

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
BOARD OF EDUCATION

November 30, 2015

Work Session:  
K-8 Options and High School Options

6:00 p.m.

(Please Note: The meeting start time was rescheduled from 6:30 p.m.)

Board Room  
Administrative Center  
520 Fifth Avenue

AGENDA

1. Call to Order
2. **OUR MISSION:** *Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.*
3. Roll Call
  - Heidi Haas, President
  - Lisa Gentry, Vice President
  - Allyson Lambert, Treasurer
  - Michael O'Brien, Clerk
  - Wendy Dominique, Member
  - Sue Hull, Member
  - Sean Rice, Member
4. K-8 Options
5. High School Options
6. Board Comments/Announcements
7. Adjournment

**Executive Session:** The board reserves the right to enter into executive session on any agenda item as and to the extent allowed for in State law. Executive sessions will be entered into by motion for the following subjects as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Reference: AS 44.62.310 and Board Policy 264, D.

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special, and regular meetings are open to the public.

Work Session

November 30, 2015

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**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**

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**MEMORANDUM**

Date: November 24, 2015

To: School Board Members

From: Dr. Karen Gaborik, Superintendent

Re: Work Session: K-8 Options and High School Options

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District administration will present an update from the K-8 Options and High School Options Work Groups, as well as information regarding future cyber centers, the BEST program, and considerations for an Independent Learning Center.

K-8 Options

The K-8 Options Work Group has made good progress researching the possibility of shifting from the current K-6/middle school model toward multiple K-8 schools districtwide. Administration requests direction from the school board with regard to future efforts in this area:

- Is it the school board's desire for administration to continue to research and plan for a shift from the current K-6/middle school model to one that includes multiple K-8 schools districtwide, with a target transition date of fall 2017?
- Or would the school board like administration to return to the original strategic plan objective of focusing on a K-8 magnet school, with a target opening date of 2017?

High School Personalized Learning Options

The High School Options Work Group has also made progress with regard to flexible day options at the high school level. The district will pilot a cyber center at West Valley High School in spring 2016. The Proposed Budget will include staffing for cyber centers in every high school beginning fall 2017.

District administration continues to evolve and expand the BEST program. Location of an Independent Learning Center, and eventually BEST, will depend in part on the final outcome of the possible shift to multiple K-8 schools districtwide. Input is requested from the school board with regard to topics members would like considered as administration continues to develop personalized learning options for high school students.

**K-8 Options  
Board Work Session Update  
November 30, 2015**

Since the work session in August, three teams have been studying what it would take to expand K-6 schools into K-8 schools and planning a 4<sup>th</sup> Quarter launch of full day Kindergarten in three pilot sites.

**1. K-8 Options Work Group**

The purpose of the work group is to explore converting elementary schools into K-8 schools, and provide considerations to the Board. Work Group members represent elementary and middle schools from across the school district. Six elementary school principals were selected in order to geographically represent the 19 elementary schools across the district. All four middle schools were invited to participate. Each participating principal was asked to select a teacher and parent to participate with the principal at work group meetings.

<b>Meeting Date</b>	<b>Topic</b>
10/02/15	Discuss the idea of K-8. Began to list considerations. Determined need to get at what parents and community want out of a K-8 system.
10/16/15	Build various draft survey in groups. Share different versions surveys. Identify components of surveys that are universal across groups to include.
10/29/15	Provide feedback on draft survey.

**2. K-8 Options Tabletop Exercise**

The purpose of the tabletop exercise is to determine if converting k-6 schools to a K-8 is doable, and to identify impacts and considerations. Principals from Tanana feeder schools and from Tanana are invited to participate, as well as department staff. Tanana's feeder schools were chosen for the purpose of starting an exercise, and is not considered more likely than any other school to be 'closed.' This type of work will continue, with tabletop exercises being applied to the feeder schools for each of our middle schools.

<b>Meeting Date</b>	<b>Topic</b>
10/22/15	Study feeder school enrollments and feeder school building capacity to determine if buildings have physical capacity to absorb two more grades.

- 10/28/15 Determine if buildings have physical capacity. Staffing impacts/considerations
- 11/6/15 Staffing impacts/considerations. Title 1 impacts/considerations
- 11/12/15 Tour two K-8 schools (Watershed, Barnette) to see how program and staffing are provided
- 11/16/15 Debrief of school tours
- 11/30/15 Funding formula discussion for a K-8 structure. Transportation impacts/considerations

### **3. Full Day Kindergarten Pilot Planning**

Schools were invited to participate in a pilot that runs from 4<sup>th</sup> Quarter of 2016 through the end of the 2016 through 2017 school year. Schools were told that the pilot would not involve additional staffing resources. Three schools volunteered for the pilot: Hunter, Joy and Ladd.

<b>Meeting Date</b>	<b>Topic</b>
10/9/15	Early planning, Determine needs of schools for full day to occur.
11/9/15	Plan staffing. Create implementation timeline.
11/12/15	Construct draft job description for Title 1 classified position.

## K-8 Schools Discussion

Based upon the work done during the team meetings, various topics in need of further exploration have arisen. The intention is not that these are final decisions but they convey the nature of the work.

Overall, it appears that the schools in the feeder school system studied can be converted to K-8 schools without boundary changes. If enrollment increases, however, several schools would face challenges in being able to find additional classroom space in the building.

### Considerations

#### Facilities

- Classroom space is available if enrollment stays static.
- Furniture would move to K-8
- Tutoring and other small group supports that currently occur in classrooms would move to other areas of the building
- Program and curriculum decisions would have to be made regarding content such as science, and what types of equipment and facilities would be provided.
- May be challenged to offer PE the way it is currently offered, and may have to engage outdoor use, other ways to deliver PE.
- Table below provides a picture of the building capacity if this year's 5<sup>th</sup> and 6<sup>th</sup> grade students (Fall of 2017 7<sup>th</sup> and 8<sup>th</sup> grade students) attended school at their current K-6 school.
- How lunch is served in a K-8 school will have to be thought out. Custodial services, access to gym for PE, student movement are all things each school will have to consider.
- Space currently used for computer labs may be transitioned to classrooms. Technology delivered on carts.
- Students in upper grades bring/carry quite a bit of gear and learning material (textbooks, notebooks). School space as well as materials required (lockers, space in homerooms) would have to be a consideration.

	Potential 7 <sup>th</sup> grade students in 2017	Potential 8 <sup>th</sup> grade students in 2017	Additional Classrooms Needed to absorb students	# of Classrooms Available to absorb students
ARC	57	44	4	10
JOY	47	54	4	7
LAD	62	50	5	5
NDL	41	38	3	3
WLR	60	75	5	5

## **Staffing**

- Several positions would transfer with students (Teachers, SPED, Federal Programs positions based on need and enrollment)
- Programs and positions that are specific to middle school would have to be evaluated for their use in a K-8 setting (Librarian, Library aide, Interventionist, safety assistants, secretaries, nurse, administration)
- Several positions would be duplicative, and would not move with students (custodians, nutrition services, etc.)

## **Finance**

- Revenue is based on a school size adjustment (from State). Revenue adjustment would occur since the schools are larger, and it would create a small, not-so-significant decrease in funding.
- Currently schools are allocated using a K-6 formula.
- May need to establish a K-8 formula. Staffing, activities, and non-personnel costs would adjust.

## **Title 1**

- Creating K-8 would require the District to include all programs serving grades kindergarten through eighth grade in determining eligibility.
- This would expand the services to students in higher grades, potentially increasing the number of schools eligible.
- Title 1 effort, through funding, has to be an effective amount.
- Eligibility threshold would likely have to increase in order to ensure that students and schools with the highest level of need would receive a sufficient amount of funds to have an impact.
- This could potentially drop current elementary schools from service.

## **Program**

- Work Group can help establish what the program changes might look like based on survey.
- Expectations of how content is delivered must change
- Facilities and content in K-8 school would need to be scheduled differently (For example: PE)
- Upper grade teachers would need to specialize (LA teacher, Math teacher) in order to address highly qualified and needs of students)
- Mixed grade classes (like Pearl Creek) may be appropriate
- Consider online cyber center availability for middle school age students
- Online labs and any new resources at Tanana to offer programs to the K-8 schools (Example: Create a strong science program for the K-8 schools to access through Tanana, UAF and possibly mobile classroom resources)
- Consider ways to deliver science in early grades. Currently offered minimally in K-6 setting due to scheduling demands. Watershed focus on science through integration with other content areas. New curriculum may encourage this type of integration for classrooms in non-charter settings as well.
- Consider stacking courses using, for example, APEX curricula.

- Leverage proximity of K-8 schools to community resources (University, future ILC, Creamer's Field, etc).
- Can pieces of a magnet concept exist at each K-8 school (focus/theme)?
- Recess impacts will occur.
- Thought would have to go into how behavior expectations and schedules run in a school that has 8<sup>th</sup> grade and Kindergarten in same building. Look to Barnette and other K-8 schools for ideas.
- Consider staggering start and dismissal times in K-8 school. Opens access to facilities.

### **Sports**

- Currently difficult to recruit SAS at Elem
- Currently MS students at BNT and Watershed go to MS for sports
- Do parents want sports for 7-8 students?
- Can we shift times? Middle school starting and ending later, this would help with sports, etc.
- Consider creating an intramural program to lower cost, increase participation, provide sports in a K-8 setting.

### **Boundary and Enrollment**

- Consider two-year phase-in. Keep 7<sup>th</sup> grade students, then keep 8<sup>th</sup> grade students.
- Consider making K-8 an option and/or making 7-8 an option, possibly alleviating potential over-crowding in K-8 setting.
- Current feeder school system appears to not require a boundary change. However, there may be a need in other feeder school systems.
- In reviewing past board notes and district documents, boundary changes are controversial with parents and community.

### **Special Education**

- Currently district wide programs operate at each school.
- There is space at each feeder school for current district wide program if enrollment stays static.
- Consider other locations for district wide programs at schools that have limited space for K-8 program.
- Tanana's intensive resource program would have space at Joy where an intensive resource program also exists.

### **Other**

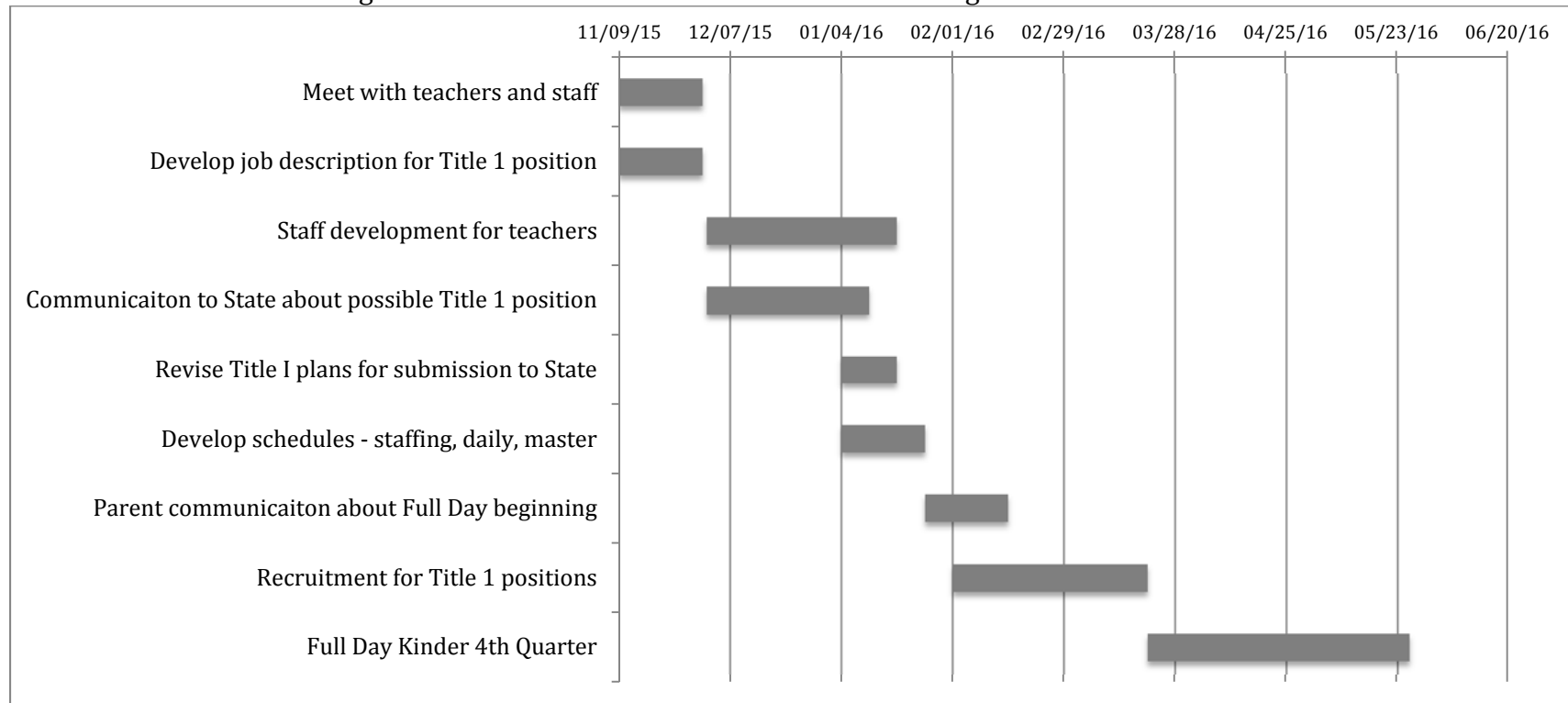
Simplified transportation for parents – one school, one start time.  
Students and parents stay with school community longer.

### 4<sup>th</sup> Quarter Full Day Kindergarten Pilot Timeline

Schools participating in the pilot are also Title 1 schools.

- Hunter
- Joy
- Ladd

Schools that did not volunteer cited a concern for class size in Kindergarten, reluctance from staff based on concerns about a full day program for Kindergarten, and/or a general sense that with new teacher evaluation and RTI being new to classroom teachers that this was not a good time for some staff to take on a new Kindergarten initiative.





## **MISSION STATEMENT**

Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.

## **VISION STATEMENT**

We envision *learning without boundaries*, where every student achieves his/her path to academic and career success. Learning will be driven by student need, through flexible and adaptive options. Supporting the district's educational system are highly engaged families; proven technology infrastructure; staff that are continually raising the bar in their profession; and a community that is committed to growing our future.

Success looks like...

- Improved achievement for all students, closing the achievement gaps, and accelerating learning.
- Low class size that is conducive to learning.
- Programs that address the needs of under-served students.
- Parents that trust the school district and are engaged in their students learning.
- Fully implemented effective educator evaluations, AK state standards & student assessments.
- Technology is used effectively to amplify and personalize learning.

## **CORE VALUES**

- Student-Centered: Center everything we do on the student and student learning.
- Respect: Embody respect for the diversity and dignity of all.
- Safe Environment: Strive to provide a safe learning environment.
- High Expectations: Maintain high expectations and educational opportunities to inspire high achievement.
- Collaborative: Actively collaborate with students, family, and community to support student success.
- Innovative: Aim to be innovative and adaptive to student needs.

### **Why we are here today...**

**1.3 High School Options: Expand the number of credit and schedule options for high school students by fall 16. (06/30/16)**

**Measure: Expanded Dual Credit and Schedule Options (Increase over SY2014-15)**

## Phase-in Options (to run concurrently with off-set initiation of each phase)

- I. Immediate Development (beginning January 2016)
  - a. Pilot credit recovery and extension Cyber Center @ WVHS 2016 SY
  - b. Development and preparation of Cyber Centers @ each high school
- II. Short-term Development (January-May 2016)
  - a. Use 6 Period schedule as the starting point for 2016-17
  - b. Determine relationship of BEST and CCs
  - c. Survey stakeholders for community vision
    - i. Students
    - ii. Parents
    - iii. Business
    - iv. UAF
    - v. staff
  - d. Concentrate on the addition of Cyber Centers @ each high school as a priority
  - e. Develop 0, 7, & 8-hour class options with *Flex* teaching days
    - i. DW plan
    - ii. Keep same bell schedule across the secondary system
  - f. Establish purpose of CC
    - i. What is the preferred outcome?
    - ii. What is acceptable?
- III. Mid-term Development (ongoing development)
  - a. Development of alternative options
  - b. Utilize remainder of 2016 SY and entire 2017 SY furthering the development of alternative period delivery options
  - c. Determine physical need/purpose/use of an ILC
  - d. *Flex* of teaching day further developed

# Framework for Scaling/Funneling Down

## Largest Barriers

1. Bussing/transportation
2. Schedule logistics
3. Full staff coverage

## Greatest Need for Flexibility

1. Staff/mandated meetings
2. Full Staff coverage/transportation/activities

## Additional Clarification

1. How do students seek after school help?
2. What would the schedule look like?

## Action Steps

1. Survey various stakeholder groups: students (all groups), parents, business partners, staff, etc.
2. Create a schedule for a visual reference

## 6 Periods for Students

1	2	3	4	5	6
0745					1320-1415

0	1	2	3	4	5	6	7	8
0630-0725	0745-0840					1320-1415	1430-1525	1535-1630

0	1	2	3	4	5	6	7	8
<b>Cohort 1</b>								
	<b>Cohort 2</b>							
		<b>Cohort 3</b>						
			<b>Cohort 4</b>					

- There may even be student cohorts which utilize a break within the day.

## Calculation of FTE

	Six Period	Seven Period	Eight Period	Eight Period w/two Plans
Student population	1000	1000	1000	1000
PTR used to calculate staffing	28.5	28.5	28.5	28.5
# of regular-ed classroom teachers assigned based on PTR	42	41	40	47
Comparative Cost / Needed FTE	Cost Neutral \$0	Savings of (\$111K)	Savings of (\$222K)	Additional \$555K
Extended Contract Cost / Period	\$18,500	\$15,857	\$13,875	

student pop / (PTR / periods taught / periods in schedule).

# Independent Learning Center and BEST Update

November 30, 2015 Work Session

## Enrollment

### Current 2015-16 Enrollment

Elementary	121
MS	38 (3 online)
HS	<u>157 (106 online)</u>
<b>Total</b>	<b>316 students</b>

Official October Count = 286.82 students  
(projected enrollment was 235)

### 2014-15 Enrollment

Elem	76
MS	22
HS	<u>134</u>
<b>Total</b>	<b>232 students</b>

## 2015-16

<u>Current Online Costs</u>	<u>Cost per course or per student</u>	<u># of students</u>	<u>Total Cost</u>
BEST Online students (APEX and Pearson)	\$300 per course per student	130	\$480,000
2 <sup>nd</sup> Semester West Valley Pilot (AKLN credit recovery)	\$150 per course per student	50	\$7,500

## 2016-17

BEST will continue to support all schools in the district with online learning. Our goals are to

- establish Cyber Centers at each high school
- reduce the cost to the district for online courses
- create equity at all schools for online course availability
- make BEST a more viable option for homeschool students
- maximize district revenue by maintaining HS student enrollment at their attendance area school

<u>Online Vendor Quotes</u>	<u># of courses</u>	<u># of students</u>	<u>Total Cost</u>
Pearson	Up to 4 courses per student	4000	\$356,000
Fuel Education	Unlimited courses for each student	4000	\$174,000
<b>*APEX</b>	<b>Unlimited courses for each student</b>	<b>4000</b>	<b>\$100,000</b>

(Each vendor provides Professional Development at an additional charge.)

### Benefits of Cyber Centers

Equitable course offerings for all students at all schools

Credit Recovery

Enrichment

SAT/ACT prep

AP courses

## Available Space for a future ILC/BEST

Fairbanks Children's Museum building	10,000 sq. ft.	\$2.00/sq. ft.	\$20,000/mo.
	13,000 sq. ft.	\$2.00/sq. ft.	\$26,000/mo.
Industrial District (Van Horn) building	6,000 sq. ft.	\$1.10/sq. ft.	\$6,600/mo.

	U-Park		Tanana	
Electrical				
FY-13	98,041		173,360	
FY-14	92,885		166,446	
FY-15	87,382		160,999	
Average	<u>92,769</u>	92,769	<u>166,935</u>	166,935
Heat				
FY-13	52,618		117,523	
FY-14	42,620		110,677	
FY-15	34,733		90,654	
Average	<u>43,324</u>	43,324	<u>106,285</u>	106,285
Water/Sewer				
FY-13	18,233		25,866	
FY-14	16,589		28,695	
FY-15	17,762		27,730	
Average	<u>17,528</u>	17,528	<u>27,430</u>	27,430
Custodial FTE	4 FTE		5.6 FTE	
wages	183,000		265,000	
Benefits (x 1.615)	112,545		162,975	
Total	<u>295,545</u>	295,545	<u>427,975</u>	427,975
Custodial Supplies				
FY - 14	11,221		10,210	
FY - 15	10,079		11,319	
Average	<u>10,650</u>	10,650	<u>10,765</u>	10,765
Maintenance hours*				
FY - 14 (only 6 months data)	410 Hrs.		541 Hrs.	
FY - 15	1130 Hrs.		1238 Hrs.	
Average materials **	13,000	13,000	16,000	16,000
Purchased services **	4,000	4,000	4,000	4,000
Total estimated FMD cost		<u>476,816</u>		<u>759,390</u>

\* May not effect spending unless maintenance staff are reduced

\*\* More or less an educated guess