further development of existing electronic communication, scheduling, assessment and procurement procedures. Since this is a home school, continued emphasis on these developments are critical to the success of the program.

Students at Frontier participated in both the Benchmark and Terra Nova testing at a rate of 98 percent. This is an excellent effort on the part of the Frontier staff and an acknowledgement on the part of the Frontier parents as to the importance of participating in this testing to the school and the District. There is a continuing discussion of remediation activities that are appropriate for those students not doing well in these tests. Again, it is a school wide concern and effort to improve not only testing participation but results as well.

Frontier Charter School students participate in many activities available to all students in the Anchorage School District. They compete in athletics, participate in musical performances and attend university courses as part of their regular day. The family is the cornerstone of the school; parents take their roles seriously as the primary instructors of their children but are not shy about tapping

the community for additional resources to enrich their children's educational experience.

It is a pleasure for the Anchorage School District administration to work with Mr. Scott, the Academic Policy Committee and Frontier staff. The school has done well and is certainly on its way to a successful first ten years as a charter school.

Tim Scott and Narda Butler came forward to answer any questions from the School Board. Carol Comeau noted the participation rate for Frontier is 98 percent; they did a very good job of notifying their parents on testing requirements. Jan Christensen commended the Frontier administration for an outstanding job. They provide a positive environment, excellent communication and outstanding customer service. Connie Bensler noted that it has been a difficult year for home schooling programs in the state. She believes that Frontier and FPCS want to do the right thing and the APCs have worked very hard to meet ASD requirements and stay within the letter of School Board policy and the law. Ms. Bensler stated that both programs have been completely responsive on accountability issues and applauds both for doing such a good job.

Tim Steele stated that FPCS and Frontier have set an example for charter schools around the state. He is very proud of the Board, ASD, and both charter schools for their excellent model.

4. ASD Memorandum #321 - Annual Review/End-of-Year Report for Aquarian Charter School

School Board Policy 333.10 on Charter Schools requires an Annual Review of each Charter School. To be specific, the Policy states:

"The charter school will be subject to review of its operations and finances by the School Board. Annually, the Academic Policy Committee will submit a concise written report and make a presentation to the School Board and the public no later than June 30 of each school year. This report will include, but is not limited to information on the attainment of student performance expectations, including copies of the Terra Nova and Benchmark reports; recommendations for remediation of poor student performance; school goal attainment; trends in student/staff enrollment and mobility; an end of year preliminary financial statement showing revenues and expenditures; minutes of the meetings of the

governing body of the charter school; descriptions of charter school activities; copies of any leases signed by the charter school; current bylaws of the Academic Policy Committee; notification of establishment of non-profit 501 (c)(3) status; list of officers in any PTA/PTO or other parent organization; any changes in facility location; any major changes planned for the following school year; a list of the Academic Policy Committee for the past and coming school year, including officers, and staff members by position; a list of employees and job titles; and other information requested by the School Board.

If there is evidence of a breach of contract, then the School Board, through the Superintendent or designee, shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies and/or possible termination of the contract.”

Representatives from Aquarian Charter School will be available to present their Annual Report to the School Board. Their report is presented to the School Board as Attachment A. The Administration will also present remarks at the appropriate time. Aquarian Charter School has had a very successful school year.

The school has a strong and viable academic program that is well supported by the parents and staff. There is a long waiting list of students wanting to attend Aquarian, with very little turnover in the existing student population. The building remains the biggest challenge for the school in terms of age and repair/renovation needs. Connie Bensler, the District’s Liaison to Aquarian Charter School, has attended the monthly meetings of their Academic Policy Committee, made up of parents and staff. There is a good working relationship between Ms. Bensler and the APC.

This charter school has a full-time type B certificated principal, Susan Forbes, who is completing her second year as principal of the school. She has had a tremendously successful second year with wide parent and staff support. There is a strong commitment to a high academic focus and integrated, thematic curricula which are enhanced by outdoor education, community service learning, Spanish, and technology infused throughout the day. The professional staff remains stable with a number of other teachers in the District requesting a transfer to Aquarian. The energy and enthusiasm of Mrs. Forbes has created a positive atmosphere

among the Aquarian community that is contagious and obvious as soon as you enter the building. The emphasis on staff development has been a major effort on Ms. Forbes' part this school year. She discusses monthly issues with staff and the APC relating to math, literacy and the arts. She provides classes, literacy groups and discussions for all adults in the Aquarian Community to help in the team effort to make Aquarian students successful in all ways. Aquarian has done well in high stakes testing with resources being directed toward those students who need remediation.

Aquarian Charter School has been challenged in several ways this year. The current campus is known as the Charter School Center and is the former Northern Lights School Campus. It has multiple code problems and needs major renovations in order to remain open. The Academic Policy Committee, the PTO and District officials have met on several occasions to discuss the problem and possible solutions. At this time, a number of possibilities are being explored. The Aquarian community is ready to lend financial as well as other support and partner with the District to solve the issues related to the condition of the building.

Another challenge met by Aquarian was the closing of Village Charter School and the subsequent absorption of over one third of its students and staff. In addition, the classrooms at the Charter School Center used by Village were taken over by Aquarian after a significant amount of work by parents and staff at Aquarian to upgrade and redo the interior of these rooms. The welcoming attitude on the part of the Aquarian Community to the former Village children, parents and staff was heart warming. The transition in the middle of the year could have been much more traumatic had it not been for a major effort put forth by the Aquarian Community.

In the coming year, the school will increase its numbers to 336 students. The Anchorage School Board approved this increase during the 2004-2005 school year. With this increase, the number of classrooms at each grade will increase slightly, with more at the primary level. The school will continue to enjoy fulltime art, technology, and music teachers as well as an infusion of Spanish through lessons and Spanish speaking teacher assistants. Gifted education will continue to be an integral part of the school with over one third of the students identified by the gifted department of the ASD as certified gifted. The school is a vibrant, positive place

for students. Its parents feel welcomed and empowered. The staff continues to thrive and develop into a school of excellent teaching and support staff. Aquarian Charter School is looking forward to another successful year in 2005-2006.

Susan Forbes and Susan Lemasko came forward to answer questions from the School Board. Carol Comeau publicly thanked both of them for working in such a positive and professional manner with the District during the closure of Village Charter School. Currently, they are thriving, have a long waitlist, and their enrollment has shown to be very stable. Ms. Comeau commented that she received good news from the Fire Department regarding the sprinkler system. She noted that if a major remodel is going to be considered in the future, a sprinkler would have to be installed. Ms. Comeau stated that this decision will allow us some time to make a decision on what to do and to make sure the students are in a safe environment. She further stated that this will give the District time to focus on the educational program until a decision is made as to what to do with the building.

Jan Christensen stated that this is a very successful charter school and Susan Forbes did an outstanding job when transitioning the Village Charter School students into Aquarian. Ms. Christensen noted that the school worked very hard on building issues and received a grant for a rock wall. She commended Susan Forbes for her outstanding leadership. Ms. Forbes works well with the administration, which has helped make Aquarian a successful school. Connie Bensler stated the APC is a wonderful group of people who seem comfortable being partners with ASD. It is always their goal to make it work. Ms. Bensler commended Susan Forbes for a job well done.

Susan Forbes appreciated the kind words and introduced Susan Lamasko, outgoing chair for the APC. Ms. Lamasko thanked all the divisions and entities for their assistance in making Aquarian successful. She also noted that she feels supported and that parent support has made this a successful and viable educational program.

John Steiner asked if the change to the fire code is that the school must be upgraded on a time schedule. Carol Comeau responded that there was a previous audit by the State Fire Marshall and a commitment must be completed. Ms. Comeau stated that the District was under the assumption that the Fire Department was

requiring upgrades to the school by a certain date or face closure. George Vakalis pursued this and assured the District that this is not true; we are not stepping back from a commitment, but this allows us more time to review the situation and complete the requirements.

John Steiner asked for an explanation of Saxton math and what makes it such a strong program. Susan Forbes responded that at the beginning, she was not an advocate of the program. After much research she now believes in the program. She believes that the math blocking and unique program allows a student to achieve. One of the components of Saxton is the pre-assessment done within the first weeks of school, which allows a student to move. Also, the school, staff, and parents must buy into the total program. The curriculum is not that different, but is sequential and scripted. Carol Comeau stated that consistency and training and use of a program go a long way.

Tim Steele commented that Saxton math was used in a multi-age classroom in his daughter's school and believes that three years of consistency made a big difference.

5. ASD Memorandum #322 – Project Status Report

This is a report of activities and project status changes in Major Capital Projects during the period of May 13, 2005 through June 1, 2005.

6. ASD Memorandum #323 – Facility Change Order and Completed Projects Report for the Month of April 2005

The monthly Facility Contract Modification Report for the month of April 2005 is attached. There are no exceptions to report this month. There are no completed projects for this month.

I. PERSONS TO BE HEARD ON NON-AGENDA ITEMS

J. COMMUNICATIONS & SCHOOL BOARD COMMENTS

K. EXECUTIVE SESSION – (PERSONNEL/FINANCE/NEGOTIATIONS LITIGATION)

L. ADJOURNMENT

The Regular Meeting of June 13, 2005 was adjourned by unanimous consent at 9:20 p.m.

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Jeff Friedman, President

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John Steiner, Clerk

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Mary Kay Sambo, Recording Secretary

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Date