
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



BOARD OF EDUCATION REGULAR MEETING

Tuesday, October 7, 2008

School District Administrative Center

Fairbanks North Star Borough School District 2007-09 PRIORITIES



OUR VISION... Excellence and Equity for All

OUR MISSION is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.

CORE VALUES

- Student learning is at the center of everything we do.
- High achievement evolves from high expectations and educational opportunities.
- Quality education requires highly motivated, skilled, supportive teachers, administrators, and support staff.
- Active partnerships with the family and community support successful student learning.
- Respect for the diversity and dignity of individuals and groups is essential.

PRIMARY PERFORMANCE GOALS

- A. **Improve the performance of Students with Disabilities in reading, writing, and math.** *Indicator: Students with Disabilities will score at a higher proficiency level in reading, writing and math than the prior year on state Standards Based Assessments.*
- B. **Improve the writing skills of all students.** *Indicator: Students will score at a higher proficiency level in writing than the prior year on state Standards Based Assessments as well as improve the language composite scores on the TerraNova for fifth and seventh graders.*
- C. **Continue the math improvement of all students, especially students of color, Alaska Native/American Indian, and Limited English Proficient students.** *Indicator: Math test scores will improve over the prior year on state Standards Based Assessments and on the TerraNova; also, the percent of students passing Algebra I the first time will increase.*
- D. **Increase the graduation rate to exceed the state requirement for meeting Adequate Yearly Progress.** *Indicator: The district's graduation rate as computed by state AYP requirements will increase.*

ONGOING COMMITMENTS

- Focus instruction on targeted areas of need, such as career and technical education, math improvement, and the gender achievement gap.
- Focus resources on primary performance goals and district commitments.
- Ensure class sizes, including kindergarten, are conducive to student learning.
- Maintain data-supported decision making and annual school planning.
- Continue providing dropout prevention strategies, challenging courses, and instruction which is both inspirational and innovative.
- Effectively engage families in the education of their children in order to promote student success.
- Recruit, develop, and retain exceptional teachers, administrators, and staff.
- Continue efforts to enhance school safety and student wellness.
- Increase minority recruitment and expand hiring results.
- Use PowerSchool Premier and other technologies to enhance learning, monitor student progress, involve parents, and maintain efficient district operations.
- Continue to invest in quality professional development to address district goals such as Respecting Ethnic and Cultural Heritage (REACH) training to meet multicultural needs, and technology training to implement the Technology Blueprint.
- Increase communication with and support for students and families of diverse cultures.
- Maintain excellent school facilities and manage capital improvement projects.

2007-09 INITIATIVES TO IMPROVE STUDENT PERFORMANCE

1. Review the strengths, weaknesses, and effectiveness of secondary education and develop recommendations to address identified needs (2007-09).
2. Implement Phase I of the Technology Blueprint, including adoption of administrative and K-12 instructional technology standards, purchase of classroom technologies, development of digital curricula, staff technology integration training, and recommendation of comprehensive technology policies (2007-08).
3. Expand Career Technical Education opportunities at secondary schools through the establishment of engineering and other career academies, participation in the construction academy, and implementation of the six-year Career Technical Education strategic plan (2007-08).
4. Update and implement the next phase of the *Program and Facilities Plan* to address secondary school needs and a possible Fall 2008 bond election (2007-09).
5. Ensure the district operates smoothly and effectively while transitioning to new leadership (2007-08).

Adopted 10-16-07

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

October 7, 2008

7:00 P.M. – REGULAR BOARD MEETING

Board Room - 520 Fifth Avenue
School District Administrative Center

AGENDA

A. PRELIMINARIES

Reference Pages

1. Call to Order
2. Pledge of Allegiance
3. Music: Lathrop Jazz Ensemble
4. Roll Call
5. ESP of the Month: Dana Martin, Kitchen Manager, Crawford Elementary 3
6. BP Teachers of Excellence 3
7. Spotlight: Weed & Seed 3

B. AGENDA

1. Adoption of the Agenda 4
2. Presentation on Agenda Items 4

C. PUBLIC COMMENTS ON NONAGENDA ITEMS

D. ACTION ITEMS – OLD BUSINESS

- * 1. Grant Acceptance: Youth First Program 4 & 10-11
- * 2. Grant Acceptance: Alaska Reading First Year Six 4 & 12-13
- * 3. Grant Acceptance: Department of Education Appropriations Act of 2008 4 & 14-15
- * 4. Grant Acceptance: Title 1 Neglected and Delinquent Competitive Grant 5 & 16-17
- * 5. Grant Acceptance: Artists in the Schools 5 & 18-19
- * 6. Minutes See minutes

E. ACTION ITEMS – NEW BUSINESS

1. Watershed Charter School 5 & Separate Cover
2. Resolution 2008-06: School Bus Drivers' Appreciation Day 5 & 20
3. Resolution 2008-07: Racial Respect 5 & 21
- * 4. Budget Transfer 2009-022: Reorganization of B.E.S.T. & L.I.F.T. 6 & 22
- * 5. Budget Transfer 2009-029: Districtwide Math Program 6 & 23
- * 6. Fundraising/Travel Request: Randy Smith Middle School 6 & 24
- * 7. Gift Acceptance: Two Rivers Elementary School 6 & 25
- * 8. Gift Acceptance: Ben Eielson Junior Senior High School 6 & 26
- * 9. Gift Acceptance: Ben Eielson Junior Senior High School 6 & 27
- * 10. Gift Acceptance: Ben Eielson Junior Senior High School 6 & 28
- * 11. Gift Acceptance: Hutchison High School 7 & 29
- * 12. Gift Acceptance: Lathrop High School 7 & 30
- * 13. Gift Acceptance: West Valley High School 7 & 31
- * 14. Gift Acceptance: West Valley High School 7 & 32
- * 15. Gift Acceptance: West Valley High School 7 & 33
- * 16. Personnel Action Report 7 & 34-35

F. REPORTS

- | | |
|--|--------------------|
| 1. Science Curriculum Revision Update | 7 |
| 2. 2007-08 Student Assessment Results Report | 7 & Separate Cover |
| 3. 2008-2010 Board Priorities | 8 & 36 |
| * 4. 2008 Summer School Report | 8 & 37-42 |
| * 5. Personnel Information Report | 8 & 43-44 |
| * 6. Board's Reading File | 8-9 |
| * 7. Coming Events and Meeting Announcements | 9 |

G. BOARD AND SUPERINTENDENT'S QUESTIONS/COMMENTS/COMMITTEE REPORTS

H. ADJOURNMENT BY 10:00 P.M. UNLESS RULES SUSPENDED

*Board of Education Regular Meetings are broadcast live on KUAC-FM, 89.9 and
televised live on GCI Cable channel 14, and audio streamed live from the district's webpage
www.northstar.k12.ak.us*

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**7:00 P.M. – REGULAR BOARD MEETING
October 7, 2008**

AGENDA

A. PRELIMINARIES

Reference Pages

A. 1. Call to Order by President

A. 2. Pledge of Allegiance, led by Lathrop's Jazz Ensemble

A. 3. Music

Lathrop's Jazz Ensemble will perform for the Board under the direction of Dennis Degnan, band director.

A. 4. Roll Call

Leslie Hajdukovich, President
Sharon McConnell, Vice President
Jennifer Schmidt, Treasurer
Wendy Dominique, Clerk
Kristina Brophy, Member
Sue Hull, Member
Howard Thies, Member
Michael Fitzgerald, Base Representative
Timothy A. Jones, Post Representative
Ken Sample, Student Representative

A. 5. ESP of the Month

Dana Martin, Crawford Elementary School kitchen manager, will be recognized as the Extra Special Support Staff Person for October 2008. Nutrition Services Director Amy Rouse will make the presentation.

A. 6. BP Teachers of Excellence

BP Representative John Ringstad will introduce the 2007-2008 BP Teachers of Excellence:

Patricia Aikman	Woodriver Elementary School
Patricia Behner	North Pole High School
William Kilgore	Randy Smith Middle School
Sonja Marshall	Barnette Magnet School
Christine Villano	Denali Elementary School

A. 6. Spotlight: Weed & Seed

Weed and Seed, a community-based strategy sponsored by the U.S. Department of Justice (DOJ), is an innovative, comprehensive multiagency approach to law enforcement, crime prevention, and community revitalization. The strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" violent criminals and drug abusers, and public agencies and community-based private organizations collaborate to "seed" much-needed human services, including prevention, intervention, treatment, and neighborhood restoration programs. A community-oriented policing component bridges the weeding and seeding elements. Officer Alana Malloy, of the Fairbanks City Police Department, will give a brief presentation on the local Weed & Seed Program.

B. AGENDA

B. 1. Adoption of the Agenda

Consent agenda items marked with an asterisk are considered routine items not requiring public discussion by the Board. Unless removed from the consent agenda, asterisked items will be automatically approved when the agenda is adopted. Questions concerning these items should be directed to the administration before the meeting.

If the superintendent or a member of the public wishes to have an item removed from the consent agenda, the request must be made to the Board at this time. Only a Board Member may remove an item from the consent agenda. Asterisked items will then be adopted by one single motion.

■ MOTION is to adopt the agenda with consent items.

Motion by _____ Seconded by _____
Advisory Vote _____ Vote _____

B. 2. Presentation on Agenda Items

Any person wishing to speak on an agenda item—action items or information and reports—will have three minutes to testify when that item is before the Board for discussion. There is a limit of one hour total testimony per item.

C. PUBLIC COMMENTS ON NONAGENDA ITEMS

Public comments on nonagenda items are limited to three minutes per person for a maximum of one hour. People on the sign-up list will be called first. If there is time, people who did not sign up may address the Board. A person testifying must state their name and address for the record. Board members may ask questions for clarification. Although there is time at the end of each meeting for Board and superintendent comments, some concerns may not be able to be addressed immediately, as additional information may need to be gathered.

D. ACTION ITEMS – OLD BUSINESS

D. * 1. Grant Acceptance: Youth First Program

Ref. Pgs. 10-11

On June 3, 2008, the Board approved submission of the Youth First Program Grant. The district has been awarded a grant in the amount of \$100,000.

MOTION is to accept the Youth First Program Grant in the amount of \$100,000, per Fiscal Note 2009-07

D. * 2. Grant Acceptance: Alaska Reading First Year Six

Ref. Pgs. 12-13

On December 16, 2003, the Board approved submission of the five-year Alaska Reading First Grant. The district has been awarded \$254,227 to support a sixth year of the grant.

MOTION is to accept the Alaska Reading First Grant in the amount of \$254,227 for year six, per Fiscal Note 2009-08.

D. * 3. Grant Acceptance: Department of Education Appropriations Act of 2008

Ref. Pgs. 14-15

On June 3, 2008, the Board approved submission of the Department of Education Appropriations Act of 2008 Grant to expand PLATO Learning Systems. The district has been awarded a grant in the amount of \$208,756.

MOTION is to accept the Department of Education Appropriations Act of 2008 Grant in the amount of \$208,756, per Fiscal Note 2009-09.

- D. * 4. **Grant Acceptance: Title 1 Neglected and Delinquent Competitive Grant** Ref. Pgs.16-17
On June 3, 2008, the Board approved submission of the three-year Title 1 Neglected and Delinquent Competitive Grant. The district has been awarded \$141,706 for year one.

MOTION is to accept the Title 1 Neglected and Delinquent Competitive Year One Grant in the amount of \$141,706, per Fiscal Note 2009-10.

- D. * 5. **Grant Acceptance: Artists in the Schools** Ref. Pgs. 18-19
The Fairbanks North Star Borough School District has been awarded \$15,000 from the Alaska State Council on the Arts/National Endowment for the Arts to provide additional art education in schools through the Artists in the Schools program.

MOTION is to accept the Artists in the Schools Grant in the amount of \$15,000, per Fiscal Note 2009-11.

- D. * 6. **Minutes** See Minutes

MOTION is to approve the minutes from the work session September 11; the special meetings September 15, 16, & 24; and the regular meeting September 16, 2008, as submitted.

E. ACTION ITEMS – NEW BUSINESS

- E. 1. **Watershed Charter School** Separate Cover
The Watershed Charter School Academic Policy Committee has submitted an application for the operation of a charter school beginning in 2009-10. The School Board reviewed and discussed the application with Watershed representatives and district administration on September 11, 2008. Included under separate is the proposed contract between the Fairbanks North Star Borough Board of Education and the Watershed Charter School, including a summarized version of the application as submitted and reviewed by the Board. After tonight's action, the contract will be submitted to the State Board of Education along with a state application form and any supplemental material.

■ MOTION is to approve the Watershed Charter School charter application and the contract for 2009-10.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. 2. **Resolution 2008-06: School Bus Drivers' Appreciation Day** Ref. Pg. 20
School Board Resolution 2008-06 designates October 24, 2008 as School Bus Drivers' Appreciation Day throughout the Fairbanks North Star Borough School District.

■ MOTION is to approve Resolution 2008-06: School Bus Drivers' Appreciation Day, designated as October 24, 2008, as submitted.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. 3. **Resolution 2008-07: Racial Respect** Ref. Pg. 21
School Board Resolution 2008-07: Racial Respect proclaims the Fairbanks North Star Borough School District as a Racial Slur Free Zone.

■ MOTION is to approve Resolution 2008-07: Racial Respect, as submitted.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. * 4. **Budget Transfer 2009-022: Reorganization of B.E.S.T. & L.I.F.T.** Ref. Pg. 22
Budget Transfer 2009-022 aligns the budget for the reorganization of the B.E.S.T. and L.I.F.T. programs in the amount of \$692,152.
- MOTION is to approve Budget Transfer 2009-022: Reorganization of B.E.S.T. & L.I.F.T. in the amount of \$692,152.
- E. * 5. **Budget Transfer 2009-029: Districtwide Math Program** Ref. Pg. 23
Budget Transfer 2009-029 allocates budgets for elementary subs, mileage, and supplies for the districtwide math program in the amount of \$26,200.
- MOTION is to approve Budget Transfer 2009-029: Districtwide Math Program in the amount of \$26,200.
- E. * 6. **Fundraising/Travel Request: Randy Smith Middle School** Ref. Pg. 24
Randy Smith Middle School is requesting permission to raise funds to send students to Rome, Italy, March 6-14, 2009 to build on previous foreign language and cultural knowledge, at no cost to the district.
- MOTION is to approve Randy Smith Middle School's request to raise funds to send students to Rome, Italy, March 6-14, 2009, to build on previous foreign language and cultural knowledge, at no cost to the district.
- E. * 7. **Gift Acceptance: Two Rivers Elementary School** Ref. Pg. 25
Two Rivers Elementary School is requesting gift acceptance of a small, grid interconnect solar PV system, valued at \$25,700 from Sonny Lindner, Johnson River Enterprises, LLC, which will provide students with insights into the construction, operation, and performance of solar PV systems and provide educational opportunities in many subjects.
- MOTION is to accept the gift of a small, grid interconnect solar PV system, valued at \$25,700, from Sonny Lindner, Johnson River Enterprises, LLC to Two Rivers Elementary School, which will be used to provide students with insights into the construction, operation, and performance of solar PV systems and provide educational opportunities in many subjects.
- E. * 8. **Gift Acceptance: Ben Eielson Junior Senior High School** Ref. Pg. 26
Ben Eielson Junior Senior High School is requesting gift acceptance of \$1,500 from the Ben Eielson High School Booster Club to be used for the school's boys' basketball program.
- MOTION is to accept the gift of \$1,500 from the Ben Eielson High School Booster Club to Ben Eielson Junior Senior High School, to be used for the school's boys' basketball program.
- E. * 9. **Gift Acceptance: Ben Eielson Junior Senior High School** Ref. Pg. 27
Ben Eielson Junior Senior High School is requesting gift acceptance of \$1,000 from Friends Community Church to be used for the school's Fellowship of Christian Athletes Club.
- MOTION is to accept the gift of \$1,000 from Friends Community Church to Ben Eielson Junior Senior High School, to be used for the school's Fellowship of Christian Athletes Club.
- E. *10. **Gift Acceptance: Ben Eielson Junior Senior High School** Ref. Pg. 28
Ben Eielson Junior Senior High School is requesting gift acceptance of \$5,271.49 from the Raven Football Lions to be used for the school's football program.
- MOTION is to accept the gift of \$5,271.49 from the Raven Football Lions to Ben Eielson Junior Senior High School, to be used for the school's football program.

- E. ***11. Gift Acceptance: Hutchison High School** Ref. Pg. 29
Hutchison High School is requesting gift acceptance of \$2,000 from Richard and Janice Raugust to be used for the school's tennis program.
- MOTION is to accept the gift of \$2,000 from Richard and Janice Raugust to Hutchison High School, to be used for the school's tennis program.
- E. ***12. Gift Acceptance: Lathrop High School** Ref. Pg. 30
Lathrop High School is requesting gift acceptance of \$5,000 from Northern Area Aquatics to be used for the school's swim/dive program.
- MOTION is to accept the gift of \$5,000 from Northern Area Aquatics to Lathrop High School, to be used for the school's swim/dive program.
- E. ***13. Gift Acceptance: West Valley High School** Ref. Pg. 31
West Valley High School is requesting gift acceptance of \$5,000 from Northern Area Aquatics to be used for the school's 2008-09 swim team program.
- MOTION is to accept the gift of \$5,000 from Northern Area Aquatics to West Valley High School, to be used for the school's 2008-09 swim team program.
- E. ***14. Gift Acceptance: West Valley High School** Ref. Pg. 32
West Valley High School is requesting gift acceptance of \$1,794 from Fairbanks Youth Sports to be used to purchase hockey helmets for the school's hockey program.
- MOTION is to accept the gift of \$1,794 from Fairbanks Youth Sports to West Valley High School, to purchase hockey helmets for the school's hockey program.
- E. ***15. Gift Acceptance: West Valley High School** Ref. Pg. 33
West Valley High School is requesting gift acceptance of \$2,000 from Dr. Cary Keller to be used for the school's athletic training program.
- MOTION is to accept the gift of \$2,000 from Dr. Cary Keller to West Valley High School, to be used for the school's athletic training program.
- E. ***16. Personnel Action Report** Ref. Pgs. 34-35
MOTION is to approve the Personnel Action Report for the period September 10 – October 1, 2008.

F. INFORMATION AND REPORTS

- F. **1. Science Curriculum Revision Update**
Science writers spent the summer revising the K-12 Science Curriculum. The first draft has been disseminated and comments received. Peggy Carlson, interim executive director of curriculum and instruction, will give a verbal update on the science curriculum revision process.
- F. **2. 2007-08 Assessment Results Report** Separate Cover
This report presents district level results of the Alaska Standards Based Assessments, Alaska High School Graduation Qualifying Exam, and TerraNova tests taken by Fairbanks North Star Borough School District students during the 2007-08 school year. Kathy Hughes, executive director of alternative instruction and accountability, will present the report and answer questions.

- F. 3. 2008-2010 Draft Priorities** Ref. Pgs. 36
The administration has developed recommendations for the 2008-2010 Priorities for Board discussion. The three proposed primary performance goals aim to increase the graduation rate and improve math and writing skills. The four initiatives pertain to technology, secondary education, a possible bond election, and improving writing skills.
- F. * 4. 2008 Summer School Report** Ref. Pgs. 37-42
The district has provided summer school for many years. This report summarizes how the 2008 program was implemented, the number of students participating, grades/credits earned, and budget expended.
- F. * 5. Personnel Information Report** Ref. Pgs. 43-44
The Personnel Information Report for the period September 11 – October 1, 2008, has been provided.
- F. * 6. Board's Reading File**
- 9-11-08 Letter from G. Tabachki to Board
RE: Superintendent's Contract
 - 9-11-08 Letter from Board to G. Tabachki
RE: Superintendent's Contract
 - 9-12-08 Letter from G. Tabachki to Board
RE: Superintendent's Contract
 - 9-15-08 Letter from J. Allen & C. French to Supt.
RE: School Calendar
 - 9-16-08 Letter from T. Paragi to Board
RE: Watershed Charter School
 - 9-16-08 Letter from M. Bierer to Board
RE: North Pole High School Video Movie Night
 - 9-17-08 Letter from Board to West Valley PTSA
RE: Gift Thanks
 - 9-17-08 Letter from Board to Swaim Enterprises, Inc.
RE: Gift Thanks
 - 9-17-08 Letter from G. Tabachki to Board
RE: Annual Policy Report
 - 9-17-08 Letter from T. Metcalf to Board
RE: Watershed Charter School
 - 9-18-08 Letter from Board to G. Tabachki
RE: Annual Policy Report
 - 9-18-08 Letter from J. McAninch to Board
RE: Watershed Charter School
 - 9-19-08 Letter from C. Evenson to Board
RE: Watershed Charter School
 - 9-19-08 Letter from B. Bragonier to Board
RE: Watershed Charter School
 - 9-19-08 Letter from M. Riordan to Board
RE: Watershed Charter School
 - 9-20-08 Letter from R. Barnhardt to Board
RE: Watershed Charter School
 - 9-22-08 Board Curriculum Advisory Committee Minutes
September 10, 2008
 - 9-22-08 Letter from Supt. to D. Hoffman
RE: Drug Sniffing Dogs

F. * 6. Board's Reading File (continued)

9-23-08 Letter from D. Noble to Board
RE: Watershed Charter School
9-24-08 Letter from J. Rueter to Board
RE: Watershed Charter School
9-25-08 Letter from T. Johnson to Board
RE: Watershed Charter School
9-27-08 Letter from C. Everett to Board
RE: Watershed Charter School
9-29-08 Letter from J. Trainor to Board
RE: Watershed Charter School
9-30-08 Letter from M. Jamieson to Board
RE: Watershed Charter School
10-01-08 Letter from B. Mattson to Board
RE: Watershed Charter School

F. * 7. Coming Events and Meeting Announcements

10/20/08	Noon	Special Meeting – Exec. Session for Student Discipline and Personnel/Contractual Issues
10/21/08	7:00 pm	Regular Meeting

All meetings are at 520 Fifth Avenue unless noted otherwise.

G. BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS

H. ADJOURNMENT BY 10:00 P.M. UNLESS RULES SUSPENDED

GRANT TITLE: Youth First
FUNDING AGENCY: AK Department of Labor and Workforce Development
STATUS: Acceptance
AMOUNT: \$100,000
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2008-2009

GRANT PROGRAM GOAL: The Alaska Department of Labor & Workforce Development and the High Growth Job Training Initiative (HGJTI) is intended to inform students about training opportunities and build connections that put Alaskans into good jobs.

POPULATION TO BE SERVED: Students at North Pole and Lathrop High Schools and Ryan Middle School.

PROPOSED ACTIVITIES AT SUBMISSION: Two career guides will work at North Pole High School, Lathrop High School and Ryan Middle School to prepare youth to be job ready by ensuring that students understand career options and opportunities in Alaska and have the skills needed to get and keep a job.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVES SUPPORTED BY THIS GRANT Commitments: Continue providing dropout prevention strategies, challenging courses, and instruction which is both inspirational and innovative; increase communication with and support for students and families of diverse cultures.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT (i.e., in-kind services): Funds must be used to foster relationships between industry, school districts, vocational training providers and the State's workforce development system to create sustainable programs for student development that leads to apprenticeship, employment or post-secondary education in high growth industries.

Budget: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2009-07

Project Title: Youth First
Project Purpose: Inform Students about training opportunities, and build connections that put Alaskans into good jobs.
Project Director: Ruth Keator, Career Technical Education Coordinator

Project Information:

District Fund Name: Youth First
 State Function Classification: Instruction
 This Budget Award: \$ 100,000 Period: July 1, 2008 to June 30, 2009
 Matching Requirements: None
 Indirect: 6.42%
 Future Liabilities/Comments: None

**This Budget
Award**



	2008-09			Total Funding Award(s)
FUNDING SOURCES:				
Federal Funds Passed through State Dept. Labor	100,000	-	-	100,000
Total funding sources	<u>\$ 100,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 100,000</u>
APPROPRIATIONS:				
Non-certificated salaries	58,645	-	-	58,645
Employee benefits	31,082	-	-	31,082
Staff travel	3,645	-	-	3,645
Supplies, materials, and media	595	-	-	595
Indirect costs	6,033	-	-	6,033
Total appropriation	<u>\$ 100,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 100,000</u>

Position control for new positions:

Position Title	Position ID	Est Annual Budget	FTE
NON-CERTIFIED SALARIES			
Career Guides	-	58,645	2.00
			<u>2.00</u>

District review/approvals

Grants/Special Projects	
CFO	MIF

Approved by School Board

Date _____

GRANT TITLE: Alaska Reading First
FUNDING AGENCY: Federal Department of Education through AK Department of Education and Early Development
STATUS: Acceptance
AMOUNT: \$254,227
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2008-2009

GRANT PROGRAM GOAL: The *No Child Left Behind Act* established Reading First as a new, research-based reading program for all children in grades K through 3. Funds are dedicated to help states and local school districts establish high-quality, comprehensive reading instruction to ensure that all children are reading on grade level by the end of third grade. Reading First prescribes a daily, uninterrupted 90-minute reading block using a core program based on reading research, explicit instruction in the Big Five components of reading, regular assessment and analysis of data, a three-tiered flexible model of instruction, progress monitoring of strategic and intensive students, and quality professional development.

POPULATION TO BE SERVED: All students in kindergarten through third grade, principals and staff at Anderson, Nordale and Ticasuk Brown Elementary schools.

PROPOSED ACTIVITIES: With significantly reduced funding for the 2008-2009 year, each Reading First school will strive to maintain established implementation of the prescribed components listed under Grant Program Goals. Reading First staffs will continue to work with the district exploring means to sustain successful program components after grant funding expires June, 2009.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVES SUPPORTED BY THIS GRANT: Goals: Improve the performance of Students with Disabilities in reading, writing, and math and improve the writing skills of all students. Commitments: Focus instruction on targeted areas of need, such as the gender achievement gap and maintain data-supported decision making and annual school planning.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS: (i.e., in-kind services): The FNSBSD must support Reading First schools by allowing the continuous provision of professional development in reading and continued use of their selected core programs.

Budget: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2009-08

Project Title: Alaska Reading First (Year Six)
Project Purpose: Establish high-quality, comprehensive reading instruction in grades K-3
Project Director: Char Bailey, Alaska Reading First Coordinator

Project Information:

District Fund Name: Alaska Reading First
 State Function Classification: Instruction
 This Budget Award: \$ 254,227 Period: July 1, 2008 to June 30, 2009
 Matching Requirements: None
 Indirect: Limited to 3.5% Indirect
 Future Liabilities/Comments: None

**This Budget
Award**



**Additional
2008-09**

Total
Funding
Award(s)

FUNDING SOURCES:

Federal Funds Passed through State DEED	254,227	-	-	254,227
Total funding sources	<u>\$ 254,227</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 254,227</u>

APPROPRIATIONS:

Certificated salaries	45,725	-	-	45,725
Non-certificated salaries	139,052	-	-	139,052
Employee benefits	50,894	-	-	50,894
Professional and technical services	649	-	-	649
Staff travel	7,983	-	-	7,983
Supplies, materials, and media	1,335	-	-	1,335
Indirect costs	8,589	-	-	8,589
Total appropriation	<u>\$ 254,227</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 254,227</u>

Position control for new positions:

Position Title	Position ID	Est Annual Budget	FTE
CERTIFIED SALARIES			
Principal / Assistant Principal	-	2,500	-
Certified Teachers	-	39,225	-
Certified Stipends	-	2,000	-
Specialists	-	2,000	-
NON-CERTIFIED SALARIES			
Director/Coordinator/Manager	-	10,974	-
Specialists	-	9,827	-
Aides	-	20,000	-
Substitutes	-	10,000	-
Temporaries	-	88,251	-
	-		-

District review/approvals

Grants/Special Projects	
CFO	<i>M.F.</i>

Approved by School Board

Date _____

GRANT TITLE: Department of Education Appropriations Act of 2008
FUNDING AGENCY: Department of Education
STATUS: Acceptance
AMOUNT: \$208,756
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2008-2010

GRANT PROGRAM GOAL: Under the Fund for the Improvement of Education program, the Fairbanks North Star Borough School District is to expand the PLATO learning program to the Fairbanks North Star Borough.

POPULATION TO BE SERVED: Students at Barnette, Joy, and Weller Elementary schools.

PROPOSED ACTIVITIES AT SUBMISSION: Funds will support the implementation of PLATO Learning Systems at Barnette, Joy, and Weller Elementary schools. PLATO labs will be established to provide additional academic support in reading, writing, and math for borderline proficient and below proficient students. Funds will be used to purchase computers, PLATO licenses, PSPs, and professional development.

BOARD PERFORMANCE GOAL, ON-GOING PROGRAM, AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT: Performance Goals: Improve the writing skill of all students and continue the math improvement of all students, especially students of color, Alaska Native/American Indian, and Limited English Proficient students Commitments: Increase communication with and support for students and families of diverse cultures; effectively engage families in the education of their children in order to promote student success.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS (i.e., in-kind services): Provide technical assistance and support for PLATO labs.

BUDGET: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2009-09

Project Title: Fund for Improvement of Education (PLATO)
Project Purpose: Expand PLATO learning program to the Fairbanks North Star Borough
Project Director: Mary Carlson, Principal Weller School

Project Information:

District Fund Name: Fund for Improvement of Education (PLATO)
 State Function Classification: Support Services - Instruction
 This Budget Award: 208,756 Period: September 1, 2008 to October 31, 2010
 Matching Requirements: None
 Indirect: 6.42%
 Future Liabilities/Comments: None

**This Budget
Award**



	2008-09			Total Funding Award(s)
Direct Federal Grant	208,756	-	-	208,756
Total funding sources	<u>\$ 208,756</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 208,756</u>

APPROPRIATIONS:

Non-certificated salaries	9,966	-	-	9,966
Employee benefits	4,293	-	-	4,293
Professional and technical services	18,500	-	-	18,500
Supplies, materials, and media	163,403	-	-	163,403
Indirect costs	12,594	-	-	12,594
Total appropriation	<u>\$ 208,756</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 208,756</u>

Position control for new positions:

Position Title	Position ID	Est Annual Budget	FTE
NON-CERTIFIED SALARIES			
Grants Evaluator	-	7,716	-
Substitutes	-	2,250	-

District review/approvals

Grants/Special Projects	
CFO	mf

Approved by School Board

Date _____

GRANT TITLE: Title I Neglected and Delinquent Competitive Grant
FUNDING AGENCY: AK Department of Education and Early Development
STATUS: Acceptance-1st year of 3 year grant
AMOUNT: \$141,706
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2008-2009

GRANT PROGRAM GOAL: Title I, Part D, Subpart 2 Neglected and Delinquent provides funds for competitive projects to facilitate the orderly and productive return of incarcerated youth to society, work and school. These funds can support the operation of local educational agency (LEA) programs that involve collaboration with locally operated correctional facilities – 1) carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; 2) provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and, 3) operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

POPULATION TO BE SERVED: Youth released from the Fairbanks Youth Facility (FYF) entering local schools.

PROPOSED ACTIVITIES AT SUBMISSION: Students incarcerated at FYF often are released in the middle of a school semester. This makes it difficult for them to pick up on the class assignments at their new high school. In addition, some of the youth have been out of school for up to two years, and adjustment can be difficult.

Working in cooperation with detention staff, the district will maintain the transitions coordinator position at the Fairbanks Youth Facility. This coordinator will assist the students with transitioning to their receiving school by connecting with teachers and counselors, planning class schedules, providing trained in-school mentors, tutoring in areas of academic weakness and connecting these students and their families to other community support resources. The coordinator will work year-round, continuing to plan school-year programs, community supports and tutoring during the summer. Vocational training, such as culinary arts and small engine repair, will also be offered.

A possible option for students transitioning out of FYF, and before they reenter their home schools, is participation in the SMART Program. This opportunity will provide students with a smaller learning environment and ease the transition back to their home school.

PRIMARY PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVES SUPPORTED BY THIS GRANT Commitments: Continue providing dropout prevention strategies, challenging courses, and instruction which is both inspirational and innovative

ACTIVITIES CHANGED SINCE SUBMISSION: None

DISTRICT OBLIGATIONS: (i.e., in-kind services): Additional transition support will be provided through the SMART program.

BUDGET: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2009-10

Project Title: Title I-D, Delinquent & At -Risk Youth, Competitive
Project Purpose: Faciliate the orderly and productive return of incarcerated youth to society, work & school
Project Director: Kathy Hughes, Executive Director of Alternative Instruction & Accountability

Project Information:

District Fund Name: Title I-D, Delinquent & At -Risk Youth, Competitive
 State Function Classification: Instruction
 This Budget Award: \$ 141,706 Period: July 1, 2008 to June 30, 2009
 Matching Requirements: None
 Indirect: 6.42%
 Future Liabilities/Comments: Pending Allocation of Unallocated Funds

**This Budget
Award**



	2008-09			Total Funding Award(s)
FUNDING SOURCES:				
Federal Funds Passed through State DEED	141,706	-	-	141,706
Total funding sources	<u>\$ 141,706</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 141,706</u>

APPROPRIATIONS:

Non-certificated salaries	86,516	-	-	86,516
Employee benefits	39,775	-	-	39,775
Professional and technical services	6,000	-	-	6,000
Staff travel	225	-	-	225
Purchase services	5,250	-	-	5,250
Supplies, materials, and media	1,200	-	-	1,200
Indirect costs	8,549	-	-	8,549
Unallocated Funds	(5,809)	-	-	(5,809)
Total appropriation	<u>\$ 141,706</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 141,706</u>

Position control for new positions:

Position Title	Position ID	Est Annual Budget	FTE
NON-CERTIFIED SALARIES			
Director/Coordinator/Manager	-	52,196	-
Specialists	-	22,320	-
Substitutes / Temporaries	-	12,000	-

District review/approvals

Grants/Special Projects	
CFO	MF

Approved by School Board

Date _____

GRANT TITLE: Artists in the Schools
FUNDING AGENCY: Alaska State Council on the Arts/National Endowment for the Arts
STATUS: Acceptance
AMOUNT: \$15,000
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2008–2009 School Year

GRANT PROGRAM GOAL: The Artists in the Schools program provides additional art education by bringing local community artists into the schools.

POPULATION TO BE SERVED: K-12 students and their teachers.

PROPOSED ACTIVITIES AT SUBMISSION: Through the Artists in Schools (AIS) Program, local artists spend two or more weeks in residency at a school. While there, they immerse the students and teachers in a thorough study and experience of their art. The schools can choose from a selection of artists in the areas of ceramics, Native arts, dance, literary arts, media arts, music, theater/mime and visual arts.

AIS is organized by the Fairbanks Arts Association's Fairbanks Arts and Culture in Education (FACE) program, which focuses on activities for children and teachers. The AIS program has been running in our district for the past 18 years, and continues to be a cost-effective, popular program that uses community resources to greatly extend our ability to provide a substantive and rich art education. Support for the program comes from national and state grants, our district, school and PTA matching funds, and other individual and corporate contributions.

BOARD GOAL, ON-GOING COMMITMENT, AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT: Commitment: Continue providing instruction which is both inspirational and innovative.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): Schools must match dollar-for-dollar the cost of an artist's residency. Most art supplies come from the school budget. The district will waive indirect.

BUDGET: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2009-11

Project Title: Artists in Schools Program
Project Purpose: Support art education in our schools utilizing local artists
Project Director: Peggy Carlson - Executive Director of Curriculum

Project Information:

District Fund Name: Artists in School
 State Function Classification: Instruction
 This Budget Award: \$ 15,000 Period: Oct 1, 2008 to June 30, 2009
 Matching Requirements: \$15,000 cash match from District
 Indirect: Approved rate of 6.42% waived
 Future Liabilities/Comments: Funding is passed through Alaska State Council on the Arts (ASCA)

**This Budget
Award**



	2008-09			Total Funding Award(s)
FUNDING SOURCES:				
Local-Rasmuson Foundation-pass thru ASCA	5,250	-	-	5,250
Federal Funds Passed through ASCA	9,750	-	-	9,750
Total funding sources	<u>\$ 15,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 15,000</u>
APPROPRIATIONS:				
Professional and technical services	15,000	-	-	15,000
Total appropriation	<u>\$ 15,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 15,000</u>

Position control for new positions:

<u>Position Title</u>	<u>Position ID</u>	<u>Est Annual Budget</u>	<u>FTE</u>

District review/approvals

Grants/Special Projects	
CFO	MF

Approved by School Board

Date _____

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 2008-06:

“SCHOOL BUS DRIVERS’ APPRECIATION DAY”

WHEREAS, every month of the school year, in darkness and bitter cold, in snow and rain, school bus drivers travel thousands upon thousands of miles on everything from dirt paths to multi-lane highways to deliver our precious school children to their places of learning and then home again; and

WHEREAS, we salute and appreciate school bus drivers every day and recognize the invaluable contributions they make to the education process; and

WHEREAS, the Fairbanks North Star Borough School District encompasses a large geographic area, necessitating extensive use of school buses to transport students; and

WHEREAS, school bus drivers safely transport thousands of students from before sunrise until after sunset, making every reasonable effort to maintain their schedules and keep students safe; and

WHEREAS, this year’s National School Bus Safety Week will be celebrated from October 20 through 24; children from the Fairbanks North Star Borough and all over the nation will help celebrate this important week by creating school bus safety posters; and

WHEREAS, the Fairbanks North Star Borough School District Board of Education wishes to honor outstanding school bus drivers for the vital role they play in assuring students arrive safely and promptly at their destinations each day;

NOW, THEREFORE, BE IT RESOLVED by the Fairbanks North Star Borough Board of Education, that in recognition of the invaluable contributions school bus drivers make to the educational process, the Fairbanks North Star Borough School District hereby designates October 24, 2008, as “School Bus Drivers’ Appreciation Day” and call upon the citizens of the Borough to recognize the important function served by these dedicated professional school bus drivers, in whose trust we place our children every school day.

PASSED AND APPROVED:

Leslie Hajdukovich, President
Board of Education

ATTEST:

Sharon Tuttle
Secretary to the Board



FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 2008-07:

RACIAL RESPECT

WHEREAS, the vision of the Fairbanks North Star Borough School District is excellence and equity for all; and

WHEREAS, the mission of the Fairbanks North Star Borough School District is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society; and

WHEREAS, a core value of the Fairbanks North Star Borough School District is respect for the diversity and dignity of individuals and groups; and

WHEREAS, School Board policy prohibits discrimination and harassment on the basis of race; and

WHEREAS, administrative regulation identifies racial slurs as a form of racial harassment; and

WHEREAS, the school district is rich in ethnic and racial diversity; and

WHEREAS, racial slurs occur in our schools; and

WHEREAS, racial slurs historically and currently have negative connotations; and

WHEREAS, racial slurs interrupt student learning which is at the center of everything we do;

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough School District declares itself a Racial Slur Free Zone, and

BE IT FURTHER RESOLVED THAT the Fairbanks North Star Borough Board of Education challenges each school in the district to renew its efforts to vigorously address racial respect by instituting programs that will educate students and staff on racial harassment and racial identity, build leadership capacity and institute a welcoming environment that does not tolerate racial slurs.

PASSED AND APPROVED:

Leslie Hajdukovich, President
Board of Education

ATTEST:

Sharon Tuttle
Secretary to the Board



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2009-022

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: September 9, 2008

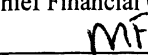
FROM			TO		
Fund/Account/Center	Account Name	Amount	Fund/Account/Center	Account Name	Amount
98015.3110	ALS & Support, Salaries	89,621	98022.3110	GIS HS, Dir/Coord Salaries	142,156
98015.XXXX	ALS & Support, Benefits	33,079	98022.XXXX	GIS HS, Dir/Coord Benefits	52,470
84110.3200	DW In House Susp., Salaries	65,290	98022.3510	GIS HS, Support Staff, Salaries	37,067
84110.XXXX	DW In House Susp., Benefits	24,099	98022.XXXX	GIS HS, Support Staff, Benefits	19,646
98020.3200	GIS Elem, Certified Salaries	65,290	98023.3510	GIS Princ. Support, Suppt Staff Sal.	23,598
98020.XXXX	GIS Elem, Certified Salaries	24,099	98023.XXXX	GIS Princ. Support, Suppt Staff Ben.	12,507
98022.3200	GIS HS, Salaries, Teacher	65,290	98024.4010	Corres. Allotments, Prof. & Tech.	119,297
98022.XXXX	GIS HS, Benefits, Teacher	24,099	98024.4600	Corres. Allotments, Supplies	119,296
98022.3200	GIS HS, Salaries, Counselor	65,290	84200.3200	DW Senior Spec Ed., Salaries	65,290
98022.XXXX	GIS HS, Benefits, Counselor	24,099	84200.XXXX	DW Senior Spec Ed., Benefits	24,099
98023.3510	GIS Principal Support, Salaries	40,238	84110.3510	DW In House Susp Suppt Staff Sal	46,800
98023.XXXX	GIS Principal Support, Benefits	21,326	84110.XXXX	DW In House Susp Suppt Staff Ben	24,804
98022.4010	GIS HS, Prof & Technical	49,084	98070.3500	Safe & Drug Free Adm Staff Sal.	3,348
84110.3200	DW In House Susp, Cert. Salaries	65,290	98070.XXXX	Safe & Drug Free Admin Staff Ben	1,774
84110.XXXX	DW In House Susp, Cert. Benefits	24,099			
84110.3510	DW In House Susp, Suppt Staff Sal.	7,751			
84110.XXXX	DW In House Susp, Suppt Staff Ben.	4,108			
TOTAL		692,152	TOTAL		692,152

REASON: Align budgets for reorganization of B.E.S.T.& L.I.F.T.

Administrative Services Office Review

Budget


 Chief Financial Officer



Board Approval

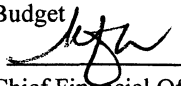

Signature:

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2009-029**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: September 19, 2008

FROM			TO		
Fund/Account/Center	Account Name	Amount	Fund/Account/Center	Account Name	Amount
98060.4401	District Wide Math Program	26,200	98060.3200	DW Math, Subs	17,616
			98060.XXXX	DW Math, Benefits	1,584
			98060.4212	DW Math, Mileage	2,000
			98060.4600	DW Math, Supplies	5,000
TOTAL		26,200	TOTAL		26,200

REASON: Allocation of elementary subs, mileage and supplies for district wide math program.

Administrative Services Office Review Budget  Chief Financial Officer 

Board Approval Signature: _____



Randy Smith Middle School

Sandy Kowalski, Principal

1401 Bainbridge Boulevard, Fairbanks, Alaska 99709

Office (907) 458-7600 Ext. 1103 Fax (907) 458-7676

email: skowalski@northstar.k12.ak.us



Our students reach for the stars

MEMORANDUM

DATE: September 23, 2008

TO: Wayne Gerke *Wb*

FROM: Sandra Kowalski *SK*

RE: Fundraising/Travel Request

Who is Traveling: Olga Napolilli and Dave Gerrish (teachers) and World Language students at Randy Smith Middle School

Purpose for Fundraising: To cover the costs of substitute teachers, costs for gratuity

Destination: Rome, Italy

Date of Travel: March 6 – 14, 2009

Reason for Travel:

- To build on previous foreign language and cultural knowledge.
- To apply target language skills in purposeful communication.
- To encourage continuation of foreign language study.
- To view and learn about European art and history

How the money will be raised: Hosting a Social

Fundraising Goal: \$900

Cost to the District: None




Two Rivers School

"A Community School"

520 Fifth Avenue, Fairbanks, Alaska 99701-4756

(907) 488-6616



MEMORANDUM

DATE: September 24, 2008

TO: Fairbanks North Star Borough School District Board of Education

FROM: Robin Sims, Teacher
Two Rivers School

RE: **GIFT ACCEPTANCE**

Donation From: Sonny Lindner
Johnson River Enterprises, LLC
PO Box 70377
Fairbanks, AK 99707
(907) 388-7781

Item(s) Donated: A Solar Array Project.
A small, completely functional, grid interconnect solar PV system.

Item(s) to be used for: Provide students school wide with valuable insights regarding the construction and operation of solar PV systems and system performance. This system will provide educational opportunities in many subjects.

Value of Donation: \$25,700.00

Rosa Haukeis
10/1/08



Ben Eielson Junior-Senior High School

675 Ravens Way
Eielson AFB, Alaska 99702-1308



MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

Memorandum

September 10, 2008

To: Wayne Gerke, Assistant Superintendent - Secondary *Wb*

From: Mario Gatto, Principal *MG*
Ben Eielson High School

Re: **Gift Acceptance**

Donation: Ben Eielson High School Booster Club

Item Donated: Monetary Amount

Item to be used for: Boys Basketball

Value of Donation: \$1,500.00



Ben Eielson Junior-Senior High School

675 Ravens Way
Eielson AFB, Alaska 99702-1308



MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

Memorandum

September 23, 2008

To: Wayne Gerke, Assistant Superintendent - Secondary *WG*

From: Mario Gatto, Principal
Ben Eielson High School

Re: **Gift Acceptance**

Donation: Friends Community Church

Item Donated: Monetary Amount

Item to be used for: Fellowship of Christian Athletes

Value of Donation: \$1,000.00



Ben Eielson Junior-Senior High School

675 Ravens Way
Eielson AFB, Alaska 99702-1308



MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

Memorandum

September 23, 2008

To: Wayne Gerke, Assistant Superintendent - Secondary *w6*

From: Mario Gatto, Principal
Ben Eielson High School

Re: **Gift Acceptance**

Donation: Raven Football Lions

Item Donated: Monetary Amount

Item to be used for: Football

Value of Donation: \$5,271.49

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: August 27, 2008

TO: Wayne Gerke, Assistant Superintendent – Secondary Schools *WG*

FROM: Jeanette Hayden, Principal *JH*
James T. Hutchison High School

RE: **GIFT ACCEPTANCE**

Donation From: Richard P. Raugust
Janice E. Raugust
1919 Lathrop Suite 207
Fairbanks, AK. 99701

Item(s) Donated: Monies

Item(s) to be used for: Hutchison Tennis Team

Value of Donation: \$2,000



AUSTIN E. LATHROP HIGH SCHOOL

901 Airport Way Fairbanks, Alaska 99701 (907) 456-7794 Fax (907) 452-6735

MEMORANDUM

DATE: September 11, 2008
TO: Wayne Gerke, Assistant Superintendent *WG*
FROM: Karen Gaborik, Principal *KG*
Lathrop High School
RE: Gift Acceptance

Donation From: Northern Area Aquatics
PO Box 83356
Fairbanks, AK 99708

Money Donated: \$5,000.00

To Be Used For: Lathrop Swim/Dive Team




WEST VALLEY HIGH SCHOOL

3800 GEIST ROAD • FAIRBANKS, ALASKA 99709 • (907) 479-4221

MEMORANDUM

DATE: September 15th, 2008

TO: Wayne Gerke, Assistant Superintendent *WG*

FROM: Shaun Kraska, Principal – West Valley High School 

RE: Gift Acceptance

Donation From: Northern Area Aquatics Committee
Po Box 83356
Fairbanks, Alaska 99708

Item(s) Donated: \$5000.00

Item(s) to be used for: 2008-2009 Swim Team Program

Value of Donation: \$5000.00




WEST VALLEY HIGH SCHOOL

3800 GEIST ROAD • FAIRBANKS, ALASKA 99709 • (907) 479-4221

MEMORANDUM

DATE: September 15th, 2008

TO: Wayne Gerke, Assistant Superintendent ^{Wb}

FROM: Shaun Kraska, Principal – West Valley High School 

RE: Gift Acceptance

Donation From: Fairbanks Youth Sports
P.O. Box 70467
Fairbanks, Alaska 99707-0467
Phone: 452-4834 Fax: 452-8797

Item(s) Donated: \$1794.00

Item(s) to be used for: Hockey Helmets

Value of Donation: \$1794.00




WEST VALLEY HIGH SCHOOL

3800 GEIST ROAD • FAIRBANKS, ALASKA 99709 • (907) 479-4221

MEMORANDUM

DATE: September 15th, 2008

TO: Wayne Gerke, Assistant Superintendent *W6*

FROM: Shaun Kraska, Principal – West Valley High School 

RE: Gift Acceptance

Donation From: Dr. Cary S. Keller, M.D., P.C.

Item(s) Donated: \$2000.00

Item(s) to be used for: Athletic Training Fund

Value of Donation: \$2000.00

PERSONNEL ACTION REPORT

For the period: 9/10/08 - 10/01/08

EMPLOYMENT OF CERTIFIED PERSONNEL

Benshoof, Christopher

Education: B.S., 2007, University of Alaska
Fairbanks

Experience: None.

Mr. Benshoof is being recommended to serve as math teacher at Lathrop High School effective September 29, 2008 for the 2008-09 school year. (B/00, \$31,385, 156 days)

Forbes, Carri

Education: B.S., 2005, University of Alaska
Fairbanks

Experience: None.

Ms. Forbes is being recommended to serve as science/vocational teacher at Tanana Middle School effective September 22, 2008 for the 2008-09 school year. (B/00, \$34,283, 161 days)

Hale, David

Education: No degree (eligible for Type M
Vocational Certificate)

Experience: One-half year as automotive instructor with Universal Technical Institute, Exton, Pennsylvania; two years as automotive instructor with Nascar Technical Institute, Mooresville, North Carolina; over six years as owner/operator/technician with E's Automotive, Montrose, Colorado; and over twelve years as automotive teacher with Montrose High School, Montrose, Colorado.

Mr. Hale is being recommended to serve as automotive instructor at Hutchison High School effective October 13, 2008 for the 2008-09 school year. (B+18/05, \$39,010, 146 days)

Harlamert, Michelle

Education: B.Ed., 1995, University of Alaska
Anchorage

Experience: Over six years as physical education teacher and five years as first and second grade teacher with the Anchorage School District, Anchorage, Alaska.

Ms. Harlamert is being recommended to serve as extended learning program teacher at Anne Wien and Ticasuk Brown Elementary schools effective October 20, 2008 for the 2008-09 school year. (B+36/04, \$37,957, 141 days)

Pherson, Kimberly

Education: B.A., 1989, Western Washington
University, Bellingham,
Washington

Experience: One-half year as kindergarten teacher at Nordale Elementary School with the Fairbanks North Star Borough School District.

Ms. Pherson is being recommended to serve as special education pre-school teacher at Pearl Creek Elementary School effective October 1, 2008 for the 2008-09 school year. (B+18/00, \$32,793, 154 days)

Ross, Elizabeth

Education: B.A., 2004, William Paterson
University, Wayne, New Jersey

Experience: Two years as behavioral management special education teacher with the Bloomingdale School District, Bloomingdale, New Jersey.

Ms. Ross is being recommended to serve as special education emotionally disturbed teacher at Pearl Creek Elementary School effective October 1, 2008 for the 2008-09 school year. (B/02, \$34,652, 154 days)

PERSONNEL ACTION REPORT

For the period: 9/10/08 - 10/01/08

Danielle Schultz

Education: B.S., 2004, Minot State University,
Minot, North Dakota

Experience: None.

Ms. Schultz is being recommended to serve as .7 elementary and extended learning program teacher at Salcha Elementary School effective October 1, 2008 for the 2008-09 school year. (B/00, \$21,645, 154 days)

Woodard. Jenifer

Education: B.M.Ed., 2005, University of
Kansas, Lawrence, Kansas

Experience: None.

Ms. Woodard is being recommended to serve as music teacher at Anderson Elementary School effective October 13, 2008 for the 2008-09 school year. (B/00, \$29,300, 146 days)

CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

Albert, Sarah

Date of Hire: September 1, 2005
Position: Counseling technician (layoff
status) from Lathrop High School
Eff. Date: October 1, 2008 through May 31,
2008
Reason: Leave of absence to accept
certificated position

EMPLOYMENT OF EXEMPT PERSONNEL

Cummings, Natasha

Education: B.S., 2005, DeVry University;
M.A., 2008, Keller Graduate
School of Management.

Experience: One month experience as a
human resources assistant with
the Alaska District Veterinary
Command; and one year as
library manager with the Bassett
Army Community Hospital. One
year as department manager
with the Bassett Army
Community Hospital.

Ms. Cummings is being recommended to serve as Human Resource Assistant in the Human Resources Department effective September 17, 2008. Her annual salary of \$36,494 is based on 261 days a year.

Laffoon, Mark

Education: A.A., 2005, Linn State College,
Linn, Missouri.

Experience: One year as a web
programmer/analyst with Linn
State Technical College; and
one year as an instructor with
Linn State Technical College;
and seven years as a computer
programming consultant with
SlackerShack Software.

Mr. Laffoon is being recommended to serve as Website Manager in the Public Relations Department effective October 1, 2008. His annual salary of \$60,266 is based on 261 days a year.

Fairbanks North Star Borough School District 2008-10 PRIORITIES



DRAFT

OUR VISION... Excellence and Equity for All

OUR MISSION is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.

Core Values

- Student learning is at the center of everything we do.
- High achievement evolves from high expectations and educational opportunities.
- Quality education requires highly motivated, skilled, supportive teachers, administrators, and support staff.
- Active partnerships with the family and community support successful student learning.
- Respect for the diversity and dignity of individuals and groups is essential.

Primary Performance Goals

- A. **Increase the graduation rate to exceed the state requirement for meeting Adequate Yearly Progress.**
Indicator: The district's graduation rate, as computed by the state, will increase and exceed the state requirement.
- B. **Improve the performance of African American students, Alaska Native/ American Indian students, and Students with Disabilities (SWD) in math.**
Indicator: African American students, Alaska Native/ American Indian students, and Students with Disabilities (SWD) will score at proficiency levels to meet or exceed the Annual Measurable Objective (AMO) of 66.09% on the state Standards Based Assessment.
- C. **Improve writing skills of Alaska Native/ American Indian students, Students with Disabilities (SWD), Limited English Proficient students (LEP), and Economically Disadvantaged students.**
Indicator: A higher percentage will be proficient and advanced and/or will meet or exceed the Annual Measurable Objectives (AMO) of 77.18% in Language Arts on the state Standards Based Assessment.

Ongoing Commitments

- Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap.
- Support class sizes that are conducive to learning.
- Invest in quality professional development to meet district goals of respecting multicultural perspectives and implementing technology.
- Use data-supported decision making and annual school planning.
- Provide graduation success strategies, challenging courses, and instruction which is both inspirational and innovative.
- Engage families to promote student success.
- Increase communication with and support for students and families of diverse cultures.
- Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, and maintain efficient district operations.
- Enhance school safety and student wellness.
- Recruit, hire, and retain a diverse workforce with the talents and abilities to fulfill the district's mission.
- Maintain excellent school facilities and manage capital improvement projects.

Initiatives to Improve Student Performance

1. Implement Recommendations from the Secondary Review Process.
2. Implement Phase II of the Technology Blueprint, including beginning the Action Steps required for each of the fourteen goals.
3. Prepare for a fall 2009 bond election for school capital needs.
4. Develop a plan for using formative assessment to improve writing skills.

DRAFT
9-30-08

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

M E M O R A N D U M

September 22, 2008

TO: Nancy Wagner, Superintendent of Schools
Wayne Gerke, Assistant Superintendent - Secondary

FROM: Kathy Hughes, Executive Director – Alternative Instruction & Accountability

SUBJECT: Summer School Report

Attached you will find the Summer School Report for 2008. Information has been compiled for several years regarding completion rates and grades.

I anticipate making formal recommendations for the implementation of next summer's program early second semester. In addition to looking at the data collected from the 2008 program, the following should be considered:

- The reorganization of the district's correspondence program includes working with a new vendor (Advanced Academics) – we may want to see about using the new vendor for online summer school.
- Determine whether or not more teacher-directed courses can be offered and, if so, in which content areas (esp. for credit recovery).
- Look at opening up summer school for more than credit recovery:
 - Elementary – intermediate grades (reading, writing, and math).
 - 7th as well as 8th grade (language arts and math)
 - High school online courses for acceleration and remediation for students who have not failed courses.
- Establish budget (including fees) for 2009.

It will also be important to determine what type of information we want to track for future decision-making (for example, I have included in this year's report the number of credits attempted versus the number earned).

Summer School 2008 Report

Prepared by
Kathy Hughes, Executive Director – Alternative Instruction & Accountability

October 7, 2008

The district has provided summer school for many years. Changes have been made over time to respond to budget constraints, student needs, district priorities, and evaluating the success of the program each year.

History of Summer School

From **1999 to 2002**, programs were held in a variety of schools for elementary, middle, and high school students.

- In 1999 and 2000 the summer school budget was \$280,000 each year. 457 elementary students, 185 middle school students, and 155 high school students were served.
- In 2001 the summer school budget was \$436,000. 529 elementary students, 107 middle school students, and 248 high school students were served
- In 2002 the summer school budget was \$380,000. 594 elementary students, 119 middle school students, and 244 high school students were served.

Due to budget cuts, changes were made to the **2003** summer school program which:

- eliminated the elementary program;
- limited the middle school program to GIS for eighth graders in danger of retention; and
- limited the high school program to the district's Guided Independent Study Program (GIS) for credit recovery in specific classes (the GIS program used district-approved courses from Brigham Young University).

In 2003 the summer school budget was \$48,000, but after fees were collected the cost to the district was \$18,000. 53 middle school students and 224 high school students were served. Two teachers and one tutor were available for extra assistance and for one-to-one teaching.

In **2004** the net cost for summer school was \$35,300. 26 middle school students and 197 high school students (excluding Job Co-Op) participated in the program. Two teachers and one tutor were available for extra assistance and for one-to-one teaching. Students were charged a \$25 deposit for each course that was refunded if the student successfully completed the course. As in 2003, student tutoring and support was available four days a week from 8 a.m. until noon, and two evenings a week.

The net cost for summer school **2005** was \$34,273. 45 middle school students and 183 high school students (excluding Job Co-Op) participated in the program. Changes were implemented which included direct instruction for the 8th grade students using district materials and a requirement that students enrolled in some of the high school courses attend classes one morning a week. As in the past, evening tutoring continued to be available. Transportation, which had not been provided for several years, was available for students from Eielson and North Pole for the duration of the eighth grade session.

The net cost of the **2006** summer school was \$53,000. 47 eighth grade students and 177 high school students (excluding Job Co-Op) were served. The program followed the same format utilized in 2005:

High School

- Students were only allowed to enroll in one academic course.
- Students were required to attend classes for specific courses. Historically these courses have been the most highly requested for credit recovery. Each class listed below met for one day each week from 8 a.m. until 12 noon:
 - English 9, semesters 1 and 2
 - English 10, semesters 1 and 2
 - Pre-Algebra, semesters 1 and 2 (combined class using PLATO)
 - Algebra I, semesters 1 and 2
 - Algebra II, semesters 1 and 2 (combined class)

8th Grade

- Three teachers were hired to teach literature, language arts, and math.
- Students were required to attend four days a week (they were permitted one absence), four hours each day for a total of 16 days.
- Students received either a Pass or Fail grade. This grading system was changed in 2005 to better meet the purpose of eighth grade summer school. This change was made since the teachers focused on the State Standards instead of trying to teach the traditional 8th grade curricula.

The **2007** summer school program continued to allow high school students the opportunity for credit recovery, and Job Co-Op but added the opportunity to take the required Alaska Studies course. The eighth grade program focused on attaining the skills necessary to progress to the ninth grade. Net cost for 2007 was \$25,851. 47 eighth grade students and 187 high school students (excluding Job Co-Op) were enrolled. Changes to the high school program included:

- Students were required to attend teacher-directed classes two times a week for English 9, English 10, Algebra I, and Geometry.
- PLATO was incorporated into the teacher-directed courses for both English and math.
- An ELL tutor worked with qualified students
- Two teacher aides assisted students and teachers
- Teachers and aides met with students for 32 hours of instruction with an additional 32 hours of assistance available for students
- All teacher-directed classes were held at Hutchison High School

The format for the 8th grade summer school program was the same as the previous year.

SUMMER SCHOOL 2008

This past summer, the summer school program offered was similar to the 2007 program. High school students were able to take courses for credit recovery, to complete the Alaska Studies requirement, and to earn elective credit through the Job Co-op course. The eighth grade program provided students with the opportunity to attain the skills necessary to progress to the ninth grade.

The net cost of Summer School 2008 was \$16,427. The overall cost was lower than the previous year because three 12 month employees (whose salaries were charged elsewhere) supported the program, books for the Brigham Young University (BYU) classes were used from the GIS program and were not purchased through summer school funds, and supply costs were down due to the use of supplies leftover from previous years.

High School

Table 1 provides information about the courses taken through the 2008 summer school program. There were 194 courses were taken by 187 students. 162 of those courses were academic courses and 32 were Job Co-Op (6 students were enrolled in both Job Co-Op and an academic course and 1 student was enrolled in two academic courses). Of the 162 academic courses taken, 148 were completed for a 91.5% completion rate.

Teacher-directed classes:

- The addition of a school district safety assistant at the school site for the teacher-directed program was very beneficial in student management.
- 82 students enrolled in teacher-directed English or math courses and were required to attend teacher-directed classes two times a week from June 2nd - June 26th for the following courses:
 - English 9, semesters 1 and 2
 - English 10, semesters 1 and 2
 - Algebra I, semesters 1 and 2
 - Geometry, semesters 1 and 2
- PLATO was incorporated into the teacher-directed math courses.
- Two teacher aides assisted students and teachers.
- Teachers and aides met with students for 32 hours of instruction with an additional 30 hours of teacher assistance available for students.
- A counselor was employed for 35 hours to help determine student placement in summer school courses.
- All teacher-directed classes were held at Hutchison High.
- On Fridays extra tutoring was available to high school students from the two teachers at the GIS office.

BYU classes:

- 80 students enrolled in BYU courses (one student was enrolled in two BYU courses).
- Alaska Studies, through BYU, was offered to incoming freshman and upper classman. Twenty-eight students, including six incoming freshmen, enrolled in Alaska Studies, 19 earned credit.
- Tutoring was available for students enrolled in BYU courses at the GIS office through July.
- BYU courses had to be completed by July 25th.

Co-Op:

- Thirty-two students enrolled in the Job Co-Op class and earned a full elective credit.

Eighth Grade

The eighth grade program served 32 students. Twenty-nine of those students completed the program for a 91% completion rate.

- For 2008, three high school teachers were hired to prepare students for high school expectations.
- Students were required to attend four days a week (for four weeks), four hours each day for a total of 64 hours.
- Students received grades of either Pass or Fail.

Summary

Summer school completion rates fell slightly from the previous year. Two of the students who did not complete their course actually moved. Five seniors were able to recover credits and graduate as a result of their summer school enrollment. Students enrolled in the teacher-directed courses were more successful and had greater pass rates than did those enrolled in BYU courses.

Table 1: Summer School 2008

	Summer School Academic Courses (excluding Co-Op)	Teacher-Directed Courses	GIS/BYU Courses	AK Studies (included in BYU numbers)	Co-Op (not included in other #s)
Students Enrolled	161	81 (94% of those who attempted the teacher-directed courses earned credit)	81 (62% of those who attempted BYU courses earned credit)	28 (67.9% of those who attempted this class earned credit)	32 (6 were also enrolled in an academic course)
Courses Requested	162	81	81	28	32
Completed	148 (91.5%) *	81 (100%)	67 (82.7%)	28 (100%)	32 (100%)
A's	19 (11.7%)	11 (13.6%)	8 (9.8%)	5 (17.9%)	31 (97%)
B's	60 (37%)	41 (50.6%)	19 (23.5%)	7 (25%)	1 (3%)
C's	32 (19.8%)	15 (18.5%)	17 (21%)	7 (25%)	0
D's	17 (10.5%)	11 (13.6%)	6 (7.4)	0	0
F's	34 (21%)	3 (3.7%)	31 (38.3%)	9 (32.1%)	0

* 14 students taking BYU classes did not finish courses and are included in the F's

Credits attempted and earned in the 2008 summer school program:

- 113 credits (162 academic courses @ .5 credits each + 32 Co-Op courses @ 1 credit each) were attempted.
- 106 credits (148 academic courses @ .5 each + 32 Co-Op course @ 1 credit each) were earned.

The district's correspondence program (GIS) was reorganized this summer. As a result changes to next year's summer school program may be proposed.

Table 2: 2003 through 2008 Summer School Enrollment and Course Completion

	2003	2004	2005	2006	2007	2008
Students Enrolled	224	197	183	177	187	161
Courses Requested	337	286	183	177	187	161
Courses completed	201 (60%)	189 (66%)	164 (90%)	160 (90%)	182 (97.3%)	148 (91.3%)
A's (% of completed)	12%	8%	6%	5%	11%	13%
B's (% of completed)	14%	23%	24%	15%	29%	40.5%
C's (% of completed)	23%	23%	32%	24%	28%	21.5%
D's (% of completed)	21%	12%	32%	15%	9%	11.5%
F's (% of completed)	30%	34%	6%	41%	23%	13.5%

2008 Summer School Budget

Total revenues	\$29,450.00
Expenditures	
Salaries and benefits	\$36,422.61
Courses	\$ 3,080.00
Materials	\$ 1,049.65
Transportation	\$ 5,324.80
Total expenditures	\$45,877.06
Net cost of 2008 summer school	\$16,427.06

PERSONNEL INFORMATION REPORT

For the Period: 9/11/08–10/01/08

EMPLOYMENT OF CLASSIFIED PERSONNEL

Brainerd, Julie

Date of Hire: September 17, 2008
Position: Teacher aide – intensive
resource (pre-school) at Joy
Elementary School
Reason: Replaces Julie Clark, resigned

Capelle, Laura

Date of Hire: September 30, 2008
Position: Teacher aide – special
education at Chinook Charter
School
Reason: Replaces Jody Stamps,
transferred

Ernest, Stephanie

Date of Hire: September 22, 2008
Position: Secretary/special education at
Hunter Elementary School-
Weller Elementary School
(split)
Reason: Replaces Diana Culver,
transferred

Gelber, Jay

Date of Hire: September 10, 2008
Position: Teacher aide – emotional
disturbance at Randy Smith
Middle School
Reason: Replaces Kristi Baker,
resigned

Hartman, Marsha

Date of Hire: September 15, 2008
Position: Reading assistant at Ticasuk
Brown Elementary School
Reason: Replaces Brenda Wilbur,
transferred

Henry, Billie

Date of Hire: September 29, 2008
Position: Teacher aide – special
education at Effie Kokrine
Charter School
Reason: Replaces Susan Firmin,
transferred

Kramer, Nikee

Date of Hire: September 24, 2008
Position: Teacher aide – special education
at North Pole Middle School
Reason: Replaces Susan Firmin,
resigned

McClellan, Tabatha

Date of Hire: September 22, 2008
Position: English language learner (ELL)
program tutor at Ryan Middle
School-SMART Program (split)
Reason: Replaces Helen Bryant, retired

Powalski, Tara

Date of Hire: September 15, 2008
Position: Teacher aide – intensive
resource at Tanana Middle
School
Reason: Replaces Claude Fowlkes III,
transferred

Shard, Nova

Date of Hire: September 29, 2008
Position: Custodian/12 month at Badger
Elementary School-Ticasuk
Brown Elementary School-North
Pole High School (split)
Reason: Replaces Jeanie Loewenstein,
transferred

Shelton, Amy

Date of Hire: September 22, 2008
Position: Secretary/special education at
Ticasuk Brown Elementary
School
Reason: Replaces Donna O'Dowd-Robb,
transferred

Su'a, Michael

Date of Hire: September 22, 2008
Position: Custodian/10 month at
Woodriver Elementary School-
West Valley High School-
Barnette Magnet School (split)
Reason: Replaces Wilma Bishop,
resigned

PERSONNEL INFORMATION REPORT

For the Period: 9/11/08–10/01/08

Ward, Laurie

Date of Hire: September 10, 2008
Position: Custodian/12 month at
Anderson Elementary School-
Crawford Elementary School-
Ben Eielson Junior/Senior
High School (split)
Reason: Replaces Kay Alich,
transferred

Witter, Janice

Date of Hire: September 29, 2008
Position: Secretary at West Valley High
School
Reason: Replaces Natalie Cevasco,
transferred

Zeloof-Baker, Carma

Date of Hire: September 16, 2008
Position: Teacher aide – special
education at Woodriver
Elementary School
Reason: Replaces Jody Stamps,
resigned

TRANSFERS OF CLASSIFIED PERSONNEL TO FEA/EXEMPT POSITIONS

Ross, Elizabeth

Date of Hire: September 2, 2008
Position: Teacher aide – behavior/
intervention at Ticasuk Brown
Elementary School
Eff. Date: September 30, 2008
Reason: Accepted certificated position

TERMINATION OF CLASSIFIED PERSONNEL

Balcer, Kevin

Date of Hire: September 8, 1983
Position: Custodian/12 month at Joy
Elementary School
Eff. Date: October 1, 2008
Reason: Retired

Clarke, Cora

Date of Hire: January 31, 2000
Position: Elementary generalist at
University Park Elementary
School
Eff. Date: October 27, 2008
Reason: Resigning

DeMarre, Alvin

Date of Hire: October 18, 2004
Position: Teacher aide – intensive
resource at West Valley High
School
Eff. Date: September 30, 2008
Reason: Resigned

Elsberry, Sherrie

Date of Hire: August 16, 2007
Position: Kitchen aide at Hutchison High
School
Eff. Date: October 10, 2008
Reason: Resigning

Miller, Lisa

Date of Hire: August 6, 2008
Position: Custodian/9 month at Ryan
Middle School-Hamme Pool
(split)
Eff. Date: September 16, 2008
Reason: Resigned

Mormon Jr., James

Date of Hire: August 11, 2008
Position: Custodian/12 month at Lathrop
High School-Facilities
Management Department (split)
Eff. Date: September 23, 2008
Reason: Resigned

MINUTES

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
FAIRBANKS, ALASKA

Work Session

MINUTES

September 11, 2008

President Hajdukovich called the work session to order at 5:32 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue to discuss the Watershed Charter School.

Present:

Leslie Hajdukovich, President
Sharon McConnell, Vice President
Jennifer Schmidt, Treasurer
Wendy Dominique, Clerk
Kristina Brophy, Member
Sue Hull, Member

Absent:

Howard Thies, Member
Michael Fitzgerald, Base Representative
Ronald Johnson, Post Representative
Ken Sample, Student Representative

Staff Present:

Nancy Wagner, Superintendent
Roxa Hawkins, Assistant Superintendent – Elementary
Dave Ferree, Assistant Superintendent – Facilities Management
Mike Fisher, Chief Financial Officer
Kathy Hughes, Executive Director of Alternative Instruction and Accountability
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Peggy Carlson, Interim Executive Director of Curriculum and Instruction
Traci Gatewood, Director of Grants and Special Projects
Bett Schaffhauser, Director of Employment and Educational Opportunity
Sharon Tuttle, Executive Assistant to the School Board

Watershed Charter School

Chief Financial Officer Mike Fisher reviewed the Charter School Application Checklist with Board members. He explained that after the work session, the request for a charter school would probably come before the Board at their October 7 Regular Meeting as an action item. If the Board approved the request, it would be forwarded to the State for their approval.

John Carlson, a teacher at Ladd Elementary School and Watershed Charter School Policy Committee President and Head Teacher, presented the Watershed Charter School's proposal to the School Board. He introduced other Watershed Charter School Academic Policy Committee members in attendance: Abigail Paul – parent; Rae Trainer Wright – community member; Sarah Swift Masterman – district teacher/parent; Jarrod Decker – district teacher/parent; and Dave Merrill – district teacher/parent. Mr. Carlson explained a group of parents and teachers in Fairbanks were proposing to create a school for K-8 students with a locally relevant curriculum focused on central elements for place-based education – cultural studies, Watershed studies, the public process, and local economy.

Mr. Carlson read the mission statement of Watershed Charter School. "The Watershed School will foster the development of students with a strong sense of place who will be prepared to serve as stewards of their community. By gaining an understanding of the history, government, culture, and ecology of Alaska's interior, students will achieve academic excellence and expand their competency to the rest of the world. At every opportunity, we will provide students with meaningful explorations and activities outside the classroom. We will teach each child with care, encouraging imaginative work and play, analytical and critical thinking skills, and a sense of social and ecological responsibility."

Mrs. Dominique arrived at 5:45 p.m.

Place-Based Education

The Watershed Charter School would offer a place-based education, which would be a significantly different approach to teaching and learning currently offered in the district. Place-based education was an approach that focused on the goal of developing connections between students and their community. A place-based charter school would help students come to know and care for the place in which they lived. It would be a way to take fuller advantage of the unique characteristics of the Tanana Valley.

Place-based education involved using the local community and natural landscape as a reoccurring theme to teach concepts in language arts, mathematics, social studies, science, and the arts. Place-based education relied heavily upon authentic real-world learning experiences to increase student achievement.

Relying on the philosophy of place-based education, the curriculum would be multidisciplinary and thematic. It would promote teaching among educators, parent volunteers, and community resource people. School and community walls would come down. Learning would be experiential and community-based and would often include projects and service learning components that directly benefited the community. Students would be motivated to learn as they saw the obvious relevance of the curriculum and that motivation would lead to academic excellence.

Place-based education would not promote the elimination of non-local knowledge or the creation of a provincial outlook. When children became intimately connected to and knowledgeable about their own community, they could intelligently apply their understanding to the rest of the world. An understanding of self and community was the bedrock on which an in-depth understanding of the greater world would be built. A curriculum of place would provide children with a deep sense of history of their home-place and an intricate understanding of the landscape and culture surrounding them.

Curriculum

The Watershed School's curriculum would ground itself in learning activities that developed a sense of place through the study of local knowledge and the investigation of the community. The charter school had designed its curriculum in a progression of continually widening circles that would lead children to a deeper understanding and appreciation of world cultures and issues.

Family → Classroom → School → Neighborhood → Community → Tanana
Valley → Alaska → United States → North America → World

The Watershed School would base much of its science content and interdisciplinary thematic units on the natural sciences including biology, geology, anatomy, physics, astronomy, and chemistry. Using the natural sciences as a framework for multidisciplinary studies was solid education pedagogy.

The Watershed School chose its name in part due to the pragmatic implications of the natural science and interdisciplinary thematic units based upon the ecological systems with the Tanana Valley Watershed. The word "watershed" lends itself to the metaphor of an interconnected community of people. Using the watershed as a backdrop, the Watershed School would utilize solid educational strategies that would lead to high levels of student learning in a highly motivating atmosphere.

The Watershed Advisory Committee felt strongly about place-based topics being cognitively and emotionally appropriate for the age of the child. As early as kindergarten the students would be encouraged to take part in problem solving activities. By third grade, children would address

Curriculum

school-wide challenges such as recycling, conserving energy, and other positive issues. By fifth grade, students might be solving schoolyard habitat restoration challenges along Deadman Slough. Sixth graders could address needs of the local food bank. Middle School students might choose to explore opportunities to address an invasive plant species issue in the University of Alaska Arboretum. Although the Watershed School's 7th and 8th grade curriculum would have students studying state, national, and international topics, the focus of engaged hands-on projects appropriate for "community problem solving and decision making" would still primarily be local. Throughout the curriculum, the charter school would present opportunities for students to address real-life problems and issues of the classroom, school, and community.

The Watershed School would engage students in the policy-making processes of the community and governmental institutions. In the field of place-based education, students would explore the process by which groups of people made decisions. Political science would become an integral part of the 5th-8th grade social science curriculum. The study of political behavior would be examined and the acquisition and application of power would be explored through actual local scenarios and played out in classroom role-playing simulations. Although focus would often be applied to the operation of government, with first emphasis on local government, in reality, at the charter school, the democratic political process would be observed in all of the children's group interactions, including classroom structure, community organizations, informal social groups, corporate and education institutions.

The Watershed School intended to help combat loss of young people from the community due to the perceived lack of viable economic opportunities. They would address the perception that youth must leave the area to find fulfilling lifestyles and meaningful adult employment. Charter school educators would regularly reach out to solicit support from community members to further curriculum goals. By doing this, students would become aware of the great professional diversity in the community.

School-wide Philosophy of Management

The Watershed School believes that in order for children to follow school rules and adhere to community expectations they must understand the rules. In working with children, the practice component of teaching self-management was often left out. Behavioral expectations and techniques of self-management would be practiced again and again under the guidance of trained adults.

There were different ways to teach correct school-wide behavior. The charter school would focus on the following key components:

- Teachers must model rules for children. That procedure would be used to show the students what was expected of them and how to be successful in different situations.
- Children must be given opportunities to role play correct behavior. Appropriate behaviors would be reinforced repeatedly in safe and predictable situations.

Inspired by the philosophy of *The Responsive Classroom*, the Watershed School would follow eight guiding practices:

Morning Meeting	Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
Rule Creation	Helping students create classroom rules to ensure an environment that allowed all class members to meet their learning goals.

School-wide Philosophy of Management (continued)

Positive Teacher Language	Using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.
Logical Consequences	Responding to misbehavior in a way that allowed children to fix and learn from their mistakes while preserving their dignity.
Project-Based Learning	Introducing concepts through thematic study using a format that encouraged independence, cooperative problem solving, creativity, and applied knowledge.
Differentiated Instruction	Adapting instruction to accommodate the needs of students with varying learning styles and abilities.
Classroom Organization	Setting up the room in ways that encouraged students' independence, cooperation, productivity, and reinforced the place-based mission of the school.
Working with Families	Creating an open environment that encouraged parental involvement in their child's classroom experience.

All parents who enrolled students in the charter school would be required to contribute volunteer efforts to the school. Parents could choose from a wide array of opportunities to become engaged in the day-to-day operation of the school. As a rule-of-thumb, an average voluntary contribution by a family would be approximately 10 hours per semester.

Physical Education Philosophy and Program

Classrooms teachers would teach physical education to their students. Teachers would be responsible for leading their students in physical activity a minimum of 120 minutes per week (double the district's requirement), excluding recess. In addition, the charter school has taken the innovative stand that 75% of physical education would take place outdoors, weather permitting. Every science and social studies unit would include getting students out of the school building and into the community or the outdoors.

Creative Arts Program

The charter school's educational program placed a great emphasis on the natural sciences and community, but believed that creative arts were crucial to healthy child development and a well-rounded educational program. Classroom teachers would be responsible for incorporating a vibrant creative arts program into their teaching routine. The arts program would include exposure to and appreciation of varied art forms, both within the local community and world-wide, while allowing guided experimentation with different materials and building skills in various media.

The creative arts program would include the following areas: visual arts, music and movement, and dramatic and literary arts. Teachers would incorporate creative arts into daily classroom activities and attempts would be made to tie art projects to school-wide and/or classroom themes. The charter school would draw on community arts resources for project ideas, teacher guidance and mentoring, and at times direct work with students.

While the charter school may not be able to provide individual or group music instruction (i.e. band/orchestra/choir) due to budgetary constraints, they would assist families in coordinating private instruction and offer practice and/or lesson space in the facility outside school hours as they were able. They would also partner with other community performance groups and schools to allow students with more advanced musical and dramatic interests a venue for instruction, practice, and performance.

Language Arts Curriculum

Although not bound by the district's English/Language Arts curriculum adoptions or suggested curriculum materials, the charter school would follow the *Ongoing Learner Goals, Concepts, and Mastery Core Objectives* of the FNSBSD K-8 English/Language Arts Curriculum, adopted May 3, 2005. Setting the charter school apart from most language arts programs would be the direct connection to the science and social studies curricular units. Fifty percent of language arts instruction time would reinforce and relate to concepts covered in the science and social studies curriculum.

Math Curriculum

In regards to the math curriculum, the charter school would follow the FNSBSD *Ongoing Learner Goals, Concepts, and Mastery Core Objectives*, adopted May 2, 2006. The curriculum, reinforced through a solid mathematics series would make up a strong program. The Academic Policy Committee was researching high quality math programs to determine which would best meet the unique requirements of their thematic and project-based curriculum. Mathematics, in much the same way as language arts, would be connected to the natural science and social studies themes. The charter school would strive for 25% of their mathematics content to be reflected in their units on science and social studies.

Middle School

The Watershed Charter School strongly believed that elementary students should have the same teacher all-day-long for two years (looping model). In 7th and 8th grades, students would rotate between two teachers, both with full time aides. This would allow for highly qualified content area teachers who would focus on specific areas of curriculum and would help students prepare for the multiple teachers they would encounter in high school.

The charter school would utilize block scheduling, providing for large blocks of uninterrupted time to conduct large-scale projects and out-of-building investigations. In middle school, rather than having every class each day for a short period of time, the charter school had the flexibility to have only two or three classes in one day, each for a longer time period, resulting in fewer transitions for students. The block scheduling would also allow time for students who needed remedial help or enrichment without affecting the daily schedule.

Specialized Learning Needs

Special education services would comply with district policy and state and federal law. Children with different learning abilities would receive a high quality education at the charter school. It would be an excellent match for students of diverse learning styles - learning disabled students, communication delayed students, or children from diverse language backgrounds.

Program Goals

The Watershed Charter School had nine program goals with specific levels of achievement for each.

1. Thematic Material:

- 50% of language arts instruction time would reinforce and relate to concepts covered in the science and social studies curriculum.
- 20% of math instruction time would involve applied mathematics related to the science and social studies curriculum.

2. Outdoor Education/Recreation:

- 75% of physical education would take place outdoors.
- Classroom teachers would be responsible for students participating in physical activity a minimum of 120 minutes per week, excluding recess.
- Science and social studies units would be related to the local community. Every science and social studies unit would include getting students out of the school building and into the community or the outdoors.

Program Goals (continued)

3. AYP:

- The Watershed School would meet State benchmarks in math, reading, writing, and science. They would meet all federal and state assessment requirements associated with NCLB and Alaska Quality School Initiative (QSI).

4. Stable Enrollment:

- Excluding those students who moved out of the area, the school would aim for a voluntary re-enrollment rate of 80% after the first year, and 90% in the subsequent years.

5. Community Involvement:

- The school has set a goal of involvement by community members to equal 20% of the total teaching hours budgeted each year. Community members were defined as families and volunteer teachers from throughout the community. Volunteers would include local scientists, historians, and other specialists.

6. Parent Satisfaction:

- The school has set a goal of having 90% of the parents agree that the school met their children's needs per parent surveys.

7. Small School Size with Low Student to Adult Ratio:

- In order to maintain a family-like atmosphere, increase learning, and meet the individual needs of students, the charter school would maintain a small enrollment. The school would be limited to approximately 200 children. The teacher-student ratio would be 1:22 with full-time classroom aides.

8. Family Volunteering:

- 80% of families would volunteer at the school.

9. Teacher Training:

- All teachers would be trained in components of the *The Responsive Classroom*.

Admission Process

Prospective families of the Watershed Charter School would follow a three-step process:

1. During the application process, parents and guardians would be required to attend one orientation meeting to learn about the philosophy, curriculum, and daily operation of the school. In addition, they would be required to observe the school in session. Dates for the orientation meetings and visitation arrangements would be posted on the school's web page. The orientation and in-session observation (if applicable) should occur before completing the application so that students and their families would understand the charter school's unique vision and its requirements.
2. Parents and guardians would read, complete, and sign the Watershed application form.
3. Once completed, the application, along with a completed lottery form, would be reviewed by the Watershed Application Committee. If more students applied than could be accommodated, applicants would be drawn by lottery for admission. Lottery drawings would be held on April 15 of each year.

Admission Criteria

Watershed Charter School would be a parent choice school. There would be no fees for regular tuition and enrollment, although the school could elect to charge fees for special events and/or special programs. A student enrolling would have to be within the age of five and fourteen. As in other district schools, in order to be eligible to apply to attend kindergarten, children must be five years old on or before September 1. Children must be six years old on or before September 1 to attend first grade. At least one parent, or legal guardian, must be a resident of the Fairbanks North Star Borough.

Enrollment at the charter school would be voluntary. As per AS 14.03.265 (b) the school would strive to enroll all eligible students who submitted a timely application. In the event of too many eligible applicants, the school would follow FNSBSD lottery procedures for open enrollment. The lottery would be held on April 15 of every spring, for enrollment for the following fall, and would be conducted in accordance with district policy. The school would keep a waiting list of students that had applied, but were unsuccessful in being chosen through the lottery. When there were openings in the school between the annual lottery, the waiting list would be used to fill vacancies.

In keeping with the charter school's philosophy of long-term connection to family, community, and geographical place, in subsequent years, all students who had previously attended the charter school would automatically be re-enrolled in the program. Siblings would be admitted as a unit so that families could attend the same school. Although all new applicants would be required to meet application requirements, future students who already had siblings enrolled in the school would be given priority to enroll, given that space was available at the appropriate grade level.

Administrative Policies

The charter school would have a head teacher that would share a part time teaching load with administrative responsibilities. There would also be an Academic Policy Committee which would supervise the academic operation of the school and ensure the fulfillment of the mission and specific levels of achievement for the school's educational program.

The charter school would adopt the school district policies, except as waived in the contract between it and the district, and would operate in compliance with the terms of the contract. As employees of the district, all employees of the charter school would be guided by the district personnel policies and contract stipulations, unless waived.

Facility

Although the charter school did not have a specific facility lined up at the time of its presentation to the Board, Mr. Carlson stated the specific requirements for the school's location.

1. Natural area of trees and indigenous vegetation on or adjacent to school grounds.
2. Near borough bus line.
3. Safe walking access to bike paths.
4. Location central to the community with easy highway access from all directions of the valley.
5. Safe walking access to sizeable natural block of public land for recreation and scientific study.
6. Safe walking access to a waterway for scientific investigation.
7. Near the University of Alaska not required, but preferable.

The building or renovation of a facility would attempt to incorporate "green building" techniques and materials to the extent that the budget allowed. "Green building" would utilize environmentally-friendly and recycled materials. Building designs would maximize natural lighting, conserve water and energy, and ensure healthy air circulation.

Staffing & Schedule

Kindergarten – one teacher, one full time aide per grade level

Grades 1-6 – one teacher per grade level, one full time aide per grade level (looping model: 1-2 loop, 3-4 loop, 5-6 loop)

Grades 7-8 – two teachers, two full time aides (one teacher highly qualified math/science, one teacher highly qualified language arts/social sciences). Children move between teachers for content instruction.

The school schedule would be determined by FTE enrollment, budget, and community interest.

Option One

Student Schedule 9:00 – 3:30, Monday-Friday

Staff Schedule 8:30 – 4:00, Monday-Friday

Option Two

Student Schedule 9:00 – 3:30, Monday-Thursday and 9:00 – 12:00, Friday

Staff Schedule 8:30 – 4:00, Monday-Friday

The school would follow the district's calendar, although they would eventually like to utilize more of a year-round schedule.

BOARD QUESTIONS

The Board questioned Mr. Carlson about a facility for the charter school. Mr. Carlson stated the charter school board had kept their search for an appropriate facility low-key until after they had the opportunity to make their presentation to the School Board; they did not want to usurp the Board's process. A few builders and investors had been approached unofficially about leases, as well as a few other options considered. Although the group would be actively looking for a facility now that their presentation had been made to the Board, they could not enter into legal contracts or leases until they had received formal Board and State approval. Mr. Carlson stated if an appropriate facility could not be found, the charter school would not materialize.

The Board questioned and asked Mr. Carlson and charter school board members for clarification on special education services, the school's budget, staffing, student enrollment, facility leases and locations, the charter school's contract and responsibilities to the district and state, student recruiting, curriculum, parent and community involvement, startup issues and funding opportunities, grade level offerings, district policies and exemptions, technology integration, and climate challenges with outdoor instruction.

The Board discussed the issue of a magnet school concept versus a charter school concept and the concerns and issues with both. Concern was voiced about enrollment self-selection and the need to consider where district resources would be best spent.

Mr. Carlson questioned Mr. Fisher on the risks to the district if the Board agreed to the request for the charter school and it failed. Mr. Fisher explained the possible risks the district might encounter with staff, leases, and funding.

The Board expressed their appreciation to the charter school board members who had put so much work into the concept and development of the Watershed Charter School so far. They liked the science, social studies, and math curriculum foundations.

Mr. Fisher reiterated action on the Watershed Charter School would be coming before the Board at their regular meeting on October 7.

The meeting adjourned at 7:33 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
FAIRBANKS, ALASKA

Special Meeting

MINUTES

September 15, 2008

President Hajdukovich called the meeting to order at 12:05 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Leslie Hajdukovich, President
Jennifer Schmidt, Treasurer
Wendy Dominique, Clerk
Kristina Brophy, Member
Sue Hull, Member

Absent:

Sharon McConnell, Vice President
Howard Thies, Member
Michael Fitzgerald, Base Representative
Timothy A. Jones, Post Representative
Ken Sample, Student Representative

Staff Present:

Nancy Wagner, Superintendent
Wayne Gerke, Assistant Superintendent – Secondary
Sharon Tuttle, Executive Assistant to the School Board

Executive Session

An executive session was called to discuss student discipline and personnel/contractual issues.

SCHMIDT MOVED, BROPHY SECONDED, TO CONVENE IN EXECUTIVE SESSION TO DISCUSS SUBJECTS THAT TEND TO PREJUDICE THE REPUTATION AND CHARACTER OF ANY PERSON, PROVIDED THE PERSON MAY REQUEST A PUBLIC DISCUSSION; MATTERS, THE IMMEDIATE KNOWLEDGE OF WHICH, WOULD CLEARLY HAVE AN ADVERSE EFFECT UPON THE FINANCES OF THE GOVERNMENT UNIT; AND MATTERS WHICH BY LAW, MUNICIPAL CHARTER, OR ORDINANCE ARE REQUIRED TO BE CONFIDENTIAL.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

The Board convened to executive session at 12:06 p.m.

Mrs. Hull arrived at 12:19 p.m.

The executive session ended at 1:32 p.m.

SCHMIDT MOVED, BROPHY SECONDED, TO READMIT STUDENT 03-31-08-01 TO WEST VALLEY HIGH SCHOOL.

MOTION FAILED UNANIMOUSLY BY VOICE VOTE. 5 AYES

BROPHY MOVED, SCHMIDT SECONDED, TO:

EXPEL STUDENT 09-15-08-01 FOR A PERIOD OF TWENTY-EIGHT (28) SCHOOL DAYS TO BE SERVED SUBSEQUENT TO A TEN (10) DAY SUSPENSION; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; OBTAIN A THREAT ASSESSMENT PRIOR TO APPLYING FOR READMISSION TO SCHOOL, AND COMPLY WITH ANY RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT, AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON OCTOBER 20, 2008, THE START OF THE SECOND QUARTER.

EXPEL STUDENT 09-15-08-02 FOR AN INDEFINITE PERIOD OF TIME FOR AT LEAST ONE (1) CALENDAR YEAR AND STUDENT SHOULD ENROLL IN THE SMART PROGRAM.

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

BOARD DISCUSSION

None

Submitted by Sharon Tuttle, executive assistant to the school board.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
FAIRBANKS, ALASKA

Special Meeting

MINUTES

September 16, 2008

President Hajdukovich called the special meeting to order at 8:28 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Leslie Hajdukovich, President
Sharon McConnell, Vice President
Jennifer Schmidt, Treasurer
Wendy Dominique, Clerk
Kristina Brophy, Member
Sue Hull, Member

Absent:

Howard Thies, Member
Michael Fitzgerald, Base Representative
Timothy A. Jones, Post Representative
Ken Sample, Student Representative

Staff Present:

Nancy Wagner, Superintendent
Roxa Hawkins, Assistant Superintendent - Elementary
Mike Fisher, Chief Financial Officer
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Labor Relations Director
Sharon Tuttle, Executive Assistant to the School Board

Executive Session

The six Board members in attendance waived the 24-hour notice requirement to the press in order to hold an executive session regarding negotiations.

An emergency executive session was called to discuss negotiations.

HULL MOVED, MCCONNELL SECONDED, TO CONVENE IN EXECUTIVE SESSION TO DISCUSS SUBJECTS THAT TEND TO PREJUDICE THE REPUTATION AND CHARACTER OF ANY PERSON, PROVIDED THE PERSON MAY REQUEST A PUBLIC DISCUSSION; MATTERS, THE IMMEDIATE KNOWLEDGE OF WHICH, WOULD CLEARLY HAVE AN ADVERSE EFFECT UPON THE FINANCES OF THE GOVERNMENT UNIT; AND MATTERS WHICH BY LAW, MUNICIPAL CHARTER, OR ORDINANCE ARE REQUIRED TO BE CONFIDENTIAL.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 6 AYES

The Board convened to executive session at 8:29 p.m.

The executive session ended and the meeting adjourned at 10:05 p.m.

Submitted by Sharon Tuttle, executive assistant to the school board.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
FAIRBANKS, ALASKA

Regular Meeting

MINUTES

September 16, 2008

President Hajdukovich called the meeting to order at 7:00 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. Mrs. Hull led the Pledge of Allegiance.

Present:

Leslie Hajdukovich, President
Sharon McConnell, Vice President
Jennifer Schmidt, Treasurer
Wendy Dominique, Clerk
Kristina Brophy, Member
Sue Hull, Member
Ken Sample, Student Representative

Absent:

Howard Thies, Member
Timothy A. Jones, Post Representative
Michael Fitzgerald, Base Representative

Staff Present:

Nancy Wagner, Superintendent
Roxa Hawkins, Assistant Superintendent – Elementary
Wayne Gerke, Assistant Superintendent – Secondary
Dave Ferree, Assistant Superintendent – Facilities Management
Mike Fisher, Chief Financial Officer
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Bob Hadaway, Executive Director of Special Education
Ron Gherman, Executive Director of Library Media & Instructional Technology
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Louise Anderl, Director of Federal Programs
Traci Gatewood, Director of Grants & Special Projects
Bill Bailey, Director of Public Relations
Sharon Tuttle, Executive Assistant to the Board

Others:

Cynthia Klepaski, Assistant Borough Attorney

PRELIMINARY ITEMS

BP Teachers of Excellence

Due to an unforeseen conflict in schedules, the recognition for the 2007-08 BP Teachers of Excellence was rescheduled to the Board's October 7 Regular Meeting.

Other

Mrs. Hajdukovich announced the Board would be holding a special meeting for the purpose of conducting an executive session to discuss negotiations, directly following the adjournment of the regular meeting.

AGENDA

HULL MOVED, SCHMIDT SECONDED, TO ADOPT THE AGENDA WITH CONSENT ITEMS.

The following consent items were moved:

accepted the Monthly Management Reports through August 2008.

approved the minutes from the special and regular meetings on September 2, 2008, as submitted.

approved Budget Transfer 2009-017: Allocated Position Transfer in the amount of \$89,389.

approved Budget Transfer 2009-018: Additional Teachers for Comprehensive Schedule in the amount of \$178,778.

approved Hutchison High School's request to raise funds to send students to Peru, March 4-15, 2009, to build on their Spanish language skills and cultural knowledge, at no cost to the district, with students responsible for costs not met by fundraising.

approved West Valley High School's request to send its cross country running team to Portland, Oregon, October 9-12, 2008, to participate in the Concordia Adidas Classic Invitational, at no cost to the district.

accepted the gift of \$2,000 from Swaim Enterprises, Inc. to Hutchison High School for the school's volleyball program.

accepted the gift of \$7,000 from the West Valley PTSA to West Valley High School to purchase display cases.

approved the Personnel Action Report for the period August 28 – September 10, 2008.

acknowledged the Personnel Information Report for the period August 28 – September 10, 2008.

acknowledged the Superintendent's Budget Transfer Report for August 2008.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Dave Parsons, 1416 Lacey Street, as a district staff member and parent, spoke about the incident that had taken place during the Lathrop and West Valley football game on the previous Friday. Although Mr. Parsons had not attended the football game or witnessed the unfortunate incident that had transpired during it, he had heard from many of his friends about the large police presence. He voiced his concern over the large law enforcement presence and felt it was like throwing down the gauntlet to those that they were supposed to keep safe. Mr. Parsons stated he had grown up in towns where there were gangs, and Fairbanks did not have gangs. He noted gangs had no fear of the police, the School Board, school administration, or anyone.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Parsons felt the bigger question was why a teenager would think they had to be associated with a gang or similar group. He had concluded that the kids had nothing else to do. Mr. Parsons felt the district had to address the real problem, which was getting students wanting to be in school.

Mrs. Hull asked Mr. Parsons if he had any suggestions in addressing the problems. Mr. Parsons felt one of the first things necessary was to get an understanding of the youth in the community and why they were acting out. During his tenure as a special education aide at Nordale, he had worked closely with children who exhibited disruptive behaviors. He said each child had a story, whether it was no one paying attention to them, absent parents, parents that were too busy, or a multitude of other concerns. Mr. Parson's was not asking the district to become parents. If kids were not getting attention at home, they would be seeking it elsewhere, like in gangs.

Mr. Parsons felt that student issues started in elementary school and festered in middle school. By the time a student reached high school, all anyone talked about was expulsion. Mr. Parsons had grown up in a town where gangs were a way of life. Gangs had strict rules and you couldn't un-join one. He felt the only message the students got when they got to high school was they would be disciplined and that was throwing down the gauntlet. Mr. Parson's reiterated the need to deal with the real issue at the heart of the problem – getting kids to want to come to school.

OLD BUSINESS

Included in the Consent Agenda.

NEW BUSINESS

Included in the Consent Agenda.

INFORMATION AND REPORTS

Secondary Education Review Update

Wayne Gerke, assistant superintendent – secondary, provided an update on the work being done to meet the Board's initiative to improve student performance by reviewing secondary education. He reviewed the report with the Board:

Goal I: Create a Climate of Respect and Appreciation for Diversity		
Action:	Implementation Steps	Expected Completion Date
a. Continue working with Safe and Civil Schools.	1. Five schools were trained on the Foundations Program: Anderson, North Pole Elementary, Middle and High, and Tanana. 2. During the 08-09 school year, three more schools will be trained: Hutchison, Lathrop and Randy Smith . 3. Training dates for this year: Oct 6-7, Dec 8-9, and Apr 20-21.	Ongoing
b. Evaluate the School Climate and Connectedness Surveys completed by staff and students and then parent opinion surveys to determine whether improvements can be made.	1. Surveys have been completed. 2. Preliminary analysis been completed by AASB. 3. Andre Layral is meeting with district administrators on Oct. 6. 4. Andre is meeting with school principals on Oct 9. 5. Set up focus groups with students to explore the results more. 6. Set up focus groups with parents to discuss their opinion surveys. 7. Set up focus groups with staff. 8. Develop a list of recommendations for improvement for each school.	May 2009
c. Support efforts that directly impact this goal, such as <i>Challenge Day</i> or <i>Race and Healing</i> programs for students.	1. Bet Schaffhauser has made contact with the Challenge Day organization. 2. Working out the details for dates in February for West Valley and Lathrop. 3. Working on possible dates for Hutchison, North Pole High, and Eielson for next fall.	Ongoing

Secondary Education Review Update (continued)

GOAL II: Better Prepare Students for Life After High School		
Action:	Implementation Steps	Expected Completion Date
a. Implement districtwide use of 4+2 plans for all students in high school.	<ol style="list-style-type: none"> 1. Pilot was done for Tanana 8th graders in Spring 08. 2. Determination was made to develop the plans with all 8th graders in the spring of 2009. 3. In the process of developing the form that will be utilized. 	May 2009
b. Develop scope & sequence for career guidance and exploration in grades K-12.	<ol style="list-style-type: none"> 1. Susan Burgess is working with the school counselors and curriculum department on this process. 	May 2009
c. Survey graduates and non-graduates to determine what our district has successfully done to prepare students and to review what we can do differently.	Future priority	Spring 2010
d. Provide career clusters and pathways at each high school.	<ol style="list-style-type: none"> 1. Professional development with building administrators utilizing the text <i>Career Pathways</i>. 2. Investigate models for identifying appropriate clusters for each high school. 3. Explore ways to expose middle school students to the various clusters and pathways being established in the high schools. 	Spring 2010

Goal III: Provide a Variety of Ways that Students Can Meet Their Goals		
Action:	Implementation Steps	Expected Completion Date
a. Establish a new correspondence program.	<ol style="list-style-type: none"> 1. In progress and being refined. 	Ongoing
b. Develop a common schedule among the middle schools and among the high schools so that resources can be better utilized and distance delivery courses may be utilized.	<ol style="list-style-type: none"> 1. Mike Neubig, a nationally recognized scheduling expert, has been contracted to come up in October to start working with our schools on this action. 2. Identify the infrastructure needs so that distance delivery courses can be provided in the fall of 2009. 	December 2008 March 2009
c. Expand summer school opportunities.	<ol style="list-style-type: none"> 1. Looking at various options, including using Advanced Academics, to see what can be provided. 2. Explore possibly offering enrichment courses. 	Summer 2009 Ongoing

Secondary Education Review Update (continued)

Goal IV: Establish a Culture of High Expectations for All Students		
Action:	Implementation Steps	Expected Completion Date
a. Define what rigor means for our district and train staff on how to instill consistent rigor into their courses.	<ol style="list-style-type: none">1. Reviewing the work of Bill Daggett on rigor, relationships, and relevance utilizing <u>America's Most Success High Schools</u>.2. Through focus groups help establish a common understanding of what rigor means.3. Provide training to staff on how to ensure that their lessons incorporate those elements that research has identified that makes classes rigorous.	May 2009 May 2009 09-10 school year
b. Encourage all students to challenge themselves by taking advanced placement and honors classes.	<ol style="list-style-type: none">1. Investigate the use of the AVID program.2. Work with the schools on removing barriers that prevent students from enrolling in AP and honors classes.3. Determine how all high schools can offer or expand AP and honors classes.	May 2009 May 2009
c. Explore the possibility of having common end-of-course exams for classes across the district.	<ol style="list-style-type: none">1. Work with the curriculum department and math teachers on developing end of semester exams for Algebra I.2. Determine if there are other subjects that should also have common end-of-semester exams.	May 2009
d. Implement strategies districtwide that will close the achievement gap.	<ol style="list-style-type: none">1. Address how to approach this by end of the first semester.	January 2009

BOARD QUESTIONS

Mrs. Hull appreciated the plan overall and the time and energy involved in developing it. She asked how parents would be involved in the development of the 4+2 plans, which she thought were wonderful. She also asked if the counselors developed the scope and sequence, how would parents be included in that process. She thought when it came right down to it, parents had to be involved with career guidance because they were the encouragers at home and knew the students and their skills better than the counselors and often times better than the students themselves. Mr. Gerke thought it was an excellent question and thanked Mrs. Hull for bringing it up. He said one of the requirements of the 4+2 plans was for parents and students to meet with the counselors to develop the plan. Although he could not recall the exact numbers, he understood the number of parents that had been unable to meet with the counselors was minimal. Mr. Gerke thought it had worked out very well last year. The counselors and administrators and counselors at Tanana Middle School and Lathrop High School had been very pleased with the response. Parents had made sacrifices to attend the meetings, which were held during the day, during the lunch hour, and in the evening. Mr. Gerke noted the huge benefit of being able to sit down with students and their parents to discuss their future.

Mr. Gerke said in regards to the development of scope and sequence for career guidance and exploration, parents would be involved throughout the entire process. Often times there were activities and conversations that started with students at a very young age. Mrs. Hull hoped it would be delineated in the scope and sequence how parents would be involved throughout the entire process; there needed to be more than the one day when parents were connected to it.

Secondary Education Review Update (continued)

Mrs. Hull was pleased with the career clusters and pathways at the high schools, but when she had attended the National Dropout Prevention Conference, they had said a key point was to involve middle school students in seeing what came after high school. If middle school students could see why high school might be useful to them, there would be a better chance of keeping students connected and in school.

In regards to expanding summer school, which Mrs. Hull was excited about the addition of enrichment classes, she asked if the district was considering charging for them. She thought people might be willing to pay for the enrichment classes, if the district could not afford to do it, but wanted to make it available. Mr. Gerke stated most summer school programs that provided enrichment classes charged for the enrichment portion that parents paid.

In the discussing intervention and reviewing the district's current programs, Mrs. Hull had not immediately seen anything that said that not only would the district review and look at their programs, but they would also intervene. In looking at implementation step #2, in section b, of Goal V – she suggested the sentence could read, “Establish a clear, concise method for regularly reviewing student progress *and intervening*.” By adding the “and intervening” it would be specifically stated. Mrs. Hull said it was something that had been needed for so long; if kids were failing, there would be some interventions. Mr. Gerke stated the additional language could easily be added. He noted that every year, all the programs established goals. Since many were publicly funded the district was required to provide measurements. Mr. Gerke said the district would be working to develop districtwide ways than would be more focused on the areas of reviewing student progress and interventions.

Mrs. Schmidt asked when the Board would receive the results of the School Climate and Connectedness Surveys. Mr. Gerke stated a report to the Board on the results was scheduled for October, after the principals had a chance to review them.

Mrs. Schmidt said with the district continuing to work with Safe and Civil Schools and Challenge Day, she thought it was important to identify how the district would measure the success of the programs. She also continued to hear that people were confused about the role of school counselors, as compared to mental health or family counselors. Mrs. Schmidt thought the district might want to consider, as part of the secondary review, changing the name of school counselors to something like career coaches. Although the registrars helped with scheduling, the counselors did a lot of the scheduling. Along with that scheduling, Mrs. Schmidt thought there should be discussion about the student's ultimate goal.

In reference to Goal II, where it provided for career clusters and pathways at each school, Mrs. Schmidt was pleased to see it and she had heard from many students and parents who had taken advantage of some of the tech-prep classes over the years. She had known people whom had gone on to become paramedics and fire fighters because they had taken an EMT class. The year that the CNA class was moved to West Valley, there was a group of students that took the class than probably would have never thought about taking it, had it not been offered at the school. Mrs. Schmidt said about 6 of the 12 students whom had taken the nursing assistant class had gone on or were in the process of becoming registered nurses. She said that experience had been real career exploration. There were some classes that were difficult to do in several schools, but she thought some of the specialty teachers could offer the tech-prep class one semester at Lathrop and then rotate to the other schools. With that type of rotating schedule, students could have the opportunity to explore options once every four semesters. Mr. Gerke stated Hutchison High School offered CNA courses. They attended courses at the Old University Park School, because there are students from Eielson that were also participating. He said the district was providing busing services for students to attend. Mr. Gerke stated the district was starting to look more closely at those types of program options.

Secondary Education Review Update (continued)

Mrs. Dominique asked if the Climate and Connectedness Survey was the same survey that used to be done by parents every year. She recalled the response from the surveys was not high. Mr. Gerke said the Climate and Connectedness Survey was not the same survey that had been done in the past. He said Mrs. Dominique had been correct about the results being dismal. Mr. Gerke said that last year the surveys had been put on Zoomerang. When parents accessed Centerpoint or PowerSchool Premier, they were directed to the survey. The district had received better results than they ever had in the past. Mr. Gerke explained the Climate and Connectedness Surveys did not match up exactly with the parent opinion surveys of the past, but the district would be analyzing the commonalities.

Mrs. Dominique asked if the Challenge Day program could train others to coordinate the Challenge Day, or if it had to be just the Challenge Day staff. Mr. Gerke understood there were nationally certified Challenge Day trainers who made the presentations. There were teams from each of the schools that consisted of adults and students. The program taught people how to break down barriers, improve things, and how to take action towards breaking down the barriers. Mr. Gerke said although there were not certified trainers in the district, the parents, students, and adults involved with the program would be able to continue on with the activities.

Mrs. Dominique asked Mr. Gerke to explain what a 4+2 plan was for the public. Mr. Gerke explained the 4+2 plan was a document that was used where students sat down with their counselor and parents to discuss their future goals. They mapped out a draft of what they hoped to study over the next four years of high school, as well as the two years right after high school. Mr. Gerke said there were a variety of documents that could be used – some were called 4+4 plans, or K-16 plans. He said the district was initially using the 4+2 plans because it was nationally recognized by the Career Technical Education Association. The plans were a way for students to sit down and look at what they needed to do over the four years of high school to reach their goals and to help them start thinking about life after high school and what they needed to do to prepare for their careers.

Regarding respect and appreciation for diversity, Mrs. Dominique asked if the district was still considering securing Mr. Brown's services to speak to either the middle school or high school students. Mr. Gerke said the district had been considering Mr. Brown for last fall and although it had not come to fruition at the time, the district was still considering engaging his services.

Mrs. Dominique had heard the announcements for the new B.E.S.T. Program on the radio and asked if it was being run on other stations. Kathy Hughes, executive director of alternative instruction and accountability, stated the announcements were being run on all Clear Channel stations, as well as some print ads. She said Advanced Academics, which was the vendor for the online program, was providing the district with another couple of weeks of advertising. Mrs. Hughes noted Advanced Academics, at the district's request, had replaced the 800 number that had originally played on the first announcements, with the district's number.

Mrs. Brophy asked about the possibility of having common end-of-course exams for classes across the district. She asked if the curriculum across the district was consistent enough for that to happen. Mr. Gerke said the Board adopted curriculum that teachers were expected to teach. It was left up to teachers to make sure the curriculum was covered. There were some subjects like Algebra I that were essential for students to have mastered the basic concepts. Mr. Gerke said the district would be working with the curriculum department to develop Algebra I assessments that would be used across the district, so they could determine if students were being prepared in math the way the Board and community expected them to be.

Secondary Education Review Update (continued)

Dr. Wagner stated the end-of-course assessment was part of Bill Daggett's recommendations for rigor, relevance, and relationships. It had been proven to be successful in the high schools known as the best in the country. It only worked if the assessment was aligned with the curriculum. Teachers were already teaching the curriculum, but there was more of an emphasis on it when there was a common assessment. Dr. Wagner explained schools that used common assessments developed pacing guides to help them through the course objectives. She said because the district had semester one and semester two, there would probably be semester exams, instead of the entire course exams. She reiterated it was a practice of very effective high schools.

Mrs. Brophy noted the rigor not only applied to the students, but to the teachers as well. Dr. Wagner absolutely agreed.

Mrs. Hajdukovich spoke on developing a common schedule and asked if there had been any discussions on the benefits or drawbacks of a rotating versus a non-rotating schedule. Mr. Gerke stated it would be part of the overall discussion. Mrs. Hajdukovich thought there were benefits of having a more set schedule for students with jobs or other situations.

Mrs. Hajdukovich asked about credit recovery efforts, not only in summer school, but throughout the year. Mr. Gerke said credit recovery was part of the entire intervention process. He said the district would be exploring all options through the review process.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Dominique thanked Mr. Gerke and the administration for all their work on the report. She was pleased to hear the administration would be revisiting the middle school concept to determine if it should be re-established. She liked the team approach and thought it was very beneficial.

Ms. McConnell had been impressed with the report. She spoke about preparing students for life after high school. She thought the surveying of graduates and non-graduates should be done sooner than later. She thought it would play a big part in how the district would prepare students for life after high school. Ms. McConnell wanted to share the plan with the Fairbanks Native Education Committee when they met next week. Dr. Wagner and Mr. Gerke thought it would be a great idea to share the Secondary Education Reform Recommendations with the committee.

Although Mrs. Schmidt thought the report was great, she thought it was totally overwhelming in the time frame of the report. She felt it was too much. Mrs. Schmidt mentioned the implementation of strategies districtwide that would close the achievement gap. She agreed it needed to be done, but the district was doing a lot with the freshman academies and other programs. She thought the district needed to critically look at how the current programs were working. If they were working – were they working for all students or just some students. Mrs. Schmidt thought it was almost more important that the district measure what they were already doing than to start up new programs.

Mrs. Schmidt thought there needed to be some prioritization of the projects and/or plans. For her, the top priority would be the 4+2 plans; it was one of the best things the district could possibly do so students and parents would understand what their decisions would offer them in the future. She knew the career clusters and pathways helped with that as well.

Secondary Education Review Update (continued)

Mrs. Schmidt had found the district's work with UAF to better prepare students for college was not noted on the list. She thought it should be listed, as it was an important part of the secondary plan for improving the success of secondary schools. Mr. Gerke said it could be added and mentioned there were several other programs/initiatives the district was doing that were not listed, but the items on the list were the things that had been mentioned at the public forums.

Mrs. Schmidt said the common end-of-course exams would be another priority for her. Although there were students who sought out the more rigorous teachers, many students opted for the courses or teachers where it was known to be an easy A or the teacher was not as demanding. She thought it was important for the schools to look to determine if all the classes were demanding the same expectations. Teachers taught differently, with different styles, but all the students needed to be learning.

Mrs. Schmidt recalled that when night school existed in the district many years ago, it had been pretty successful with credit recovery. She didn't recall if the idea of night school had come up in any of the discussions. Mr. Gerke said the district was open to all ideas, but times had changed and with the technology that was available, so much could be done by distant delivery. He said some schools offered their PLATO credit recovery program in the evenings.

Mrs. Schmidt asked if through the B.E.S.T. program, teachers were available to help after 4:00 p.m. Mr. Gerke said they had technical support available 24/7. He said Advanced Academics was adjusting their teacher hours to better meet the needs of the district. Mrs. Hughes said teachers were currently available until about 9:00 p.m. She said Advanced Academics would be hiring teachers in Washington State which would make teachers available to B.E.S.T. students until almost midnight.

Mrs. Schmidt recalled the district had been calling students that had not returned in the fall or stopped coming to school; she asked if students were still being called. Mr. Gerke said the calls were still being made by the individual schools. When the graduation success coordinator was hired, a bigger push would be made. Mrs. Schmidt clarified the contacts were being made with both students and parents. Mr. Gerke understood they contacted whoever answered the phone.

Mrs. Schmidt saw summer school enrichment as less of a priority. She thought summer school for credit recovery was fine, but with the university in the community and other art, music, and miscellaneous camps, it was less of a priority for her.

Mrs. Hull said Anchorage had been so pleased with their summer school enrichment program and so many students had taken advantage of it. Parents were concerned about their children not having enough to do or having productive work during the summer. Job opportunities were not always what people would like them to be. Mrs. Hull thought summer enrichment classes were a way of keeping kids connected to productive things. She wouldn't want it to be a hardship on the district, and that was why she asked earlier about charging for the classes. Mrs. Hull did not want to take away from the district's resources, but thought it would be very valuable to kids if it could be offered.

One of Mrs. Hajdukovich's favorite implementation steps was exploring ways to expose middle school students to the various clusters and pathways being established in the high schools. She thought middle school was such a wonderful time for students to explore all their options. She thought more options had been taken away from the middle schools than added, for many different reasons. Mrs. Hajdukovich would like to see more of the exploratory classes back in the middle schools.

Mrs. Hajdukovich appreciated having the extra time during the meeting, due to the light agenda, to thoroughly discuss the report. She thanked Mr. Gerke and the administration for the report.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Mrs. Hull had attended the Lathrop – West Valley football game on the previous Friday. She recognized the staff had worked very hard organizing the homecoming events and bonfire and ensuring it was safe. The turn of events had been unfortunate, but she commended the staff on their quick response. Mrs. Hull had not found the police presence overwhelming. She wanted to assure the public, the district and Board took the incident very seriously and were working hard to make sure it would not happen again.

Mrs. Schmidt had been disappointed that a community incident had been focused on a school. Although the incident had happened at a school event, it was not necessarily a school incident, as there were non-students involved. Mrs. Schmidt noted the majority of district students were not involved in negative activities and were out to safely enjoy the homecoming events

Mrs. Schmidt thought as the district looked at secondary school improvement, the techniques used to try to encourage timeliness and proper behavior needed to be changed as children grew. She had heard many comments from students and parents that students were not treated as adults in some situations. Mrs. Schmidt thought what might have worked well for tardies in middle school might not work as well at the high school level. The district needed to look at how programs made the students feel and if they helped to create a positive and cooperative atmosphere.

Mrs. Schmidt was concerned if the doors were closed and students were locked out of classes and were required to get a pass, they might miss more of the class or not go at all. She hoped the district was looking at absenteeism rates for the classes. The administration expected students to respect the staff, parents, and their employers. When the Board was looking forward in how to help the secondary schools, Mrs. Schmidt hoped the administration would be respectful in the discipline and guidance given to students. She thought the discipline should be progressive so students had options, otherwise later in life or when they were out of school, they might not be able to self-discipline themselves.

Mrs. Dominique spoke about the incident at the football game. She was tired of hearing Fairbanks did not have gangs. She thought the word gang, was a group of people doing something they had no business doing. Just because they were not killing people, didn't mean it wasn't a gang. She thought the community needed to work together on the groups and get them disbanded. The community did not need them out and about doing the things they were doing, like at the football game. She thought these groups were in their early stage and if everyone worked together some of the issues could be resolved together. She asked if anyone saw a group of kids together doing something they shouldn't be doing, to say something to them. Try to get it resolved. Stop saying there weren't gangs in Fairbanks, there were gangs – recognized or not.

Mrs. Hajdukovich stated the Board would be reviewing the Board priorities in October. She asked Board members to provide feedback, if they had any, on the review process. She was tentatively planning on doing it the way it was done last year.

Dr. Wagner spoke about the conflict at Lathrop. She agreed with Board members in that it was unfortunate all the homecoming activities were not able to take place because of the incident. Dr. Wagner was very appreciative of the police department and their cooperation in helping the district with the situation. Police Chief Dan Hoffman had been outstanding. There had been a debriefing on Sunday afternoon and Chief Hoffman had offered some suggestions for the future. Dr. Wagner listed the options the district was planning to institute to help – continue the collaboration with the police department, increase security at future events, implementing the "Goodnight Game" which was similar to goodnight dance – where if students leave the game, they would not be allowed to return, changing the start times of some events to earlier start times, exercising the district's right to ask disruptive attendees to leave the premises, and continue to issue trespass notices to non-students who have been involved in previous problems and keep the police department updated on those trespassed.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS (continued)

The district would be conducting a school and community roundtable discussion with law enforcement and government officials. Dr. Wagner noted the roundtable had been planned before the event at Lathrop. The district wanted to start a discussion on sharing information and discussing strategies to create the safest possible environment in the schools and community. Dr. Wagner was very proud of the administration on how they handled the situation at Lathrop, as well as the safety liaisons and law enforcement officials and how they all worked together. She applauded everyone's dedication in ensuring the community and schools were safe.

In response to Mr. Parson's comments, Dr. Wagner agreed with him about the need to get to the root of the problem. The things she had already mentioned were to address the problem at hand, but there needed to be discussions about what types of activities could be created in the community that would be safe and healthy activities for the young people of the community to be involved in. Dr. Wagner recognized that although there were many opportunities for activities throughout the community, they might not be things young people would necessarily be interested in. She stated the need, as a community, to look for ways to create healthy and positive activities for the young people so they did not have to resort to other types of unhealthy activities.

Dr. Wagner reported the laptop rollout was continuing with Barnette, Hutchison, Nordale, Ticasuk Brown, West Valley, and Randy Smith all receiving laptops since the beginning of the school year. The final order for projectors and carts was in place which completed phase I of the district's Technology Blueprint. She said the district would be beginning phase II of the blueprint.

At the recent inservice, staff had worked with the new web based tutorial training program called Atomic Learning. She explained it was available to staff, students, and families. Login information would be available on the district's website. She said the website was www.atomiclearning.com; the user ID was Fairbanks, and the password was atomic. A lot of the learning opportunities involved with Atomic Learning used the Microsoft Office package – which included Word, Excel, PowerPoint, and others.

Dr. Wagner announced the district's Improvement Plan Community Meeting was scheduled for Friday, September 19 at 1:15 p.m., in the Board Room. The district's improvement plan document would be reviewed and updated with input from community members and comments from the meeting.

The ANE and FNA Johnson O'Malley Community Potluck would be held at Ryan Middle School, on Thursday, September 18, from 6:00-8:00 p.m. Everyone was welcome to bring a dish and enjoy the entertainment. The ANE Parent Advisory Committee and the Johnson O'Malley Native Education Committee elections would be held during the event.

Dr. Wagner announced the upcoming staff development day on September 26, which was a non-student attendance day.

The meeting adjourned at 8:19 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION
FAIRBANKS, ALASKA

Special Meeting

MINUTES

September 24, 2008

President Hajdukovich called the meeting to order at 12:00 p.m. in the School Board meeting room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Leslie Hajdukovich, President
Sharon McConnell, Vice President
Jennifer Schmidt, Treasurer
Kristina Brophy, Member
Sue Hull, Member

Absent:

Wendy Dominique, Clerk
Howard Thies, Member
Michael Fitzgerald, Base Representative
Timothy Jones, Post Representative
Ken Sample, Student Representative

Staff Present:

Roxa Hawkins, Assistant Superintendent-Elementary
Mike Fisher, Chief Financial Officer
Gayle Pierce, Hearing Officer
Susan Bessette, Secretary to the Superintendent

Executive Session

Board Members waived the 24-hour notice requirement to the press in order to hold an executive session regarding negotiations.

An emergency executive session was called to discuss negotiations.

SCHMIDT MOVED, MCCONNELL SECONDED, TO CONVENE IN EXECUTIVE SESSION TO DISCUSS SUBJECTS THAT TEND TO PREJUDICE THE REPUTATION AND CHARACTER OF ANY PERSON, PROVIDED THE PERSON MAY REQUEST A PUBLIC DISCUSSION; MATTERS, THE IMMEDIATE KNOWLEDGE OF WHICH, WOULD CLEARLY HAVE AN ADVERSE EFFECT UPON THE FINANCES OF THE GOVERNMENT UNIT; AND MATTERS WHICH BY LAW, MUNICIPAL CHARTER, OR ORDINANCE ARE REQUIRED TO BE CONFIDENTIAL.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

Mrs. Brophy arrived at 12:06 p.m.

The executive session ended and the meeting adjourned at 12:59 p.m.

Submitted by Susan Bessette, secretary to the Superintendent.



2008-09 School Year

adopted 4-17-07

revised 12-4-07

S M T W T F S

July 2008

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AUGUST

13 Teacher Work Day
14-15 Prof. Development Days
18 Prof. Development Day
19 Teacher Work Day
20 First Day for Students

SEPTEMBER

1 Labor Day Holiday
12 Early Dismissal of Students
26 Prof. Development Day

OCTOBER

17 End of Quarter
30-31 Parent-Teacher Conf.

NOVEMBER

14 Early Dismissal of Students
27-28 Thanksgiving Holiday

DECEMBER

19 End of Semester
22 Winter Break Starts

JANUARY

2 Last Day of Winter Break
5 Teacher Work Day
19 Prof. Development Day

FEBRUARY

13 & 16 Parent-Teacher Conf.
27 Early Dismissal of Students

MARCH

6 End of Quarter
9-13 Spring Break

APRIL

7-9 Testing
17 Early Dismissal of Students

MAY

19 Last Day for Students
20 Prof. Development Day
21 Teacher Work Day
25 Memorial Day Holiday

S M T W T F S

January 2009

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March 2009

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May 2009

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June 2009

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- School Start/ End
- End of Semester
- End of Quarter *
- Parent-Teacher Conf.**
- Early Out/ Technology Dev.*
- Prof. Development Day**
- Teacher Work Day**
- Testing Day
- Last 3 days – early outs*
- Vacation** Holiday**

*Early Dismissal

**No School

1st Q=45 days 2nd Q=43 days 3rd Q=44 days 4th Q=48 days