ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 22, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-01

School Board member Jeff Friedman submitted the following request on January 20, 2010. Mike Abbott, Assistant Superintendent for Support Services, Ray Amsden, Director of Facilities, and Ophelia Dargan-Steed, Demographer, prepared the following response.

REQUEST:

What percentage of time does our Demographer work with the Municipal Contractor?

RESPONSE:

To date the Municipality has not requested the district Demographer's assistance or support in the work of the Municipal contractor.

CC/MKA/RA/ODS

Time to prepare report: 15 minutes

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-02
NUMBER OF POSITIONS OUT OF ALL GRANTS

All School Board members submitted the following request on January 20, 2010. Marie Laule, Budget Director and Catherine Curtis, ARRA Compliance Director prepared the following response.

REQUEST:

What is the number of positions out of all the grants by categories (Administrators, Teachers, & Other Staff) please differentiate: Federal Formula / (i.e. Title 1, Special Education/ ARRA / Competitive)?

RESPONSE:

The anticipated number of employees in the grants by discretionary, entitlement and ARRA funds for FY 2010-2011 is shown on the attached spreadsheet. These are grant application FTE projections and subject to change based on final grant awards and programmatic adjustments.

CC/MSL/CC

Attachment

Time to prepare report: 32 Hours

Anchorage School District
Fiscal Year 2010-2011

LOCAL / STATE / FEDERAL PROJECTS

	FTE BY OBJECT DESCRIPTION AND CODES												
	Other Prof Certificated	Other Prof Classified	Technical Classified	Clerical	Teacher Assistant	Nurses	Coordinators	Principal	Elementary Teachers	Secondary Teachers	Special Service Teachers	Counselors	Total FTE all codes
GRANT/PROJECT TITLE	**1180**	**1181**	**1191**	**1201**	**1231**	**1240**	**1250**	**1300**	**1310**	**1320**	**1360**	**1400**	
DISCRETIONARY GRANTS													
AK Initiative Community Engagement										1.00			1.00
Academy of Engineering for Bartlett										1.00			1.00
Anchorage Construction Academy					3.00					2.50			5.50
Cook Inlet Tribal Council Second Order Prevention				0.50					0.60				1.10
Alaska Community Centers Learning			13.00	1.00									14.00
Alaska Family Directory Website				0.50									0.50
Alaska Process Industries Careers Consortium										1.00			1.00
DBHSS Empowering Students to Lead										1.80			1.80
Foreign Language Assistance									1.00				1.00
Indian Ed Professional Development				1.00					2.00				3.00
Investment in Innovation				1.00					1.00				2.00
Mission is Russian Advances (MIRE)										1.50			1.50
Preschool Disabled		1.00		2.00									3.00
Project Ki'l		1.00		0.50									1.50
Puqigtut		1.00	1.00	0.50						3.00			5.50
Skills Alaska (SOAR)									1.00				1.00
Total FTE in Discretionary Grants	**0.00**	**3.00**	**14.00**	**7.00**	**3.00**	**0.00**	**0.00**	**0.00**	**5.60**	**11.80**	**0.00**	**0.00**	**44.40**
ENTITLEMENT GRANTS													
Alaska School Deaf & Hard of Hearing (State)	1.00	1.00											2.00
McLaughlin-Youth in Detention										4.00			4.00
Providence Heights								0.20			1.00		1.20
Title I - Administration	1.00		3.20	3.00					7.00				14.20
Title I - Airport Heights									2.45				2.45
Title I - Alaska Native & Preschool					1.00				2.00				3.00
Title I - AVAIL										0.50			0.50
Title I - Child in Transition (CIT)		1.00	2.75	1.00	2.75				1.50	1.00			10.00
Title I - Chinook			1.00						2.00				3.00
Title I - Clark			1.00							3.00			4.00
Title I - Creekside Park			0.94						0.70				1.64
Title I - Fairview									4.00				4.00
Title I - Fairview Preschool					1.00				1.00				2.00
Title I - Government Hill					2.00								2.00
Title I - Lake Otis			0.81						1.00				1.81
Title I - Mt. View			0.92	0.25					3.00				4.17
Title I - Muldoon			1.00	0.29					3.00				4.29
Title I - North Star			1.00	0.21					3.00				4.21
Title I - North Star Preschool					1.00				1.00				2.00
Title I - Northwood ABC									2.00				2.00
Title I - Nunaka Valley									0.50			0.50	1.00
Title I - NCLB Parent Involvement			0.28										0.28
Title I - Ptarmigan			1.00	0.29	1.50				2.00				4.79
Title I - Russian Jack Preschool					1.00				1.00				2.00
ENTITLEMENT GRANTS CONT.													
Title I - Russian Jack			1.00		0.63				2.00				3.63

	FTE BY OBJECT DESCRIPTION AND CODES												
	Other Prof Certificated	Other Prof Classified	Technical Classified	Clerical	Teacher Assistant	Nurses	Coordinators	Principal	Elementary Teachers	Secondary Teachers	Special Service Teachers	Counselors	Total FTE all codes
GRANT/PROJECT TITLE	**1180**	**1181**	**1191**	**1201**	**1231**	**1240**	**1250**	**1300**	**1310**	**1320**	**1360**	**1400**	
Title I - Spring Hill			0.50						2.00				2.50
Title I - Taku			0.63						2.00				2.63
Title I - Tudor				0.13					1.00				1.13
Title I - Ursa Major			0.26						2.00				2.26
Title I - Ursa Minor			0.49		0.75				0.60				1.84
Title I - Whaley Center					4.00					1.00			5.00
Title I - William Tyson				0.31					3.00				3.31
Title I - William Tyson Preschool					1.00				1.00				2.00
Title I - Williwaw			1.00		1.00				2.00				4.00
Title I - Williwaw Preschool					1.00				1.00				2.00
Title I - Willow Crest			1.00	0.23					2.00				3.23
Title I - Wonder Park									2.00				2.00
Title I C - Migrant Education		6.00		1.00	6.50				2.00	1.00			16.50
Title I D - Delinquent & At-Risk Youth					1.00					0.51			1.51
Title I D - N & D, Subpart 2-McLaughlin				0.50						0.30		0.50	1.30
Title II A - Staff Development				0.75					2.00	2.00			4.75
Title II A - Class Size Reduction (CSR)									36.80				36.80
Title II A - Math Project									3.00	0.40			3.40
Title II A -NCLB Support		1.00											1.00
Title II A - Science									2.00	1.00			3.00
Title II A - HR Recruitment/Retention		1.00	1.75	1.00									3.75
Title III - English language Acquisition	0.40											2.00	2.40
Title IV - Safe & Drug Free Schools	0.14			0.50					0.40	0.60			1.64
Title VI-B, Part B, IDEA (Special Ed.)	4.00	3.00	16.00	14.00	55.00	0.20	7.00	1.00			38.50	1.40	140.10
Title VII - Indian Education	1.00		7.00	1.50	24.00		1.00		3.00	0.39			37.89
Total FTE postions in Entitlement Grants	**7.54**	**13.00**	**43.53**	**24.96**	**105.13**	**0.20**	**8.00**	**1.20**	**106.95**	**15.70**	**39.50**	**4.40**	**370.11**
FTE in Discretionary and Entitlement Grants	**7.54**	**16.00**	**57.53**	**31.96**	**108.13**	**0.20**	**8.00**	**1.20**	**112.55**	**27.50**	**39.50**	**4.40**	**414.51**
ARRA GRANTS													
Title IA ARRA			2.30						22.50				24.80
Title IID ARRA										1.00			1.00
Title VIB 611 ARRA		2.00						1.00			18.00	6.00	27.00
State Fiscal Stabilization Fund ARRA		2.50	21.00						4.00	14.00			41.50
	-	**4.50**	**23.30**	**-**	**-**	**-**	**-**	**1.00**	**26.50**	**15.00**	**18.00**	**6.00**	**94.30**
Total Grant Funded FTE including ARRA	**7.54**	**20.50**	**80.83**	**31.96**	**108.13**	**0.20**	**8.00**	**2.20**	**139.05**	**42.50**	**57.50**	**10.40**	**508.81**

NOTES:
These are grant application FTE projections for FY 2010-2011. There is over $16M budgeted in contingency and it is anticipated that there could be as many as 15 FTE additional positions to manage grants in the grants applied for and awarded within this amount.

Local			State		Federal	
300000			500000		7036485	
1000	58%	174,000	63%	315,000	58%	4,081,161
2000	20%	60,000	20%	100,000	32%	2,251,675
3000	15%	45,000	10%	50,000	6%	422,189
4000	7%	21,000	6%	30,000	3%	211,095
5000		-	1%	5,000	1%	70,365
6000		-				-
		300,000		500,000		7,036,485

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 21, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-05
INFORMATION TECHNOLOGY DEPARTMENT
SYSTEMS PROGRAMMER II

School Board member Pat Higgins submitted the following request on January 19, 2010. Marie Laule, Budget Director and Jane Berglund, Chief Information Officer prepared the following response.

REQUEST:

What is the reason for the $20,000 increase in the Systems Programmer II position under the Information Technology Department? The amount went from $58,880 to $78,711.

RESPONSE:

The Systems Programmer II position under the Information Technology Department was vacant during the finalization of the FY 2009-2010 Revised Financial Plan and was therefore budgeted at the ACE Range 10 F Step for the amount of $58,880. Subsequently, an internal applicant was promoted from a Systems Programmer I position to the System Programmer II position at an ACE Range 10 P Step. In addition, the ACE negotiated contract increase for salary and step is reflected in FY 2010-2011 Preliminary Financial Plan column.

CC/MSL/JB

Time to prepare report: One-Half Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-04
SCHOOL BOARD TRAVEL

School Board member, Jeff Friedman submitted the following request on January 19, 2010. Janet Stokesbary, Chief Financial Officer, Marie Laule, Budget Director, and Vanessa Blake, School Board Secretary prepared the following response.

REQUEST:

Trend in Travel: Travel Costs for FY 2008-2009 and Estimated Travel Costs for FY 2009-2010

RESPONSE:

The actual costs incurred for Board travel in FY 2008-2009 were:

Travel:	$18,354.00
Registrations:	6,440.00
Total:	**$24,794.00**

The budgeted amounts for Board travel in FY 2009-2010 are:

Travel:	$34,500.00
Registrations:	3,950.00
Total:	**$38,450.00**

The estimated amounts for Board travel in FY 2009-2010 are:

Travel:	$24,771.00
Registrations:	5,705.00
Total:	**$30,476.00**

CC/JS/MSL/vb

Time to prepare report: Two hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-06
ADMINISTRATION OF CHARTER SCHOOLS

Tam Agosti-Gisler, School Budget Advisory Commission, submitted the following request on January 21, 2010. Mary Meade-Olberding, Supervisor of Charter Schools, and Marie Laule, Budget Director, prepared the following response.

REQUEST:

Are all costs associated with administration of the charter school programs charged back to the charter schools' allocations, including the salary of the charter school director? If not, what amount or percentage is absorbed by the district?

RESPONSE:

Charter schools are responsible for paying all their own expenses, including the salary of their principal and other staff. The Supervisor of Charter Schools oversees the development of new charter schools and supervises and counsels school advisory committees once the schools are established. Currently there are eight charter schools in the Anchorage School District. This position is funded through the ASD General Fund and is not included in the indirect cost percentage.

CC/EG/MM/ML

Time to prepare report: One Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-07
SCHOOL BUSINESS PARTNERSHIP MONETARY DONATIONS

School Board member Jeff Friedman submitted the following request on January 19, 2010. Chad Stiteler, Controller, prepared the following response.

REQUEST:

What has the district received in the way of monetary donations from the School Business Partnership program?

RESPONSE:

The School Business Partnership (SBP) performs a survey for the schools and businesses participating in the program and includes a question requesting information about all donations provided to schools. The FY 2008-2009 survey is the most recent survey completed and included responses from approximately one-third of the schools participating in the program.

The Accounting Department surveyed school staff and reviewed both the centralized and decentralized student activity accounts from the remaining two-thirds of schools that did not participate in the survey and confirmed donations listed on the SBP survey. At the time of this information request submission, 10 schools still had not confirmed any monetary donations, and are not included in the below figures.

For the school year 2008-2009, a total of $77,918 in cash and cash equivalents was donated through partners to schools via the SBP. This includes cash equivalents

such as gift cards to specific businesses, grants for particular projects, but not materials or services with monetary values such as t-shirts or health club memberships. More specifically, cash donations total $61,048, gift card/certificate donations total $16,470 and one savings bond of $400 was donated.

CC/JS/CS/CG

Time to prepare report: 8 hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-08
HIGH SCHOOL PARKING

School Board member John Steiner submitted the following request on January 22, 2010. Marie Laule, Budget Director; Janet Stokesbary, Chief Financial Officer; Ed Graff, Assistant Superintendent of Instruction; Mike Henry, Executive Director, High School Education; and Todd Arndt, Supervisor, High School Education, prepared the following response.

REQUEST:

How much revenue would $1.00 added to the high school parking fee generate?

RESPONSE:

Approximately, an additional $3,850 in revenue would be realized by increasing the parking fee from $50.00 to $51.00.

CC/EG/MH/TA/ML/JS

Time to prepare report: One hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-12
NUMBER OF EXEMPT EMPLOYEES

School Board member Crystal Kennedy submitted the following request on January 22, 2010. Marie Laule, Budget Director prepared the following response.

REQUEST:

I would like to know the number of exempt employees at ASD and the salary range (high and low) for those employees. I am comparing the ASD's with those of the Municipality's per a constituent's questions.

RESPONSE:

The number of exempt employees included in the FY 2010-2011 Financial Plan in the General, Food Service, Local/State/Federal Grant and Capital Projects Funds is 82 and does not include the superintendent. The salary range is from $42,697 to $121,256.

CC/MSL

Time to prepare report: One-Half Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM January 25, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-13
AVAILABLE USE OF UNDESIGNATED FUND BALANCE

School Board member Tim Steele submitted the following request on January 22, 2010. Janet Stokesbary, Chief Financial Officer, prepared the following response.

REQUEST:

How much would be made available if we retained a total of 3%, 2.5%, even 2% of the Fund Balance, also including the 8.5% local tax agreed amount to maintain our Bond Rating?

RESPONSE:

In the FY 2010-2011 Preliminary Financial Plan, $1.975 million of fund balance is being used as a revenue source. This was based on maintaining an estimated 3.5% undesignated fund balance as of June 30, 2010 in addition to the required 8.25% of local taxes for bond rating purposes.

The following additional fund balance would be made available if the estimated undesignated fund balance as of June 30, 2010 were to be maintained at the following percentages:

Percentage of Undesignated Fund Balance As of 6/30/10	Available Fund Balance Above $1.975 Million In Preliminary Budget	Total Fund Balance Used as Revenue Source In FY 2010-2011 Budget
3.0%	$3 million	$4.975 million
2.5%	$6 million	$7.975 million
2.0%	$9 million	$10.975 million

CC/JS

Time to prepare report: 1 hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-03
SUMMER SCHOOL COST

School Board member Tim Steele submitted the following request on January 20, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Linda Carlson, Executive Director, Elementary Education; Leslie Vandergaw, Executive Director, Middle School Education; Mike Henry, Executive Director, High School Education; Jerry Sjolander, Executive Director Special Education; Enid Silverstein, Executive Director, Curriculum and Instructional Support; Christine Garbe, Supervisor, ELL Program; Doreen Brown, Supervisor, Indian Education; and Dianne Orr, Supervisor, Title I; prepared the following response.

REQUEST:

What is the cost of Summer School at each level and how much revenue is generated by each? How many sign up and how many complete the session? "I asked for cost information for providing summer school. My intent is to get, in one place total cost and benefit information on the net value of summer school. To have a true picture of costs and benefits I really need: A) total cost less revenue from fees/grants, etc. 2009-2010 and proposed 2010-2011 levels. B) I also would like attendance and accomplishment info for 2009 (we received it in a report a few months ago) on registration, attendance credits earned, # of sites at each level, waiting list numbers, etc for 2009. What I would like to do is compare last summer with the proposed offerings for 2010 and the potential impacts for 2011. I would like to use this information to help us make decisions and potentially show to folks in Juneau.

RESPONSE:

High School Education

The 2009 high school summer school cost approximately $1,564,000. Revenue generated from the 2009 high school summer school session was $255,066.

During the summer of 2009, 5,114 high school students attended. The actual number of students who enrolled and did not complete summer school is not available. However, 6,901 semester credits were earned by the 5,114 students.
The regular summer school session of 26 days was held at KCC, Bartlett, Chugiak, East, Dimond, and West high schools. The number of students who attended the regular session totaled 3,859.

MyHigh had an online enrollment of 372 students for the summer session. Most of the enrollment was in Alaska Studies and Economics courses. Teachers and students both completed their work over a period of 35 days, with 24 hour/day access. The online summer program is one of the fastest growing.

In addition to the regular session, summer programs were conducted at each of the alternative schools. Students were able to continue their progress toward graduation without leaving their own program. The number of students that were served at the alternative schools was 395.

2009 High School Summer School Enrollment Data

10 Day Extended Year - designed for students in the comprehensive high schools who needed more time to pass a course. 9th grade students were the target group for this program. All students in the 10 day extended year were able to complete this program in time to enroll in the regular summer school session.

Bartlett	42
Chugiak	38
Dimond	51
Eagle River	37
East	101
Service	49
South	63
West	63
Total	**444**

Alternative School Mini Summer Session - designed for students in the alternative high schools who want to earn additional credit in the summer. Students were able to stay at their home alternative school and continue progress toward graduation. The Mini Sessions ran from the last day of school until June 27.

AVAIL	11
COHO	16
Continuation	9
Crossroads	35
MYC (28 days)	123
SAVE I	105
SAVE II Benson	62
Search	34
Total	**395**

Regular Summer School - Credit recovery, original course attempt and online courses for students who were interested in taking the 5 week class.

Bartlett	408
MyHigh Online	372
Chugiak	337
East	1,000
KCC	308
Dimond	850
West	554
Total	**3,859**

Other - Credit By Choice programs for high school credit.

CITC	112
Gifted Mentor	25
Parks Program	20
Native Mentors	15
Other CBC	132
Transition	112
Total	**416**

10 Day Extended Year	444
Alternative School Mini Summer Session	395
Regular Summer School	3,859
Other CBC Summer School	416
Total	**5,114**

Year	Total Number of Students	Credits Earned
2009	**5,114**	6,901
2008	4,422	6,358
2007	4,159	5,998
2006	2,917	4,694
2005	2,264	3,259
2004	1,861	2,521

Middle School Education

The 2009 middle level summer school program cost approximately $511,575. The total revenue was $16,285.

Six hundred thirty-eight students registered and 484 students completed the program.

There were three summer school sites: Begich, Gruening, and Hanshew.

Student Achievement Results

Overall, students demonstrated increased achievement in math at all grade levels. In reading, students demonstrated increased achievement at both sixth and seventh grade. There was no change in reading for students in eighth grade.

Gates-MacGinitie *Reading Test*

Grade	*Vocabulary Pretest*	*Vocabulary Post-test*	*Comprehension Pre-test*	*Comprehension Post-test*	*Total Pre-test*	*Total Post-test*
6th	39	42	36	38	36	40
7th	47	51	43	45	43	47
8th	48	49	45	41	44	44

(NCE = Normal Curve Equivalent, 50 is average)

AGS Math-Level Indicator

Grade	*Math Pre-test*	*Math Post-test*
6th	20%	32%
7th	34%	48%
8th	32%	35%

(PR = Percentile Rank)

Elementary Education

The cost of the 2009 summer school for elementary students was $617,362. The total revenue was $23,225. The additional cost of summer school transportation, $83,182, was paid through the Title I grant.

Nine hundred thirty-four students signed up for summer school and 880 completed the program.

Summer school was offered at five geographically diverse sites: Homestead, Chinook, Russian Jack, William Tyson, and Willard Bowman elementary schools.

Student Achievement - Reading

Kindergarten All students achieved gains. Specifically, 57 percent of students achieved 100 percent identification of letter names (43 percent increase from pre assessment) and 58 percent of students achieved 100 percent identification of letter sounds (52 percent increase from pre assessment).

Grade 1 Average growth = over one year's growth (1.16)

Grade 2 Average growth = one and one fourth year's growth (1.25)

Student Achievement - Math

Grade 1 100% of students achieved gains (25% average increase)

Grade 2 90% of students achieved gains (19% average increase)

Grade 3	90% of students achieved gains (18% average increase)
Grade 4	95% of students achieved gains (18% average increase)
Grade 5	100% of students achieved gains (25% average increase)
Grade 6	96% of students achieved gains (26% average increase)

Instruction Division Projections for 2010

The instruction division expects summer school 2010 to cost approximately the same as summer school 2009. The funds for June 2010 summer school are already in the 2009-2010 budget, but costs for July 2010 will depend upon teachers' salaries under the new AEA contract that is currently being negotiated.

Special Education ESY

Special Education Extended School Year cost a total of $955,614 and served 400 students. The program consists of three separate budgets: ESY cost $757,870 and Related Services cost $36,913, both coming out of the General Fund. Title VI-B cost $160,831 and is grant funded. No revenue is generated.

ESY Projections for 2010-2011

Special Education projects that summer school 2010 will cost approximately the same as summer school 2009, again with the caveat that it depends upon AEA contract changes in July.

English Language Learners

The ELL program supported students within the various divisions. Funds came from three different sources: $7,566 from the general fund, $25,363 from the ELL grant, and $6,600 from Title I. Revenue and enrollment numbers are included in the corresponding division.

ELL Projections for 2010-2011

It is projected that the cost for ELL summer school 2010 will be the same as this year.

Title VII Indian Education Summer Enrichment Program

The Title VII summer enrichment program is a 100 percent federally funded program. The total cost was $143,439. No revenue was generated. Of the 150 students who signed up, 120 completed the program.

Title VII Indian Education Walk and Write Program

This summer program cost $15,662, and is also 100 percent federally funded. No revenue was generated. Fifty students signed up for the program with 30 students completing it.

2010 Title VII Indian Education Projection

Indian Education plans to have two sessions in summer 2010; each session will host up to 150 students. One will be supported with Title VII funds and the other session with ARRA funds. Cost will be approximately $230,000, all grant funded.

CC/ML/EG/LC/LV/MH/JS/ES/CG/DB/DO

Time to prepare report: Ten Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-09
MIDDLE SCHOOL ACTIVITY FEES

School Board member John Steiner submitted the following request on January 22, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Leslie Vandergaw, Executive Director of Middle School Education; and Jerry Koetje, Supervisor of Middle School Education, prepared the following response.

REQUEST:
What percentage of the overall cost of middle school activities is the middle school fee proposed to cover? How much additional revenue is each $1.00 of increase in the middle school activity fee expected to generate?

RESPONSE:

The 2008/2009 middle school activities expenditures as reported in the Title IX record were $599,280. Activities at mid-level include five interscholastic sports and numerous intramurals, as well as many academic activities. Activity fees are only collected for the five interscholastic sports and 2008/2009 revenues totaled $228,843.

The FY 2010-2011 proposed $5.00 activity fee increase would generate approximately $14,500 in additional revenue. This total amount of $246,500 equates to approximately 42 percent of the expenditures as reported in the Title IX record. It is estimated that each $1.00 increase in the activity fee would generate $2,900.

CC/EG/LV/JK/ML

Time to prepare report: Three Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-10
HIGH SCHOOL ACTIVITY FEES

School Board member John Steiner submitted the following request on January 22, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Mike Henry, Executive Director of High School Education; and Todd Arndt, Supervisor of High School Education, prepared the following response.

REQUEST:

What percentage of the overall cost of high school activities is the high school activity fee as proposed expected to cover? How much additional revenue is each $1.00 of increase in the high school activity fee expected to generate?

RESPONSE:

The high school activity fee covers approximately 37 percent of high school activity costs. Approximately $4,500 would be generated by increasing the student activity fee by $1.00.

CC/EG/MH/TA/ML

Time to prepare report: Three Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-11
MODIFIED ACTIVITY FEES

School Board member John Steiner submitted the following request on January 22, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Mike Henry, Executive Director, High School Education; Todd Arndt, Supervisor of High School Education; Leslie Vandergaw, Executive Director, Middle School Education; and Jerry Koetje, Supervisor of Middle School Education; prepared the following response.

REQUEST:

If we were to modify the activity fees for the various activities to cover approximately the same fixed percentage of the cost of each respective activity, how high would that make the fee for the three most expensive activities and how low would the fee be for the three least expensive activities?

RESPONSE:

High Schools
The cost for all athletic programs as reported in the Title IX report of 2008-2009 in the ASD high school division is approximately $2,937,505 and about 6,781 high school students participated. The average cost per participant is around $433. Approximately $715,000 in high school activities fees were collected from 6,781 participants. On average, students who pay $160 per sport are paying about 37 percent of the per student actual cost.

To meet the 37 percent mark in the three highest costing sports, students would have to pay a total of $443 for girls hockey, $349 for boys hockey and $318 for swim/dive.

To meet the 37 percent mark for the lowest costing sports, cross country participants pay an excess of $87, tennis an excess of $78 and track and field an excess of $74.

Middle Schools

The 2008/2009 middle school activity expenditures as reported in the Title IX record were $599,280. Approximately 3,900 middle school students participated.

The average cost to provide each interscholastic sport is about $182 per participant. Approximately $228,843 in middle school activity fees was collected. On average, students who pay $80 per interscholastic sport are paying around 38 percent of the per student average cost. If the proposed $5 activity fee increase is factored in, the approximate percentage increases to 42 percent.

If activity fees were based on attempting to recoup 42 percent of the per student cost, the two most expensive sports would be $134 for XC skiing and $88 for wrestling. The three least expensive sports would be $61 for XC running, $57 for volleyball, and $43 for track & field.

CC/EG/MH/TA/LV/JK/ML

Time to prepare report: Five Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-14
TURNING COMPUTERS OFF AT NIGHT

School Board member John Steiner submitted the following request on January 28, 2010. Jane Berglund, Chief Information Officer prepared the following response.

REQUEST:

Do we have a policy that all computers be turned off at night to save electricity, and is anyone made responsible to see that it is actually done? (Maybe school screen savers should be an electric meter running to remind staff to turn off the computer.)

RESPONSE:

It is District procedure to turn computers off at night. Many labs are set up to shut down automatically at night and automatically restart in the morning. There are a number of older machines that can be problematic as they won't restart once they've been turned off. Those are normally left on. During the day, we recommend setting machines to go idle which can save up to 50% of the power consumption depending on the machine.

There is no one directly responsible for making sure machines are powered down. We have some new technologies available to us this year that may help us automate the process. With some added emphasis in this area, we most certainly could do a better job.

CC/MSL/JB

Time to prepare report: One-Half Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-15
IN-SCHOOL SUSPENSION

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; and Jerry Sjolander, Executive Director of Special Education, prepared the following response.

REQUEST:

Do we use certificated teachers for In-School Suspension, if so, is there any reason we have to do that?

RESPONSE:

The district does use certificated staff for in-school suspension. In the event that a student with a disability is assigned to in-school suspension, federal regulations require that the student must receive educational services to enable the child to continue to participate in the general education curriculum (although in another setting), and enable the child to progress toward meeting the goals set out in the child's IEP. The expertise of a certified teacher is required to ensure that these federal requirements are met.

CC/EG/JS/ML

Time to prepare report: One Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-16
MONITORING COMPUTER LABS

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Mike Henry, Executive Director of High School Education; Leslie Vandergaw, Executive Director of Middle School Education; and Linda Carlson, Executive Director of Elementary Education, prepared the following response.

REQUEST:

Do we use certificated staff assigned primarily to monitor computer labs during open use times? If there are teachers assigned primarily to computer labs, could non-certificated staff serve that function instead?

RESPONSE:

There are several reasons why the district requires certificated staff to operate computer labs. In addition to supervision of students, the position involves planning and teaching lessons and providing computer-based instruction. Although staff may not specifically assign a content area grade, they do evaluate student performance and work collaboratively with other content area teachers to assess student work in the lab.

CC/EG/MH/LV/LC/ML

Time to prepare report: One Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-17
FULL-DAY PARENT CONFERENCES

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; and Ed Graff, Assistant Superintendent of Instruction, prepared the following response.

REQUEST:

What is the possibility of saving on buses, lunches, and noon duties by changing to a full day for parent conferences instead of two half days?

RESPONSE:

The Commissioner of Education has approved the district's current school calendar for 170 student contact days. The two conference days are scheduled for half days in order to meet the minimum amount of class time required for these days to count toward our approved calendar. Rescheduling these days as suggested would require a waiver from the Commissioner, extensive conversations between Labor Relations and bargaining groups, and an alternative plan to provide conference opportunities for parents and guardians. Therefore, based on the significant impact needed in order to implement this type of change, we did not cost out the possible savings on buses, lunches, and noon duties.

CC/EG/ML

Time to prepare report: One Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-18
VIRTUAL LIFE

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Darla Jones and Mary Wegner, Coordinators for Educational Technology, prepared the following response.

REQUEST:
Does ASD pay a license fee for Second Life virtual world?

RESPONSE:
Second Life is a synchronous online virtual community that has become the educational standard for building online professional learning communities and providing unique online learning environments.

One high school (Dimond) is currently approved to utilize Second Life for students with some very specific projects. The cost is $1,770 per year for unlimited accounts, and the advisor running the program is the only person who can add accounts. The advisor is very deliberate about how Second Life is used and researched the options for over two years before seeking approval for its use. The advisor at Dimond is currently using Second Life as a component in the following learning opportunities:

- **Career and Technical Education classes:** Students use Second Life mainly for 3d design and visualization. In Second Life students can build 3d designs much like they would using the Autodesk software. The advantage that Second Life offers over Autodesk is the level of immersion the students experience when they visually enter the design space. Additionally, the Second Life design space is collaborative, and many students can work on the same design at once.

- **Computer Science 1-4:** Students use Second Life to help them learn computer programming skills.
- **Civil Engineering and Architecture**: Students use Second Life to build framed and finished sheds. In Second Life students can easily explore different building designs and use specific architectural styles.
- **Computer Integrated Manufacturing:** Students build demonstration devices such as mills, robotic arms, and timelines.
- **Safe and Drug Free Schools:** Students use Second Life to work on SoberState, an educational environment designed to help students learn about the dangers of underage drinking.
- **Robotics:** Students on the Robotics teams at Dimond use Second Life to simulate previous games, which are held on basketball court sized fields and thus not possible to physically build at Dimond.

In addition to these student projects, the Educational Technology Department has been exploring Second Life as a professional development tool. The cost is also $1,770 per year, but there are cost savings in terms of travel and time when using this online meeting and discussion tool. Additionally, Second Life affords the opportunity to learn from and with others from around the world. For example, ASD personnel recently participated in a Second Life presentation by the director of eLearning at Texas A&M University.

CC/EG/DJ/MW/ML

Time to prepare report: <u>One hour</u>

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-20
RE-USING CONSUMABLES

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Enid Silverstein, Executive Director of Curriculum and Instructional Support; and Linda Carlson, Executive Director of Elementary Education, prepared the following response.

REQUEST:

Would it be possible to reuse curriculum "consumables' by students doing their work on a separate sheet, copied into a spiral notebook or even slipping the "consumable" sheet into a reusable clear plastic and writing on the plastic?

RESPONSE:
The idea of having students consistently reusing curriculum consumables by completing their work on a separate sheet, spiral notebook or copying it on to a reusable clear plastic sheet would have significant copyright law implications.

Having a student copy into a spiral notebook for all practice assignments would require much more time on the part of the student. In a time when teachers find it difficult to fit everything into the school day as it is, and when teachers are being asked to provide more direct instruction, spending so much time waiting for students to transcribe onto paper for all practice work would be particularly problematic.

Slipping the consumable sheet into a reusable clear plastic sheet for daily practice would also be problematic. There would be no record of the student's work to be shared with parents. Most consumables are graded, and handed back to the student for feedback and reinforcement.

Additionally, many of the adopted curricula incorporate consumables as a necessary component of the program and are extensively utilized in maintaining the fidelity of the program implementation. These consumables contain critical background information, reference prior knowledge and give directions for students who are completing independent practice or receiving support from parents/guardians and other staff outside of the classroom. For example, the EDM consumable journals are actually the student textbooks that provide an ongoing record of student work throughout the year, an opportunity to review work in preparation for assessments and a context for working with their parents at home. Some pages contain fairly complex graphics that a student would have great difficulty duplicating.

Where the elementary health consumables associated with The Great Body Shop curriculum are concerned, current practice is to alternate first through sixth grade purchases with first through third grade student issues new one year, and fourth through sixth grade student issues new the next. Health teachers are already accustomed to having students answer questions from the student issues on a separate piece of paper because of the existing purchasing rotation.

CC/EG/ES/LC/ML

Time to prepare report: Two hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-21
TEACHER EXPERTS

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Linda Carlson, Executive Director of Elementary Education; and Enid Silverstein, Executive Director of Curriculum and Instructional Support, prepared the following response.

REQUEST:

There were lots of comments about not needing so many teacher experts and reading specialists. Do we staff them on a formula basis (so many per so many schools/classrooms) or are they assigned strictly according to need demonstrated by weakness on assessments? If some schools have high scores and good collaboration and formal or informal mentoring, could teacher experts be eliminated for those schools?

RESPONSE:

Literacy Support Teachers are staffed to serve all sixty elementary schools. That is at a ratio of 1:10 (2009-2010.) Title I Basic Funds provide for 10 Title I literacy coaches and two Title I teacher experts. They serve the twenty-three Title I elementary schools at a ratio of 1:2. In addition, every Title I school can use their own Title I allocations to fund additional supports for students.

Many schools have designated additional teaching positions to lower class sizes; however some have created additional "specialist" positions to meet the increasing demands for assessments, data driven meetings, staff collaborations and professional development. Some of the specialists also run small group instruction at their designated sites.

Currently, there are three science support teachers (two elementary and one K-8) and eight math support teachers (six elementary and two middle school). Originally, an Eisenhower grant allowed two math and three science teachers to be hired. The Eisenhower grant was reauthorized as Title II-A, and funding for these teachers continued. Two years ago, because of districtwide math implementation initiatives in middle and elementary schools, the number of math support teachers was increased. The ratio of math support teachers to schools is 1:10. The primary roles of the three science support teachers has been supporting new teachers and providing for the integration of writing, mainly through science notebook trainings. They have also worked to develop a cadre of teacher leaders.

A collaborative professional development model that utilizes the talents of all departmental and program adjunct staff has allowed us to reduce the number of math support teachers for next year to five and science teachers to two.

To eliminate all specialists or keep them from providing support to schools that are highly successful in meeting students' needs would be counterproductive to the very support that brought about success.

CC/EG/ES/LC/ML

Time to prepare report: Two Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-22
SAVING PAPER

School Board member John Steiner submitted the following request on January 28, 2010. Jane Berglund, Chief Information Officer; Mary McKean, Manager Student Information System; and Heather Sawyer, Director of Communications, prepared the following response.

REQUEST:

1. To what extent could we save on printing and paper and mailing by allowing parents to receive everything online?
2. Could Zangle track that—and also eliminate multiple copies of materials for families with multiple students at the same or different schools?
3. Could annual registration materials be made entirely online so some would not have to come in at all, or could print and fill out the forms they need at home, so fewer pre-printed forms would need to be available at the school?

RESPONSE:

1. With the implementation of Zangle, report cards and progress reports are now available on-line for all parents who have a ParentConnect account. Zangle does not currently provide the option to include enclosures (newsletters, and others) in School News or Class News notifications.

   In 2009, Communications worked with IT to implement a "School Start Box" for the schools. This start box contained all the forms needed to register students for school. Rather than print all of the forms at the district level and send them to the schools, each school can now print the forms on-demand. This drastically reduced the quantity of materials printed at the district level. It also means that we do not have accurate figures for how much paper was used for registration this school year

2. We are in the process of linking students, siblings, and their resident contacts into households, which will allow mailings to be done by household rather than by student or contact. We anticipate that household linking should be complete by the beginning of the 2010-2011 school year.

3. The forms required for registration are all available through the district website. During fall 2009 registration, many parents/guardians printed the forms at home and completed them before arriving at school. In addition, Zangle has a Pre-Enrollment module that allows parents of new students to enter their information on-line. The school can then access the data directly when the parent arrives at the school to register, saving time on data entry. We anticipate that the Pre-Enrollment module will be functional for the 2010-2011 school year.

It is important to remember that many of our families do not have access to computers and would still need to use printed forms. Consideration would also need to be given to English Language Learner families, who typically need additional assistance in navigating the registration process.

We are also seeing more and more schools opt to send their newsletters electronically. Many schools maintain their own e-mail lists; others use the lists that are built in to the School Messenger system. Again, it is important that schools keep a small quantity of printed newsletters on hand for families without Internet access

CC/EG/JB/MM/HS

Time to prepare report: Two Hours

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-23
ELEMENTARY HEALTH AND PE TEACHERS

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Linda Carlson, Executive Director of Elementary Education; Sharon Vaissiere, Coordinator, Health and PE; and Carol Comeau, Superintendent, prepared the following response.

REQUEST:

The addition of elementary health and PE teachers to provide elementary planning time was beneficial to kids as a matter of health and fitness. It was also expensive, and reduced core subject student contact time. Are we comfortable that the planning time was educationally beneficial, or was it helpful to teachers, but at a cost to education? Is it more valuable than the proposed 41-teacher class size increase?

RESPONSE:

The addition of elementary health and PE has been overwhelmingly successful in terms of elevating health and fitness as a priority for and among students, and as the positive theme in the schools as a whole. Students know better how their health can affect their academics, too. They learn about, and are practicing more problem-solving in such things as stress reduction, better nutritional choices, safety in school and in the community. Because these topics are relevant to students in their everyday lives, they hook kids and keep them engaged in school.

By having health and PE teachers who are able to focus on these issues, it ensures that the issues are taught explicitly, as opposed to leaving it up to chance that it will be taught with the same breadth and depth. Whether or not, it is more

valuable than being able to have 41 additional teachers in the classrooms, cannot be determined. However, with the increase of childhood obesity, it seems imperative that we place a greater emphasis on healthy lifestyles.

CC/EG/LC/SV/ML

Time to prepare report: One hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-24
USING BACK SIDES OF PAPER

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; and Andre Camara, Jr., ASD Recycling Coordinator, prepared the following response.

REQUEST:

Could paper be saved by re-using the back sides of used copy paper? Could schools be challenged to see how much they can save by such measures, and rewarded for being most successful? What about in the Ed Center?

RESPONSE:

Reusing one-sided paper is an easy and low-tech way to reduce the amount of paper used and is a practice frequently utilized throughout the district when appropriate; shredding will continue as the method used for papers dealing with confidential issues. There are many uses for the districts one-sided paper such as: fax confirmation pages; draft printing; and craft projects such as binding together for note pads and ledgers.

The district's recycling coordinator is currently working with our service provider, Alaska Waste, to develop a districtwide contest to encourage, challenge, educate, and of course reward those who excel in their recycle and reuse efforts. The winner and/or winning class or department could be featured in Alaska Waste's "I choose to recycle, do you?" advertising campaign.

Reduce, reuse, and recycle highlight the responsibility of every ASD staff and faculty member in every school and facility. The Ed Center is working to incorporate the 3Rs into appropriate areas of office management, building

operation and maintenance. Ongoing efforts at the Ed Center include expanding recycling efforts (mixed paper, aluminum cans and plastic bottles) and working with Green Star to explore additional options for waste reduction and energy conservation.

CC/EG/AC

Time to prepare report: One Hour

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-25
TEXTBOOKS

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Enid Silverstein, Executive Director, Curriculum and Instructional Support; and Linda Carlson, Executive Director of Elementary Education, prepared the following response.

REQUEST:

Is it true that textbooks are ordered, provided to schools and then sometimes not used--and sit in the school's storeroom for years rather than being re-directed to another school?

RESPONSE:

To ensure accurate enrollment numbers as far as ordering goes, ASD Demographics projections (found in the CIP), as well as information from department chairs and/or principals regarding anticipated or actual enrollment is utilized. Zangle reporting has begun to be accessed as a method for counting staff and students for ordering purposes. In the years following an adoption for middle and high schools, books have been moved between schools based on department chair cooperation.

There are times when textbooks might be stored in the school's storage room. For example, a school might have four sets of second grade reading anthologies for classroom use, and in a particular year, the school has only enough students for three classrooms. The extra set would remain in the storage room. Books may be placed in storerooms because some courses are offered only every other year. Some books are supplementary to the core curriculum and are used on an intermittent basis to support the curriculum.

Many schools also save older textbooks in the storage room to be used as supplements to their specific curricula. Many of the extra books in the storage room can be pulled to differentiate for students, as well.

CC/EG/ES/LC

Time to Prepare Report: <u>One Hour</u>

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-26
MIDDLE SCHOOL PLANNING TIME

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; and Leslie Vandergaw, Executive Director, Middle School Education, prepared the following response.

REQUEST:
Could team planning time be reduced or eliminated for middle school PE and elective teachers? I know there is value for them to have an opportunity to interact with team teachers concerning certain students, but is it needed every day? And would it be worthwhile to sacrifice it to save class size reduction teachers?

RESPONSE:
The elimination of planning time for PE and elective teachers would require extensive planning and involvement with school personnel, administration and labor relations as there are contractual obligations for planning time that must be provided to teachers. Additionally, a reduction in team planning time and the resulting loss of FTE would equate to a reduction in elective offerings at each school. These reductions and/or program losses would also require extensive and early planning.

Currently, all teachers at mid-level teach five of seven periods per day. Each teacher receives one period per day for instructional planning purposes and a second period is designated for team planning. Elective and PE teachers currently collaborate with core teams and participate in parent meetings and in team discussions related to student achievement.

Additionally, elective/PE teachers act as a team themselves. They meet to plan interdisciplinary units, school-wide events, and to coordinate many of the

division's SEL initiatives, including the implementation of Aggressors, Victims and Bystanders.

Middle school principals and administration annually review the effectiveness of the middle school model and did so again this year as part of the budget review process. Feedback continues to be overwhelmingly positive for maintaining the model. As a division, the decision was made to not recommend the elimination or reduction of team planning time.

CC/EG/LV/ML

Time to prepare report: <u>One hour</u>

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION: #11-27
SUMMER SCHOOL FEES

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; Mike Henry, Executive Director of High School Education; Leslie Vandergaw, Executive Director of Middle School Education; and Linda Carlson, Executive Director of Elementary Education, prepared the following response.

REQUEST:

What if we raised Summer School fees by $10 a class, how much income would that generate? What is the cost comparison of an online class vs. a classroom class? What does it cost to get a credit through correspondence course (BYU, North Dakota, etc.)? How much do courses at places like Sylvan cost?

RESPONSE:

If summer school fees were raised by $10 a class, we would generate approximately $33,800 across the divisions with the majority coming from high school. The breakdown would be approximately $2,900 from elementary, $2,900 from mid-level and $28,000 from high school.

The approximate cost of a high school summer school course is $6,000. This number represents the teacher salary and varies significantly based upon the teachers' placement on the salary schedule. This is the approximate cost based upon the average teacher's salary. The estimated cost for online courses is about $3,000.

The current cost for a BYU Correspondence course is $124 and for North Dakota Correspondence is about $163. Sylvan Learning Center does not sell

correspondence courses, but offers individualized student instruction for course completion. The cost of this service varies greatly, approximately $50/hour is charged to students for tutoring services.

CC/EG/MH/LV/LC/ML

Time to prepare report:

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

MEMORANDUM February 3, 2010

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: RESPONSE TO REQUEST FOR INFORMATION #11-19
CSF PROGRAM

School Board member John Steiner submitted the following request on January 28, 2010. Marie Laule, Budget Director; Ed Graff, Assistant Superintendent of Instruction; and Linda Carlson, Executive Director, Elementary Education, prepared the following response.

REQUEST:

Jim Lepley described the staffing ratio of CSF as 1 teacher, 2 counselors and 4 TAs for 4-10 students. Is that accurate? If so, could the work be done with fewer staff? Have we tried to find a targeted grant to fund this program since the original grant funds expired?

RESPONSE:

Staffing for the CSF Program.:

College Gate:

Kindergarten CSF Classroom

1 teacher (8 students max)
1 Teacher Assistant (.875)
1 Teacher Assistant (.4375)
1 Spec. Ed. Teacher Assistant (.75) provides support for kids who may be referred at a later date.
1 Counselor (.5 CSF, .5 College Gate)

Grades 1-3

1 teacher (9 max)
1 counselor (.5 CSF, .5 College Gate)
1 teacher assistant (.875)
1 teacher assistant (.4375)
1 Spec. Ed. teacher assistant (.75)

Northwood:

Kindergarten – Grade 3

1 teacher (9 students max)
1 transitional teacher
1 teacher assistant (.875)
1 teacher assistant (.4375)
1 Spec. Ed. teacher assistant (.75)
1 counselor (.5 CSF, .5 Northwood)

Plus 1.5 transitional counselors who serve the CSF program

The transitional counselors conduct the observations of the students referred to the program, discuss the student's transitions into and out of the program, arrange transportation, and provide supports to the student's classroom teachers in their home school prior to coming to the program and upon their return. Once the student completes the eight-to-ten week behavior modification program, the CSF counselor provides transitional support for the student and the classroom teacher.

The most critical piece in determining the student's success in the program is the continued support for the student back in the home school environment. Whether or not this could be done with fewer staff is hard to determine. It is a difficult program to keep staffed and it is difficult to keep the current staff trained in this highly specialized program. Whether it's successful or not, depends upon the unique social, emotional and behavioral needs of the child, the home environment, and the willingness of the home school to provide continued support and practice with the newly acquired skills.

We have not searched for a targeted grant to fund this program in the 2009/2010 school year.

CC/EG/LC

Time to Prepare Report: One Hour