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**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**

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# **BOARD OF EDUCATION REGULAR MEETING**

**Tuesday, December 16, 2008**

**School District Administrative Center**

# Fairbanks North Star Borough School District 2008-10 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 overall performance for all students.**  
*Indicator: An increase in national percentiles in all subject areas on norm referenced assessments.*
- B. **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.*
- C. **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.*
- D. **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.
- Provide educational options to families and students.
- 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 (e.g. 4 + 2 plans for all 8th graders, smaller learning communities, engineering academy).
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.

**Adopted 10-21-08**

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

**December 16, 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: Woodriver Choir
4. Roll Call
5. Spotlight: Lathrop Smaller Learning Communities 3

**B. AGENDA**

1. Adoption of the Agenda 3
2. Presentation on Agenda Items 3

**C. PUBLIC COMMENTS ON NONAGENDA ITEMS**

**D. ACTION ITEMS – OLD BUSINESS**

- \* 1. Grant Acceptance: Alaska Railroad Youth Summer Employment Program 4 & 8-9
- \* 2. Monthly Management Reports 4 & 10-15
- \* 3. Minutes See minutes

**E. ACTION ITEMS – NEW BUSINESS**

1. Resolution 2009-03: Honoring Dr. Martin Luther King, Jr. 4 & 16
2. Resolution 2009-04: Approving Restatement and Amendment of Fairbanks  
North Star Borough School District 403(b) Retirement Plan 4, 17-21, & Separate Cover
- \* 3. Fundraising/Travel Request: Denali & Nordale Elementary Schools 5 & 22
- \* 4. Fundraising/Travel Request: West Valley High School 5 & 23
- \* 5. Gift Acceptance: University Park Elementary School 5 & 24
- \* 6. Gift Acceptance: Woodriver Elementary School 5 & 25
- \* 7. Gift Acceptance: Lathrop High School 5 & 26
- \* 8. Personnel Action Report 5 & 27-28

**F. REPORTS**

1. Attendance Achievement Report 5 & 29-36
2. Teacher Recruitment Report & Analysis of Hires for 2008-09 6, 37-39, & Separate Cover
- \* 3. Personnel Information Report 6 & 40-41
- \* 4. Superintendent's Budget Transfers 6 & 42
- \* 5. Expulsion Report 6
- \* 6. Board's Reading File 6-7
- \* 7. Coming Events and Meeting Announcements 7

**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](http://www.northstar.k12.ak.us)*



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

**7:00 P.M. – REGULAR BOARD MEETING  
December 16, 2008  
AGENDA**

**A. PRELIMINARIES**

*Reference Pages*

**A. 1. Call to Order by President**

**A. 2. Pledge of Allegiance, led by the Woodriver Elementary School Choir**

**A. 3. Music**

Woodriver Elementary School's Choir will perform for the Board under the direction of Lucile Hackett, music teacher.

**A. 4. Roll Call**

Leslie Hajdukovich, President  
Wendy Dominique, Vice President  
Sue Hull, Treasurer  
Patrick Lee, Clerk  
Kristina Brophy, Member  
Sean Rice, Member  
Howard Thies, Member  
Michael Fitzgerald, Base Representative  
Timothy A. Jones, Post Representative  
Ken Sample, Student Representative

**A. 5. Spotlight: Lathrop Smaller Learning Communities**

Lathrop Principal Karen Gaborik and Grants and Special Projects Director Traci Gatewood will present achievement data, a broad description of Smaller Learning Communities, and the structures specifically proposed for Lathrop High School.

**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: Alaska Railroad Youth Summer Employment Program** *Ref. Pgs. 8-9*  
The district has been awarded the Alaska Railroad Youth Summer Employment Program grant in the amount of \$29,000.

MOTION is to accept the Alaska Railroad Youth Summer Employment Program grant in the amount of \$29,000, per Fiscal Note 2009-31.

- D. \* 2. Monthly Management Reports** *Ref. Pgs. 10-15*  
The Monthly Management Reports for November 2008 are provided.

MOTION is to accept the Monthly Management Reports for November 2008.

- D. \* 3. Minutes** *See Minutes*

MOTION is to approve the minutes from the regular meeting November 18 and the work session on December 1, 2008, as submitted.

**E. ACTION ITEMS – NEW BUSINESS**

- E. 1. Resolution 2009-03: Honoring Dr. Martin Luther King, Jr.** *Ref. Pg. 16*  
School Board Resolution 2009-03 honors Dr. Martin Luther King, Jr., and proclaims the week of January 19, 2009, for Dr. Martin Luther King, Jr. activities throughout the district.

■ MOTION is to approve Resolution 2009-03: Honoring Dr. Martin Luther King, Jr., as submitted.

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Advisory Votes \_\_\_\_\_ Vote \_\_\_\_\_

- E. 2. Resolution 2009-04: Approving Restatement and Amendment of Fairbanks North Star Borough School District 403(b) Retirement Plan** *Ref. Pgs. 17-21 & Separate Cover*  
Effective January 1, 2009, tax exempt organizations administering 403(b) Retirement Plans for their employees must, among many other changes, have a written plan document in place authorized by the governing body. Resolution 2009-04 approves the district's 403(b) plan document, an administrative regulation regarding the 403(b) plan, and establishes a benefits plan committee and authorizes that committee to take the necessary actions to implement the plan and administrative regulation. The plan document and administrative regulation are provided under separate cover.

■ MOTION is to approve School Board Resolution 2009-04: Approving Restatement and Amendment of the Fairbanks North Star Borough School District 403(b) Retirement Plan.

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_  
Advisory Votes \_\_\_\_\_ Vote \_\_\_\_\_

- E. \* 3. **Fundraising/Travel Request: Denali & Nordale Elementary Schools** Ref. Pg. 22  
Denali and Nordale Elementary Schools are requesting permission to raise funds to send students to Homer, Alaska, May 2-4, 2008 to explore coastal ecosystems and Alaska Native culture, at no cost to the district.

MOTION is to approve Denali and Nordale Elementary Schools' request to raise funds to send students to Homer, Alaska, May 2-4, 2008, to explore coastal ecosystems and Alaska Native culture, at no cost to the district.

- E. \* 4. **Fundraising/Travel Request** Ref. Pg. 23  
West Valley High School is requesting permission to raise funds to send students to Washington, D.C., January 17-22, 2009, to attend the Presidential Inauguration Ceremonies, with West Valley using professional development leave to cover substitute costs.

MOTION is to approve West Valley High School's request to raise funds to send students to Washington, D.C., January 17-22, 2009, to attend the Presidential Inauguration Ceremonies, with West Valley using professional development leave to cover substitute costs.

- E. \* 5. **Gift Acceptance: University Park Elementary School** Ref. Pg. 24  
University Park Elementary School is requesting gift acceptance of \$1,450 from the University Park PTA to purchase Raven-proof trash can lids.

MOTION is to accept the gift of \$1,450 from University Park PTA to University Park Elementary School for the purchase of Raven-proof trash can lids.

- E. \* 6. **Gift Acceptance: Woodriver Elementary School** Ref. Pg. 25  
Woodriver Elementary School is requesting gift acceptance of twenty DVD players, valued at \$1,799.80, from the Woodriver Elementary School PTA for classroom instructional use.

MOTION is to accept the gift of twenty DVD players, valued at \$1,700.80, from the Woodriver Elementary School PTA to Woodriver Elementary School for classroom instructional use.

- E. \* 7. **Gift Acceptance: Lathrop High School** Ref. Pg. 26  
Lathrop High School is requesting gift acceptance of \$4,125 from Alyeska Pipeline Service Company to be used for the school's first Tech Challenge.

MOTION is to accept the gift of \$4,125 from Alyeska Pipeline Service Company to Lathrop High School to be used for the school's first Tech Challenge.

- E. \* 8. **Personnel Action Report** Ref. Pgs. 27-28  
MOTION is to approve the Personnel Action Report for the period November 24-December 10, 2008.

## **F. INFORMATION AND REPORTS**

- F. 1. **Attendance Achievement Report** Ref. Pgs. 29-36  
Superintendent Nancy Wagner will present a report that will focus on the positive relationship between student attendance and achievement as measured by Alaska's Standards Based Assessments (SBAs), dropout rate, and grade point averages.

**F. 2. Teacher Recruitment Report & Analysis of Hires for 2008-09**

Ref. Pgs. 37-39 & Separate Cover

Clarence Bolden, executive director of human resources, and Elizabeth Schaffhauser, director of employment and education opportunity, will present a report on the teacher applicant pool and provide an analysis of hires that have occurred to date for the 2008-2009 school year.

**F. \* 3. Personnel Information Report**

Ref. Pgs. 40-41

The Personnel Information Report for the period November 25-December 10, 2008 has been provided.

**F. \* 4. Superintendent's Budget Transfers**

Ref. Pg. 42

The Superintendent's Budget Transfer Report for November 2008 has been provided.

**F. \* 5. Expulsion Report**

Expulsions for the 2008-2009 school year, as of December 11, 2008, are listed below:

Substance Abuse .....	3
Fighting/ Assault.....	15
Weapons .....	2
Other .....	3
<b>TOTAL .....</b>	<b>23</b>

**F. \* 6. Board's Reading File**

11-26-08 .... Letter from L. Morris to E. Jeans  
RE: FY2010 CIP Scoring Reconsideration  
North Pole Middle-Mechanical Systems Upgrades

11-26-08 .... Letter from L. Morris to E. Jeans  
RE: FY2010 CIP Scoring Reconsideration  
Woodriver Elementary-Gymnasium Upgrades

12-01-08 .... FEAdback  
Volume 27, #7

12-01-08 .... Letter from Board to R. Parsons  
RE: Robotics

12-01-08 .... Board Curriculum Advisory Committee Meeting Minutes  
November 12, 2008

12-02-08 .... Letter from T. Pulido to Board  
RE: Secondary Scheduling Ideas

12-03-08 .... Letter from Board to Fairbanks Fuel Company  
RE: Gift Thanks

12-03-08 .... Letter from Board to Rotary Clubs in Northern Alaska  
RE: Gift Thanks

12-03-08 .... Letter from Board to Sunriser's Rotary  
RE: Gift Thanks

12-03-08 .... Letter from Board to Golden Heart Rotary  
RE: Gift Thanks

12-03-08 .... Letter from Board to North Pole Rotary  
RE: Gift Thanks

12-03-08 .... Letter from Board to College Rotary  
RE: Gift Thanks

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

12-03-08 .... Letter from Board to Rotary Club of Fairbanks  
RE: Gift Thanks  
12-03-08 .... Letter from Board to T. Pulido  
RE: Secondary Scheduling Ideas  
12-05-08 .... Letter from Board to M. Rafferty  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to N. Kubanyi  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to T. Antal  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to E. Wright  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to J. Moore  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to C. Roza  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to D. Ramac  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to D. Agnew  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to G. Ashton  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to C. Holder-Gauthier  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to B. Johnson  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to K. Stomberg  
RE: Interior Delegation Art Work Thanks  
12-05-08 .... Letter from Board to F. Roddy  
RE: Regional Student Council Luncheon Thanks  
12-05-08 .... FEAdback  
Volume 27, #8  
12-10-08 .... Letter from L. Evans to L. LeDoux  
RE: Effie Kokrine Charter School  
12-10-08 .... Letter from S. Hood Sisson to Board  
RE: Lathrop Restructuring  
12-11-08 .... Letter from S. Majors to Board  
RE: Lathrop Parent Meeting and Restructuring

**F. \* 7. Coming Events and Meeting Announcements**

January 6, 2009 Regular Meeting Has Been Cancelled  
1/19/09 Noon Special Meeting: Executive Session for Student Discipline &  
Personnel/Contractual Issues  
1/19/09 6:00 pm Work Session: Review of Negotiation Process  
1/20/09 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: Alaska Railroad Youth Summer Employment Program  
FUNDING AGENCY: Alaska Railroad  
STATUS: Acceptance  
AMOUNT: \$29,000  
SUBMISSION DEADLINE: Fall of each year  
REVIEWED BY: Grant Review Committee  
TIME PERIOD: 2008-2009

GRANT PROGRAM GOAL: To provide students with the knowledge and skills needed to serve as summer hosts/hostesses on Alaska Railroad trains.

POPULATION TO BE SERVED: Twenty 11<sup>th</sup> and 12<sup>th</sup> grade students.

PROPOSED ACTIVITIES AT SUBMISSION: Approximately 20 high school students receive, over a period of five months, a combination of after-school classroom and work-site training as Alaska Railroad (ARR) tour guides and assistants. Up to eight of the most capable students then receive summer employment on ARR trains and in their tourist facilities. Other students receive assistance in finding other jobs in the tourism industry. District teachers knowledgeable about the tourism industry provide after-school classroom instruction in tourism, customer service and Alaska history, culture, geography and wildlife. Work-site training provided by ARR staff and our teachers is accomplished through train trips to Anchorage and Denali. On the trips, students learn skills specific to the ARR operations and practice customer service skills.

PRIMARY PERFORMANCE GOALS, ON-GOING COMMITMENTS, AND/OR INITIATIVES TO IMPROVE STUDENT PERFORMANCE SUPPORTED BY THIS GRANT: Commitment: Provide instruction which is both inspirational and innovative.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): The district will provide after-school classroom space. The district will recruit and provide two instructors who will teach the tour guide course. The district will waive indirect and will not charge the health portion of benefits to this grant.

Budget: See fiscal note.

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

**FN 2009-31**

**Project Title:** Alaska Railroad Youth Summer Employment Program  
**Project Purpose:** Provide students with knowledge and skills needed to serve as summer hosts on ARR  
**Project Director:** Peggy Carlson, Executive Director of Curriculum

**Project Information:**

District Fund Name: Alaska Railroad Youth Summer Employment Program  
 State Function Classification: Instruction  
 This Budget Award: \$ 29,000 Period: July 1, 2008 to June 30, 2009  
 Matching Requirements: None  
 Indirect: Waived  
 Future Liabilities/Comments: None

**This Budget  
Award**



	2008-09			Total Funding Award(s)
<b>FUNDING SOURCES:</b>				
State of Alaska - ARR Corporation	\$ 29,000	-	-	\$ 29,000
Total funding sources	<u>\$ 29,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,000</u>
<b>APPROPRIATIONS:</b>				
Certificated salaries	\$ 23,913	-	-	\$ 23,913
Non-certificated salaries	500	-	-	500
Employee benefits	3,610	-	-	3,610
Supplies, materials, and media	976	-	-	976
Total appropriation	<u>\$ 29,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,000</u>

**Position control for new positions:**

Position Title	Position ID	Est Annual Budget	FTE
<b>CERTIFIED SALARIES</b>			
Specialists	-	23,913	-
<b>NON-CERTIFIED SALARIES</b>			
Substitutes	-	500	-

**District review/approvals**

Grants/Special Projects	
CFO	ME

Approved by School Board

Date \_\_\_\_\_

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# Monthly Management Reports

Through Month Ended November 2008

## Report Descriptions

### **Report #1 - Summary Expenditure Budgets – All Funds**

Presents total original and working budgets and actual expenditures through the current month for all seven of the districts funds budgeted on an annual basis (excludes capital project funds). The original budget includes estimates for grant funds and the working budget reflects those grant awards accepted by the board through the current period. Grand totals show the big picture of the district's annual spending authority. At the bottom of the report is the status of the district's total budget as compared to budget authority approved by the Borough Assembly per AS 14.14.060.

### **Report #2 – Operating Fund Revenues and Fund Balance Report**

Presents a more detailed view of operating fund budgeted and actual revenues, indicating where there are favorable or unfavorable variances. At the bottom of the report is a status of unreserved/undesignated operating fund fund balance. Generally, fund balance status is the prior years ending audited balance, less any Board approved appropriations from fund balance.

### **Report #3 – Operating Fund Expenditures by Function and Line Item**

Presents a more detailed view of operating fund budgeted and actual expenditures, by state required function and object codes.





**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
REPORT #1 - SUMMARY OF EXPENDITURES - ALL FUNDS  
THROUGH NOVEMBER 2008**

	<u>Original Budget</u>	<u>Working Budget</u>	<u>Actual</u>	<u>Outstanding Orders</u>	<u>Remaining Available Balances</u>	<u>% of Year Complete 42%</u>
<b>Operating Fund</b>						
Expenditures	176,718,910	178,459,399	53,380,679	5,256,909	119,821,811	29.9%
<b>Pupil Transportation</b>						
Expenditures	9,591,520	9,591,520	2,671,356	6,622,462	297,702	27.9%
<b>Nutrition Services</b>						
Expenditures	5,059,380	5,059,380	1,897,977	591,606	2,569,797	37.5%
<b>School Activity Funds</b>						
Expenditures	2,761,800	2,761,800	786,302	339,801	1,635,696	28.5%
<b>Local Programs</b>						
Expenditures	780,000	503,406	1,094,839	9,345	(600,778)	217.5%
<b>State Funded Programs</b>						
Expenditures	1,090,890	1,186,990	354,259	9,087	823,643	29.8%
<b>Federally Funded Programs</b>						
Expenditures	14,072,000	13,362,457	3,541,670	744,275	9,076,512	26.5%
<b>Grand Totals</b>						
Expenditures	<u>210,074,500</u>	210,924,952	<u>63,727,082</u>	<u>13,573,486</u>	<u>133,624,384</u>	<u>30.2%</u>
<b>Less: Prior Year Encumbrances</b>						
Operating Fund		(1,271,128)				
<b>Total Appropriation Level</b>						
Current Year		<u>209,653,824</u>				
<b>Budget Authority</b>						
Per Borough Ordinance		210,074,500				
<b>Over(Under) Budget Authority</b>		<u>(420,676)</u>				

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**  
**REPORT #2 - OPERATING FUND REVENUES AND FUND BALANCE REPORT**  
**THROUGH NOVEMBER 2008**

Revenue line item description	Original Budget	Revised Budget	Actual Revenues	Favorable (Unfavorable) Variance	% of Year Complete 42%
<b>Revenue from Local Sources</b>					
Borough appropriation	\$ 44,222,700	\$ 44,222,700	\$ 44,222,700	\$ -	
Building rentals and facility use fees	260,300	260,300	84,209	(176,091)	
Correspondence fees	145,000	145,000	2,077	(142,923)	
E-rate reimbursement	250,000	250,000	195,726	(54,274)	
Misc local sources	146,500	146,500	77,553	(68,947)	
Print shop fees	3,000	3,000	707	(2,293)	
Other Financing Sources	-	-	-	-	
Local revenues	45,027,500	45,027,500	44,582,972	(444,528)	99.0%
<b>Revenue from State Sources</b>					
Foundation program	95,964,830	95,964,830	35,837,735	(60,127,095)	
Quality schools initiative	362,410	362,410	-	(362,410)	
School Improvement Grant	-	-	-	-	
Contract for on-base schools	1,450,000	1,450,000	1,450,000	-	
TRS On-behalf Payments	18,645,470	18,645,470	-	(18,645,470)	
PERS On-behalf Payments	1,762,420	1,762,420	-	(1,762,420)	
State revenues	118,185,130	118,185,130	37,287,735	(80,897,395)	31.6%
<b>Revenues from Federal Sources</b>					
Title VIII Impact Aid	7,661,080	7,661,080	508,570	(7,152,510)	
Medicaid reimbursement	320,000	320,000	-	(320,000)	
Federal revenues	7,981,080	7,981,080	508,570	(7,472,510)	6.4%
<b>Fund Balance Utilization</b>					
For subsequent years budget	5,525,200	5,525,110	-	(5,525,110)	
Encumbrance carry forward		1,271,119	-	(1,271,119)	
Supplemental appropriations		469,460	-	(469,460)	
Fund balance utilization	5,525,200	7,265,689	-	(7,265,689)	0.0%
<b>Total Revenues</b>	<b>\$ 176,718,910</b>	<b>\$ 178,459,399</b>	<b>\$ 82,379,277</b>	<b>\$ (96,080,122)</b>	<b>46.2%</b>

Unreserved/Undesignated Fund Balance	Fiscal Note	Amount
Beginning Balance - June 30, 2008 (unaudited)		\$ 6,428,819
Appropriations from fund balance		
Charter School Carryforward	FN2009-30	(469,460)
Estimated Unreserved/Undesignated Fund Balance		\$ 5,959,359

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM  
THROUGH NOVEMBER 2008**

	<b>Original Budget</b>	<b>Working Budget</b>	<b>Actual Expenditures</b>	<b>Outstanding Orders</b>	<b>Available Balance</b>
<b>Function 100 - Regular Instruction</b>					
Certificated salaries	\$ 46,527,672	\$ 46,389,669	\$ 14,103,362	\$ -	\$ 32,286,307
Non-certificated salaries	3,249,221	4,184,216	1,469,604	-	2,714,612
Employee benefits	31,752,569	31,907,198	5,590,343	-	26,316,855
Professional and technical services	384,306	956,572	238,671	338,522	379,379
Staff travel	42,850	45,140	28,778	2,710	13,652
Student travel	69,460	70,360	15,268	1,588	53,504
Other purchased services	1,762,343	776,417	87,233	26,712	662,472
Supplies, materials, and media	3,291,610	3,907,636	1,320,391	62,109	2,525,136
Other expenses	532,616	527,928	-	-	527,928
Equipment	11,129	78,033	9,576	-	68,457
<b>Total Function 100</b>	<b>87,623,776</b>	<b>88,843,169</b>	<b>22,863,226</b>	<b>431,641</b>	<b>65,548,302</b>
<b>Function 200 - Special Education Instruction</b>					
Certificated salaries	7,409,436	7,445,362	2,336,470	-	5,108,892
Non-certificated salaries	2,567,345	2,595,670	955,841	-	1,639,829
Employee benefits	6,263,410	6,286,443	1,282,905	-	5,003,538
Professional and technical services	1,736,200	1,737,900	525,810	726,396	485,694
Staff travel	1,500	1,500	554	-	946
Student travel	-	-	10	-	(10)
Utility Services	1,400	1,400	595	-	805
Other purchased services	204,910	205,721	68,340	700	136,681
Supplies, materials, and media	485,840	503,302	321,331	4,041	177,931
<b>Total Function 200</b>	<b>18,670,041</b>	<b>18,777,298</b>	<b>5,491,856</b>	<b>731,136</b>	<b>12,554,306</b>
<b>Function 220 - Special Education - Support Services</b>					
Certificated salaries	1,342,746	1,342,746	362,929	-	979,817
Non-certificated salaries	421,532	421,532	239,402	-	182,130
Employee benefits	815,695	815,695	212,632	-	603,063
Professional and technical services	275,000	275,000	93,616	340,889	(159,504)
Staff travel	35,000	35,540	6,314	540	28,686
Student travel	-	-	-	650	(650)
Other purchased services	95,000	95,000	12,581	-	82,419
Equipment	-	-	-	-	-
Supplies, materials, and media	68,808	62,022	28,589	824	32,608
<b>Total Function 220</b>	<b>3,053,781</b>	<b>3,047,535</b>	<b>956,063</b>	<b>342,903</b>	<b>1,748,569</b>
<b>Function 300 - Support Services - Students</b>					
Certificated salaries	2,995,026	2,911,672	1,005,655	-	1,906,017
Non-certificated salaries	3,025,094	3,269,985	1,209,883	-	2,060,102
Employee benefits	2,901,731	3,003,872	959,497	-	2,044,375
Professional and technical services	3,000	4,410	5,468	7,754	(8,812)
Staff travel	23,750	23,750	3,303	450	19,997
Student travel	1,000	8,312	-	300	8,012
Other purchased services	630,320	145,837	550	350	144,937
Supplies, materials, and media	169,475	188,028	48,720	4,556	134,752
Other expenses	1,000	1,000	-	607	393
Equipment	-	-	-	-	-
<b>Total Function 300</b>	<b>9,750,396</b>	<b>9,556,866</b>	<b>3,233,075</b>	<b>14,018</b>	<b>6,309,773</b>

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM  
THROUGH NOVEMBER 2008**

	<u>Original Budget</u>	<u>Working Budget</u>	<u>Actual Expenditures</u>	<u>Outstanding Orders</u>	<u>Available Balance</u>
<b>Function 350 - Support Services - Instruction</b>					
Certificated salaries	1,401,325	1,401,325	504,283	-	897,042
Non-certificated salaries	2,235,062	2,235,062	785,363	-	1,449,699
Employee benefits	2,290,974	2,290,974	569,002	-	1,721,972
Professional and technical services	72,000	314,413	213,133	23,841	77,439
Staff travel	86,300	84,926	16,395	389	68,143
Student travel	6,000	6,000	936	-	5,064
Utility Services	-	129,000	147,500	9,500	(28,000)
Other purchased services	622,042	300,687	55,391	17,694	227,602
Supplies, materials, and media	621,107	670,071	408,528	139,750	121,793
Equipment	453,128	433,128	98,971	75,187	258,970
<b>Total Function 350</b>	<b>7,787,938</b>	<b>7,865,586</b>	<b>2,799,502</b>	<b>266,361</b>	<b>4,799,723</b>
<b>Function 400 - School Administration</b>					
Certificated salaries	4,249,666	4,242,332	1,358,811	-	2,883,521
Employee benefits	2,804,245	2,801,538	490,598	-	2,310,940
Staff travel	5,500	5,500	715	-	4,785
Student travel	-	-	-	-	-
Supplies, materials, and media	-	-	1,248	-	(1,248)
Other expenses	23,854	24,454	26,016	-	(1,562)
<b>Total Function 400</b>	<b>7,083,265</b>	<b>7,073,824</b>	<b>1,877,388</b>	<b>-</b>	<b>5,196,436</b>
<b>Function 450 - School Administration - Support Services</b>					
Certificated salaries	-	-	-	-	-
Non-certificated salaries	2,494,271	2,516,928	899,237	-	1,617,691
Employee benefits	1,531,383	1,543,728	461,103	-	1,082,625
Professional and technical services	5,000	8,500	1,442	-	7,059
Staff travel	825	825	358	-	467
Utility Services	353,000	357,800	119,568	48	238,184
Other purchased services	-	-	3,499	2,935	(6,433)
Insurance and bond premium	-	-	-	-	-
Supplies, materials, and media	124,508	128,892	56,567	5,426	66,900
Equipment	1,000	1,000	-	-	1,000
<b>Total Function 450</b>	<b>4,509,987</b>	<b>4,557,673</b>	<b>1,541,773</b>	<b>8,408</b>	<b>3,007,492</b>
<b>Function 510 - District Administration</b>					
Certificated salaries	484,427	484,427	201,447	-	282,980
Non-certificated salaries	582,564	627,590	222,305	-	405,285
Employee benefits	667,350	691,214	198,537	-	492,677
Professional and technical services	136,000	105,887	40,474	8,344	57,069
Staff travel	40,300	40,365	10,651	6,072	23,642
Other purchased services	120,375	100,375	6,240	33,342	60,793
Insurance and bond premium	-	-	-	-	-
Supplies, materials, and media	62,850	62,988	31,725	2,897	28,366
Other expenses	150,000	150,000	-	-	150,000
Equipment	-	-	6,197	-	(6,197)
<b>Total Function 510</b>	<b>2,243,866</b>	<b>2,262,846</b>	<b>717,577</b>	<b>50,656</b>	<b>1,494,613</b>

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT  
REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM  
THROUGH NOVEMBER 2008**

	<u>Original Budget</u>	<u>Working Budget</u>	<u>Actual Expenditures</u>	<u>Outstanding Orders</u>	<u>Available Balance</u>
<b>Function 550 - District Administration - Support Services</b>					
Certificated salaries	32,645	32,645	26,552	-	6,093
Non-certificated salaries	4,345,231	4,300,205	2,030,754	-	2,269,451
Employee benefits	2,911,307	2,887,443	930,078	36,082	1,921,283
Professional and technical services	413,660	421,309	164,490	298,859	(42,040)
Staff travel	133,000	136,142	15,895	6,830	113,417
Utility Services	286,000	291,610	122,077	12,421	157,112
Other purchased services	466,810	475,409	181,510	550,251	(256,352)
Insurance and bond premium	940,000	940,000	-	-	940,000
Supplies, materials, and media	244,042	241,681	105,619	16,224	119,838
Other expenses	2,950	2,950	730	-	2,220
Indirect Costs	(670,000)	(670,000)	(69,299)	-	(600,701)
Equipment	160,770	165,938	52,776	-	113,162
<b>Total Function 550</b>	<b>9,266,415</b>	<b>9,225,332</b>	<b>3,561,183</b>	<b>920,668</b>	<b>4,743,481</b>
<b>Function 600 - Operations and Maintenance of Plant</b>					
Certificated salaries	-	-	-	-	-
Non-certificated salaries	8,380,134	8,367,987	3,171,793	-	5,196,194
Employee benefits	5,091,382	5,084,944	1,624,311	-	3,460,633
Professional and technical services	87,400	89,340	20,026	104,595	(35,281)
Staff travel	21,400	21,400	1,439	605	19,356
Utility Services	1,006,159	1,042,152	244,562	195,810	601,779
Energy	5,818,648	5,928,909	1,857,275	1,723,867	2,347,767
Other purchased services	568,882	833,281	613,873	52,762	166,645
Insurance and bond premium	422,000	447,000	-	-	447,000
Supplies, materials, and media	1,165,750	1,226,854	580,640	295,978	350,236
Equipment	91,000	101,405	20,309	3,000	78,096
<b>Total Function 600</b>	<b>22,652,755</b>	<b>23,143,272</b>	<b>8,134,229</b>	<b>2,376,618</b>	<b>12,632,425</b>
<b>Function 700 - Student Activities</b>					
Certificated salaries	1,160,115	1,180,405	127,265	-	1,053,140
Non-certificated salaries	156,614	156,614	169,817	-	(13,203)
Employee benefits	480,313	482,550	71,518	-	411,032
Professional and technical services	141,484	141,859	36,701	74,429	30,729
Staff travel	5,000	5,000	670	358	3,972
Student travel	320,073	324,323	87,063	13,581	223,679
Other purchased services	53,000	53,400	21,985	15,725	15,690
Insurance and bond premium	-	-	-	-	-
Supplies, materials, and media	122,101	123,257	53,612	10,408	59,237
Other expenses	29,000	29,600	27,185	-	2,415
Equipment	-	-	-	-	-
<b>Total Function 700</b>	<b>2,467,700</b>	<b>2,497,008</b>	<b>595,817</b>	<b>114,501</b>	<b>1,786,691</b>
<b>Function 900 - Transfers to Other Funds</b>					
Transfers to Other Funds	1,608,990	1,608,990	1,608,990	-	-
<b>Total Function 900</b>	<b>1,608,990</b>	<b>1,608,990</b>	<b>1,608,990</b>	<b>-</b>	<b>-</b>
<b>Total Operating Fund</b>	<b>\$ 176,718,910</b>	<b>\$ 178,459,399</b>	<b>\$ 53,380,679</b>	<b>\$ 5,256,909</b>	<b>\$ 119,821,811</b>

**FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION**

**RESOLUTION 2009-03**

**HONORING DR. MARTIN LUTHER KING, JR.**

WHEREAS, Dr. Martin Luther King, Jr. was a dynamic leader in the continuing struggle for the American dream of freedom, justice, and equality, and

WHEREAS, Dr. Martin Luther King, Jr. gave his life so others might more fully participate in the American dream, and

WHEREAS, the United States Congress recognized Dr. King's tremendous contributions by establishing a national holiday in his honor, and

WHEREAS, the Fairbanks North Star Borough School District is co-sponsoring the Dr. Martin Luther King, Jr. Holiday Celebration in Fairbanks on January 17, 2009, and

WHEREAS, the principles and achievements of Dr. Martin Luther King, Jr. are worthy educational studies;

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education proclaims the week of January 19, 2009, for Dr. Martin Luther King, Jr. activities throughout the Fairbanks North Star Borough School District and encourages teachers and students to conduct special studies of Dr. Martin Luther King, Jr.'s life and achievements during this period.

PASSED AND APPROVED:

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Leslie Hajdukovich, President  
Board of Education

ATTEST:

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Sharon Tuttle  
Secretary to the Board

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## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

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### M E M O R A N D U M

DATE: December 9, 2008

TO: Board of Education

THROUGH: Nancy Wagner, Superintendent of Schools *NW*

FROM: Mike Fisher, Chief Financial Officer *mf*

RE: Approval of District 403(b) Retirement Plan

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On July 26, 2007, the IRS published final regulations on 403(b) retirement plans. Tax-exempt organizations such as our school district are allowed to administer 403(b) plans for their employees.

For those not familiar with the terminology, a 403(b) plan is a retirement savings plan that is funded by employee contributions. They may also have matching employer contributions, but that is neither our practice nor intent.

The new regulations become effective January 1, 2009. The district completed a solicitation process earlier this fall and selected Gatekeeper Administration & Consulting L.L.C., as our independent third party administrator. Gatekeeper will independently handle the administration and management of our 403(b) plan, helping reduce employer liability by handling 403(b) plan design, administration, management and compliance requirements.

Compliance with the new IRS regulations requires official School Board action. The Board will be asked to consider and approve the following resolution at their December 16<sup>th</sup> meeting.

*Resolution Approving Restatement and Amendment of Fairbanks  
North Star Borough School District 403(b) Retirement Plan.*

The resolution is in a format a little different than we are used to seeing, but meets certain technical and legal requirements, and is the form recommended by Gatekeeper.

The resolution approves the *Fairbanks North Star Borough School District 403(b) Retirement Plan* and the *Administrative Regulation Regarding Funding Vehicle(s) / Vendors(s) Selection and Deselection*.

The resolution also establishes a benefits plan committee and authorizes the committee to take action as necessary to implement the plan and administrative regulation.

The 403(b) plan itself is about sixty pages long, and covers a number of plan options and technical considerations. The plan complies with new IRS regulations, so maybe a quick understanding of the intent of the new regulations will help serve as a summary of our plan document.

The regulations, generally effective on January 1, 2009, will fundamentally change the way that section 403(b) plans are administered, with significant implications for plan sponsors, service providers, and participants. Among the many changes, the regulations require that a 403(b) arrangement be maintained pursuant to a written plan, impose important new restrictions on transfers between plan funding vehicles, eliminate some longstanding rules that made it easy for 403(b) plans to meet non-discrimination requirements, and, overall, impose greater compliance obligations on plan sponsors.

The plan document contains a table of contents of the items addressed in the plan. With Gatekeeper's guidance, district administration tried to select plan options that paralleled our exiting plan as much as possible, where advisable, and where permitted by law.

Generally, the district's plan still provides that all employees are eligible for the plan, still have options for plan loans and hardship withdrawals, allows for catch-up provisions as permitted by law, and allows frequent change of deferral elections.

With the change in IRS regulations many investment providers have decided to opt out of the 403(b) market. Because of the employer liability now associated with 403(b) plans, only those investment providers who have agreed to sign Gatekeeper's group investment provider service agreement will continue to be district providers. Gatekeeper already has signed agreements with many of the major investment providers remaining in the market. But there are a number of employees who must change investment providers if they wish to continue their elective deferrals after January 1, 2009.

There is an approximate three dollar per month fee per active participant. The district will be paying for plan set-up fees and the cost of auditing all existing accounts, but participating employees will be paying the monthly fee. In many cases, but depending on which investment is selected by the employee, monthly fees will be paid by the investment provider. Otherwise, the monthly fee will be considered an individual account plan administrative expense by the investment provider and deducted directly from the employee's custodial account or annuity contract.



**Fairbanks North Star Borough Board of Education**  
**Resolution 2009-04**  
**Approving Restatement and Amendment of**  
**Fairbanks North Star Borough School District 403(b) Retirement Plan**

**Certificate of Approval**

The undersigned hereby certifies that he/she is Secretary of the Board of Education of the Fairbanks North Star Borough School District (the "District"), a governmental entity organized and existing under the laws of the State/Commonwealth of Alaska, and that the following resolution was duly approved by the Fairbanks North Star Borough School District Board of Education (the "Board") and was enacted pursuant to the authority granted to the Board and recorded in its minutes at a meeting of said Board at which a quorum was present on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and that the same has not been amended or rescinded and is in full force and effect:

**Resolution Approving Restatement and Amendment of**  
**Fairbanks North Star Borough School District 403(b) Retirement Plan**

WHEREAS, the District currently offers the Fairbanks North Star Borough School District 403(b) Retirement Plan (the "Plan") to give its employees the opportunity to save additional funds for retirement; and

WHEREAS, the District desires to restate and amend the Plan to comply with final regulations issued with respect to Internal Revenue Code section 403(b); and

WHEREAS, there has been presented to the meeting a copy of the proposed restated and amended Plan; and

WHEREAS, the District desires to adopt an administrative regulation regarding the manner in which annuity contract(s) and/or custodial account(s) (referred to hereafter as "Funding Vehicles") and/or investment providers offering annuity contract(s) and/or custodial account(s) (referred to hereafter as "Vendors") made available under the Plan will be selected and deselected; and

WHEREAS, there has been presented to the meeting a copy of the proposed Regulation Regarding Funding Vehicle(s) / Vendor(s) Selection and Deselection under the Plan (the "Administrative Regulation"); and

WHEREAS, after full discussion, the Approval and execution of the Plan and the Approval of the Administrative regulation appear to be in the best interest of the District and its employees;

NOW, THEREFORE, it is hereby:

Fairbanks North Star Borough School District  
403(b) Retirement Plan  
Restated and Amended as of 1/1/2009

RESOLVED, that the Plan substantially in the form presented to the meeting be and is hereby approved by the Board, effective as of 1/1/2009; and

RESOLVED FURTHER, that a copy of the Plan be attached to and made a part of the minutes of this meeting; and

RESOLVED FURTHER, that the Administrative Regulation substantially in the form presented to the meeting be and is hereby approved by the Board, effective as of the date of this meeting as set forth above; and

RESOLVED FURTHER, that a copy of the Administrative regulation be attached to and made a part of the minutes of this meeting; and

RESOLVED FURTHER, that a "Benefits Plan Committee" (the "Committee") is hereby established as of 1/1/2009 and will serve as named Administrator of the Plan; and

RESOLVED FURTHER, that the individuals who hold the following listed positions in the District are hereby nominated and appointed as members of the Committee: Chief Financial Officer, Director of Accounting Services, Executive Director of Human Resources, Human Resources Benefits Coordinator; and

FINALLY RESOLVED, that the Committee (or its designee) is authorized and directed to take such actions as may be necessary or advisable in connection with the implementation of the Plan and Administrative Regulation including, without limitation, selecting one or more types of annuity contracts and/or custodial accounts to be offered as investment fund options under the Plan in accordance with the provisions of the Administrative Regulation regarding the selection and/or deselection of Funding Vehicle(s) and/or Vendor(s) under the Plan; entering into agreements with Vendor(s) to offer one or more types of annuity contracts and/or custodial accounts as investment fund options under the Plan pursuant to provisions of the Administrative Regulation; selecting and entering into an agreement with a third party plan administrator and/or other service provider(s) to carry out certain administrative and other duties of the Committee; preparing and distributing employee communications and notices; entering into agreements with Plan participants regarding participation in the Plan; following the directions of Plan participants regarding Plan participant contributions and investment elections; appointing one or more employees of the District to carry out certain administrative duties of the Committee; maintaining records of all transactions and executing and delivering the Plan substantially in the form presented to the meeting (with such changes, additions and deletions therefrom as may be deemed necessary, appropriate or advisable by the Committee; the execution thereof to be conclusive

evidence of the approval by the Committee of such changes, additions and deletions), including any amendments as may from time to time be required and to make such additional amendments to the Plan or execute such further documents as may be necessary or desirable, all without the further approval of the Board, except as to any matter that will have a substantial and material impact on the cost of funding or administering the Plan.

IN WITNESS WHEREOF, the undersigned has hereunto set his/her hand and the seal of the Board this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature of Secretary  
Fairbanks North Star Borough School District Board of  
Education

\_\_\_\_\_  
Print Name of Secretary

\_\_\_\_\_  
Date

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## Fairbanks North Star Borough School District

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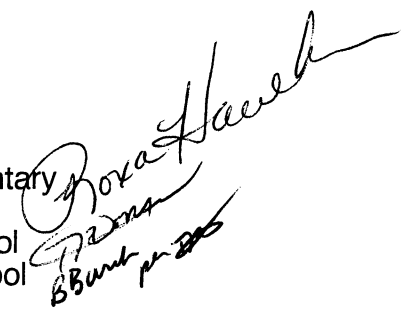
### Memorandum

TO: Roxa Hawkins, Assistant Superintendent - Elementary

FROM: Timothy Doran, Principal, Denali Elementary School  
Barbara Burch, Principal, Nordale Elementary School

DATE: Nov. 6, 2008

RE: FUNDRAISING/TRAVEL REQUEST



Name of Group/Organization: Denali & Nordale Elementary School  
Extended Learning Program  
(Approximately 40 Students, Grades 4-6,  
accompanied by 10 adults paying their own

way.)

Purpose of fundraising: To cover travel expenses to  
China Poot Bay/Homer, Alaska

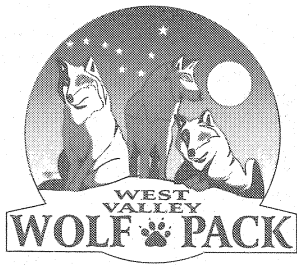
Date of Travel: May 2-4, 2009

Reason for Travel: Extend the learning and broaden the knowledge  
of the ELP students beyond the classroom.  
Activities will include: large mammals, coastal  
eco-system and Alaska native culture.

How money will be raised: Small Grants, Some Sales, Donations and the  
bulk of cost borne by the families.

Fundraising goal: \$5,000

Cost to the district: \$-0-



# WEST VALLEY HIGH SCHOOL

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

## Memorandum

DATE: December 1, 2008

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

FROM: Shaun Kraska, Principal *[Signature]*

RE: Fundraising & Travel Request

Name of Group/Organization: West Valley High School  
20 students  
3 teachers  
1 – 3 parent chaperones

Purpose of Fundraising: To cover travel expenses to Washington D.C.

Date of Travel: January 17<sup>th</sup> – 22<sup>nd</sup>, 2009

Reason for Travel: Attend Presidential Inauguration Ceremonies  
through Washington Workshops Foundation

How money will be raised: Students are paying their own way

Fundraising Goal: \$ - 0 -

Cost to the District: Building Professional Leave will be used for subs

MEMORANDUM

TO: Roxa Hawkins, Assistant Superintendent – Elementary

FROM: Kyra Aizstrauts, Principal  
University Park Elementary

Date: November 20, 2008

RE: Gift Acceptance

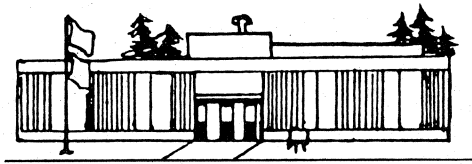
*Roxa Hawkins*

*K.A.*

Donation From: UPK PTA  
554 Loftus Rd.  
Fairbanks, AK 99709

Donation: \$1450.00

Money to be used for: Raven-proof trash can lids



# Woodriver Elementary School

5000 Palo Verde Drive • Fairbanks, Alaska 99709

Phone (907) 479-4211 • Fax (907) 479-5077

## MEMORANDUM

DATE: November 21, 2008

TO: Roxa Hawkins, Assistant Superintendent - Elementary

FROM: Star Patterson, Interim Principal *SP*

RE: **GIFT ACCEPTANCE**

A handwritten signature in cursive script, reading "Roxa Hawkins".

Donation from: Woodriver Elementary School PTA  
5000 Palo Verde Avenue  
Fairbanks, Alaska 99709

Item donated: 20 DVD Players, valued at \$89.99 each,  
total \$1,799.80.

To be used for: Classroom instruction

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# AUSTIN E. LATHROP HIGH SCHOOL

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

## MEMORANDUM

DATE: November 25, 2008  
TO: Wayne Gerke, Assistant Superintendent *WG*  
FROM: Karen Gaborik, Principal *KG*  
Lathrop High School  
RE: Gift Acceptance

Donation From: Alyeska Pipeline Service Co.  
P O Box 196660  
Anchorage, AK 99519-6660

Money Donated: \$4,125.00

To Be Used For: First Tech Challenge



## PERSONNEL ACTION REPORT

For the period: 11/24/08 - 12/10/08

### EMPLOYMENT OF CERTIFIED PERSONNEL

#### Bartlett, Allison

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

Experience: None.

Ms. Bartlett is being recommended to serve  
as fifth grade teacher at North Pole  
Elementary School effective August 18, 2008  
for the 2008-09 school year.  
(B/00, \$40,457, 186 days)

#### Fraker, Emily

Education: B.A., 2004, Cornell University,  
Ithaca, New York; M.A.T.,  
2007, Duke University,  
Durham, North Carolina

Experience: One year as high school  
science teacher with the  
Durham Public Schools,  
Durham, North Carolina.

Ms. Fraker is being recommended to serve  
as Science teacher at North Pole Academy  
School effective January 5, 2009 for the  
2008-09 school year.  
(M/01, \$23,529, 94 days)

#### Geuea, Kathleen

Education: B.A., 1996, Eastern Kentucky  
University, Richmond, Kentucky

Experience: Three years as social studies  
teacher with the Harford County  
Public Schools, Bel Air,  
Maryland; over one year as  
German and geography teacher  
with the Department of Defense  
Schools, Kaiserslautern  
American High School,  
Germany; one year as social  
studies teacher with Cripple  
Creek/Victor High School,  
Cripple Creek, Colorado; one  
year as world history and  
journalism teacher with Globe  
Charter School and one year as  
generalist at Grace Christian  
Academy, Colorado Springs,  
Colorado.

Ms. Geuea is being recommended to serve as  
English teacher at Lathrop High School  
effective January 5, 2009 for the 2008-09  
school year.  
(B/04, \$24,300, 94 days)

#### Wade, Andrea

Education: B.A., 1995, Pennsylvania State  
University, University Park,  
Pennsylvania; M.Ed., 2005,  
University of Alaska Fairbanks

Experience: None.

Ms. Wade is being recommended to serve as  
counselor at North Pole High School effective  
January 5, 2009 for the 2008-09 school year.  
(M/00, 94 days, \$22,566)

## PERSONNEL ACTION REPORT

For the period: 11/24/08 - 12/10/08

### TERMINATION OF CERTIFIED PERSONNEL

#### Meyn, Colleen

Date of Hire: August 14, 2006  
Position: Currently on an approved  
leave of absence for the  
2008-09 school year  
Effective Date: November 24, 2008  
Reason: Resignation

#### Nosce, Denise

Date of Hire: August 22, 1997  
Position: Third grade teacher at  
Crawford Elementary  
School  
Effective Date: May 21, 2009  
Reason: Retirement

#### Shanks, Pamela

Date of Hire: August 15, 2005  
Position: Spanish/consumer science  
teacher at North Pole High  
School  
Effective Date: November 8, 2008  
Reason: Resignation

### CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

#### Wade, Andrea

Date of Hire: June 5, 2000  
Position: Counseling technician at Ben  
Eielson Junior-Senior High  
School  
Effective Date: Second semester of 2008-  
2009 school year  
Reason: Acceptance of temporary  
counselor contract

### CERTIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

#### Morris, Nancy

Date of Hire: August 22, 1997  
Position: Special education/deaf  
teacher at University Park  
Elementary School  
Effective Date: Second semester of 2008-  
2009 school year  
Reason: Child care leave

## **Attendance, Attitude and Achievement Are Keys to Student Success**

There are three A's that contribute greatly to student success: attendance, attitude, and achievement. The research and analysis completed for this report focuses on attendance and its relationship to student achievement. Attitude is the other key to student success. Having a good attitude about school is a big step in improving attendance and ultimately achievement. The positive impact of good school attendance on academic achievement is greater than you might think.

The focus of this report was to determine if there was a significant, positive relationship between student achievement in FNSBSD, as measured by Alaska's Standards Based Assessment (SBA) and Grade Point Averages (GPA) and student attendance in grades 3-10. All data used for this study were taken directly from our student management system, Power School Premier, and our district report card from the state. The report is based on the most recent information available for student proficiency scores and attendance averages.

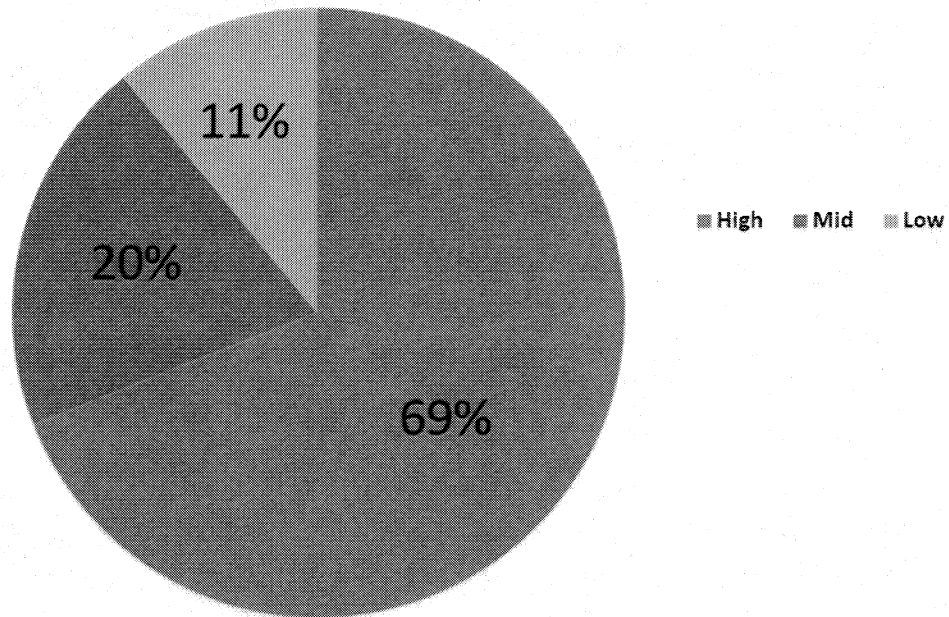
When analyzing reasons for absences from school, we find that they go beyond illness or a death in the family. Students are absent due to family vacations, athletic events, peer pressure, truancy, good weather or bad weather, hunting, fishing, taking care of siblings, etc. Much research reflects that school attendance is one of the most important factors associated with progress in school. Having highly effective teachers in the classroom is THE most important factor; however, students must be present to benefit.

The report provides graphs that display a profile of attendance rates and various educational measures (dropout rate, proficiency rate, Senior HSGQE pass rate, and Continuing Senior rate). Students are grouped as being in the "high" attendance group (90% and above), the "mid" attendance group (80%-89%), or the "low" attendance group (below 80%).

Student achievement is affected in a negative way by absenteeism. Students having an attendance rate below 80% miss over six weeks of school during the year. The low attendance group has a 19% dropout rate as compared to 1.0% in the mid-attendance group and 0.3% in the high attendance group (see the graph on page 3).

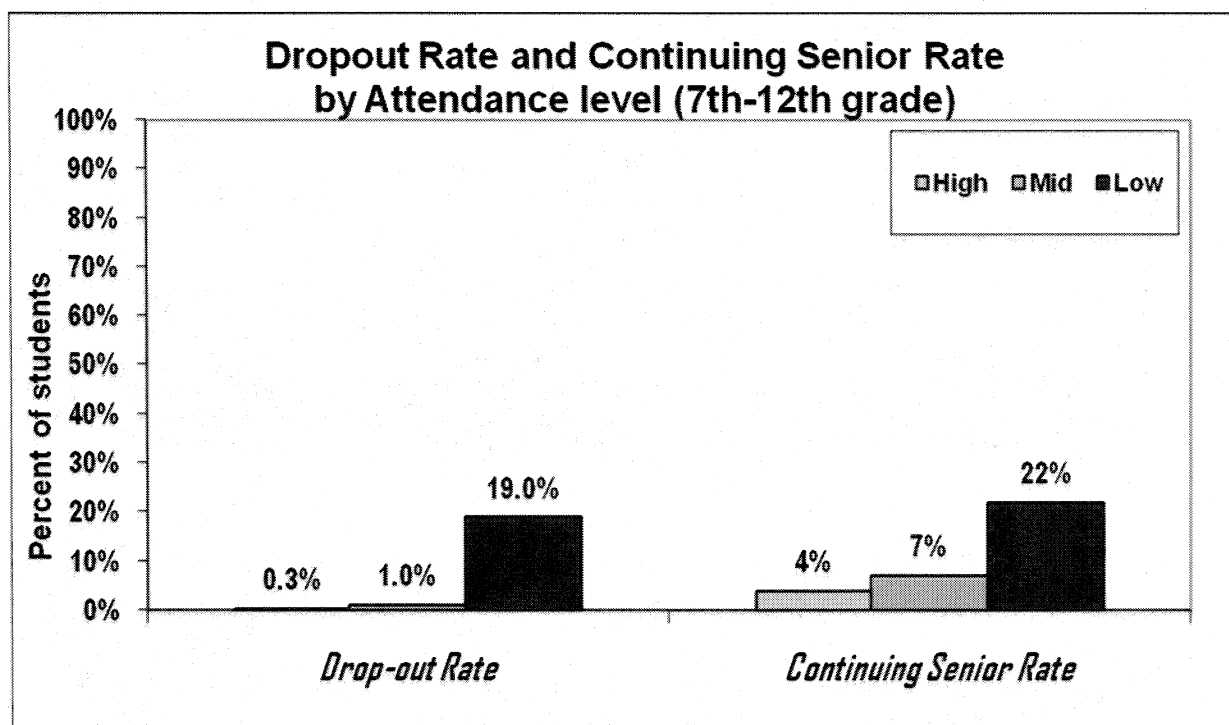
Note: Charter schools and alternative programs were excluded from the analysis due to attendance being tracked in a fundamentally different way.

### Attendance 07-08 (Grades 7-12)



**Low attendance students enrolled for the entire school year have missed over 6 weeks of school!**

The above graph shows the percentage of students in each attendance group. The high attendance group had an attendance rate of 90% or greater and comprised 69% of the population in grades 7-12. The mid attendance group (20% of the total population in grades 7-12) had an attendance rate between 80 and 89 percent. The low attendance group of students (11% of the population in grades 7-12) had an attendance rate less than 80%. This group of students missed over 6 weeks of school.



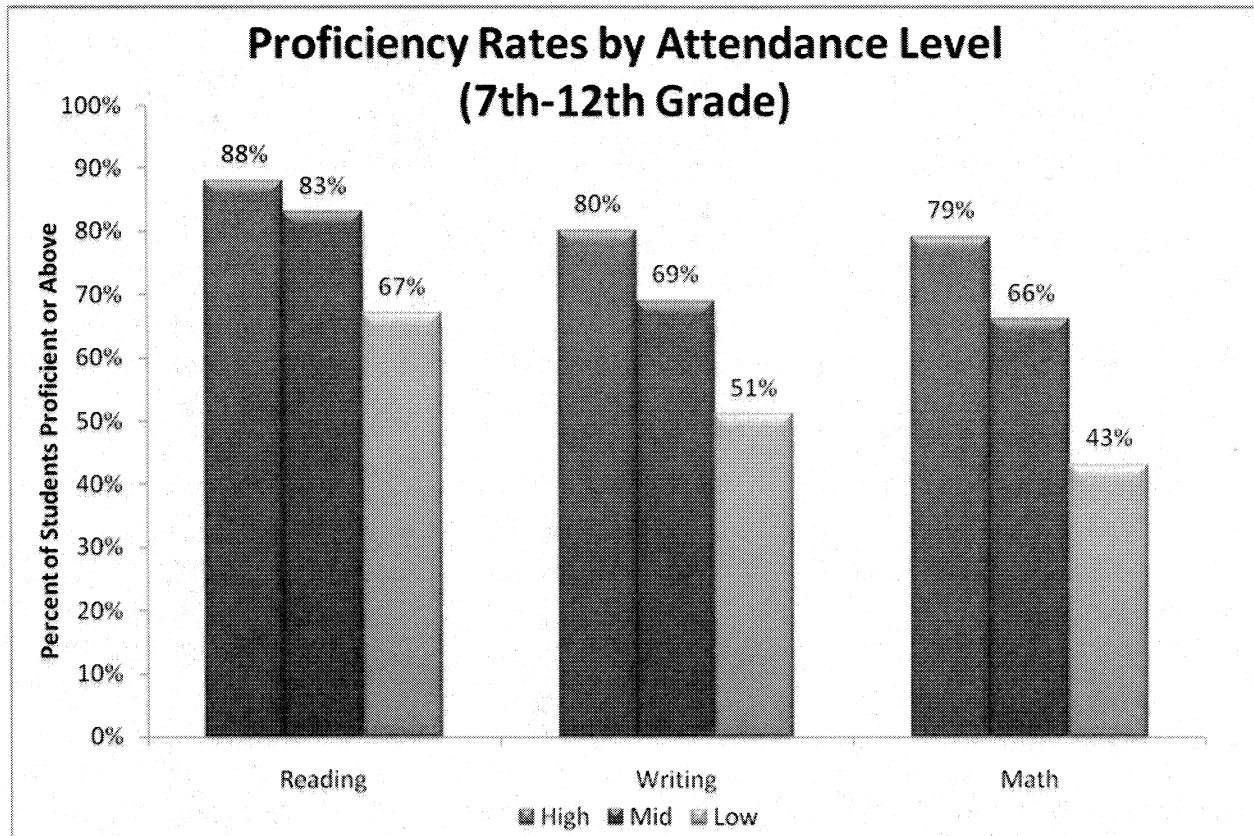
Dropout Rate = # of students that dropout within the school year / # of students enrolled at least one day within the school year

Continuing Senior Rate = # of seniors that did not graduate / # of seniors

There is a strong correlation between attendance rate and dropout rate and continuing senior rate. Of the low attendance group, 19% dropout and 22% fail to graduate in four years. These percentages are significantly higher than those of the mid or high attendance rate groups. The argument that attendance rate is a strong indicator for a potential dropout was strengthened by aggregating the data across three years (2004-05 to 2006-07):

- low attendance groups dropout rate = 27.2%
- mid attendance groups dropout rate = 1.9%
- high attendance groups dropout rate = 0.4%

This trend holds true across ethnic groups.

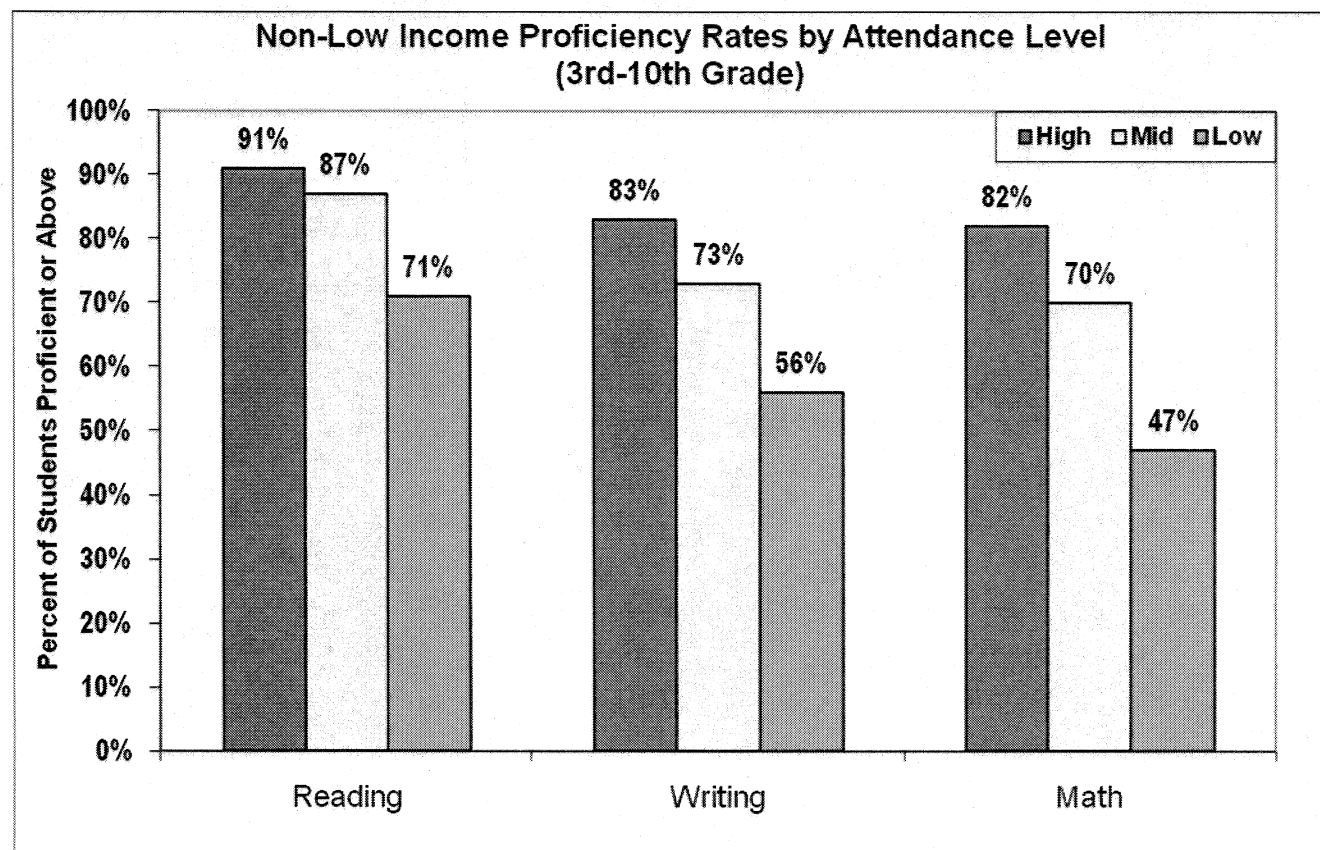
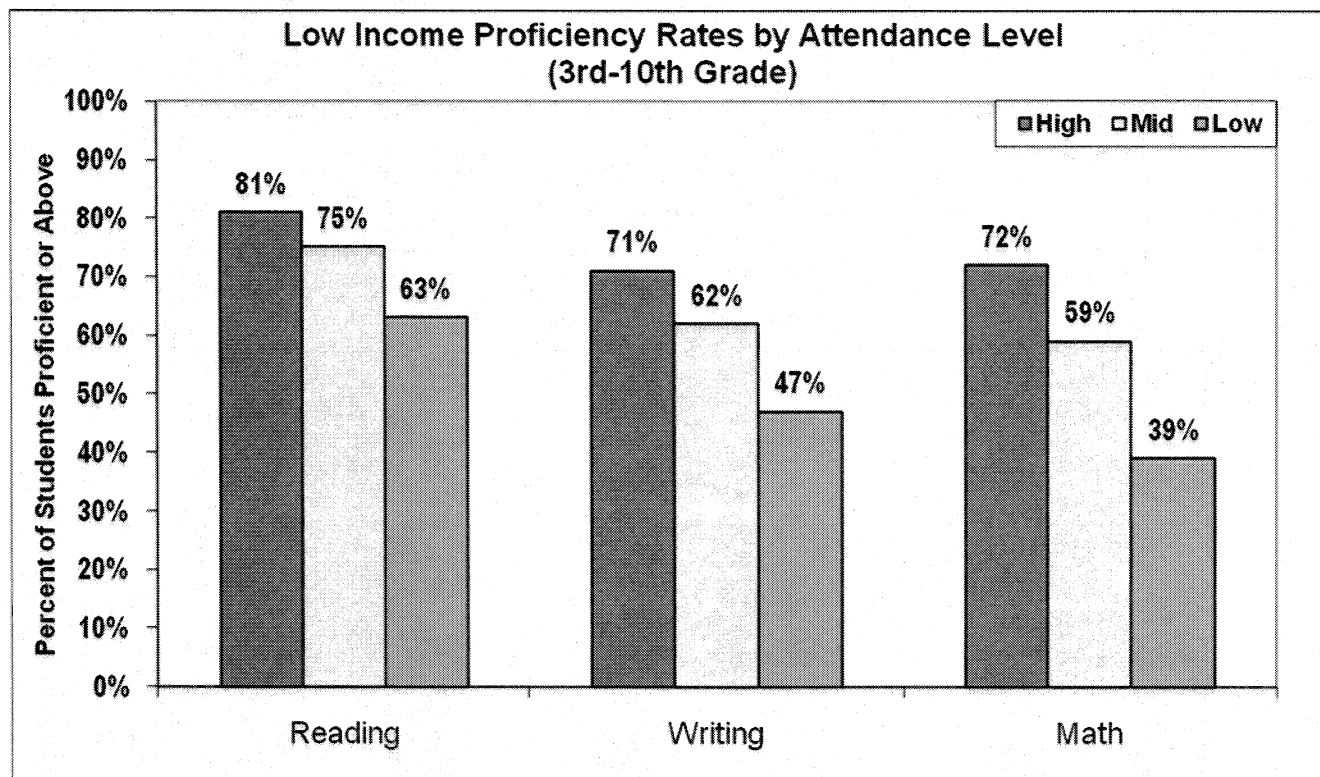


As revealed by this graph, students who have an attendance rate of 90% or more have higher levels of achievement as measured on Alaska's Standards Based Assessments in reading, writing, and math.

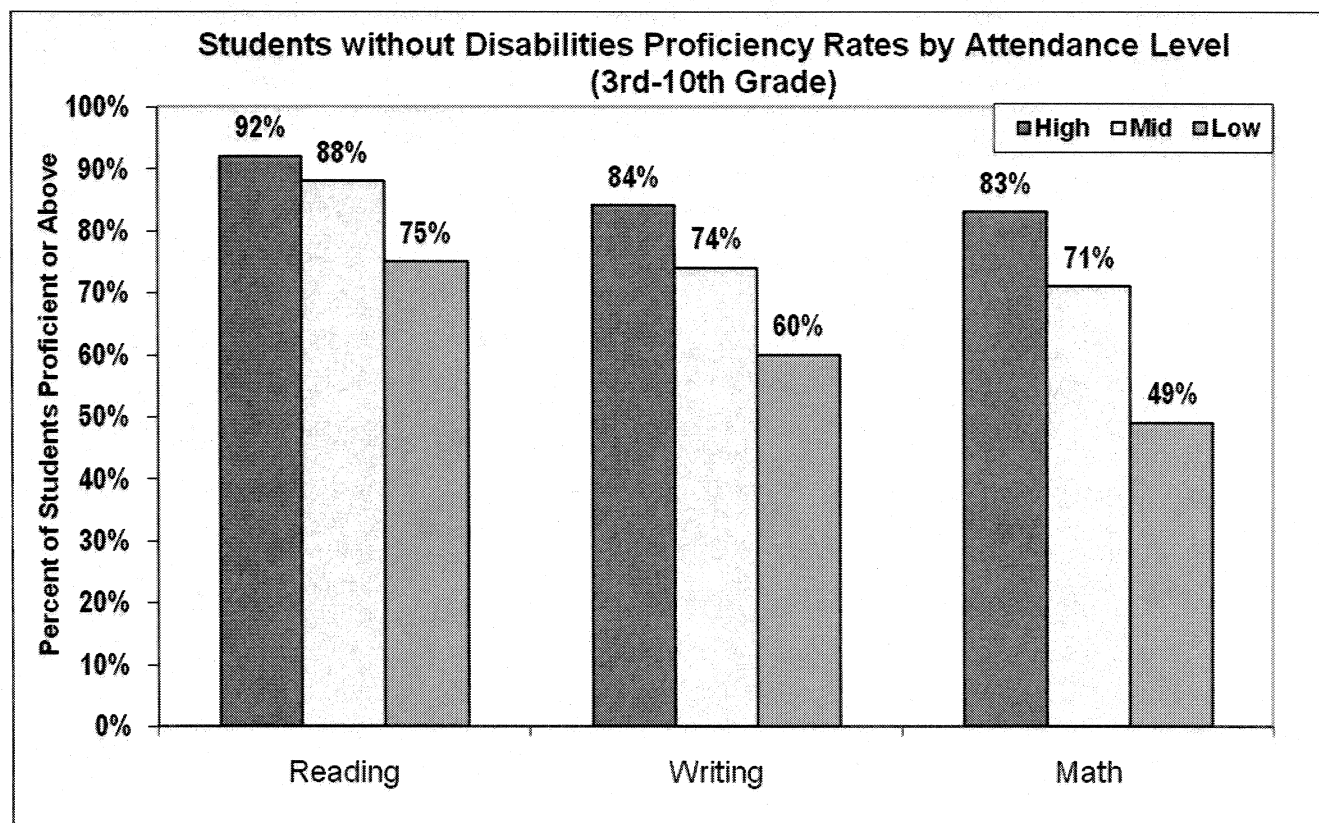
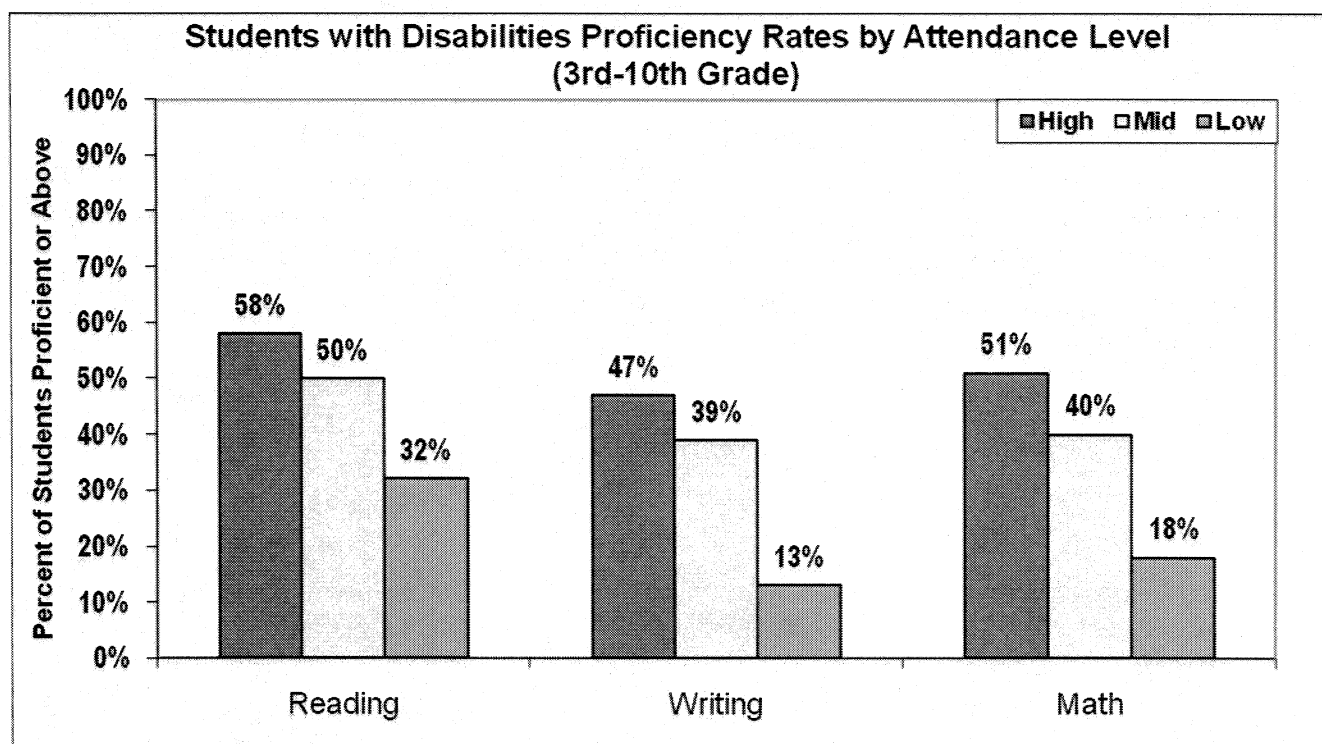
In addition to our efforts to ensure high attendance rates, parents should teach their children that attendance is important. When businesses call schools requesting references for job applicants, they want to know about attendance and grades. Most adults are dependable and report for work on cold days, when they have a headache, and when they don't necessarily feel like going to work. Employers in our community expect their employees to come to work on a daily basis. We should expect students to come to school on a daily basis.

Setting high expectations for attendance and encouraging students to set goals are essential ingredients for student success. Parents should emphasize the importance of good attendance and should encourage their children to set goals and then support them in reaching those goals.

Proficiency rates were disaggregated and analyzed by attendance level for the following subgroups: low income, not low income, students with disabilities and students not with disabilities in grades 3-10 (see the graphs on pages 5-6). The pattern is consistent. A significantly higher percentage of students with high attendance and mid attendance rates scored proficient or advanced in all subject areas than did those with low attendance rates.









The graphs on page 7 display the mean GPAs for high school students and middle school students by attendance groups. All high school attendance groups have slightly higher GPAs in semester one than semester two. For all middle school attendance groups GPAs get lower as the year progresses. The lower attendance rate groups in both high school and middle school have lower GPAs.

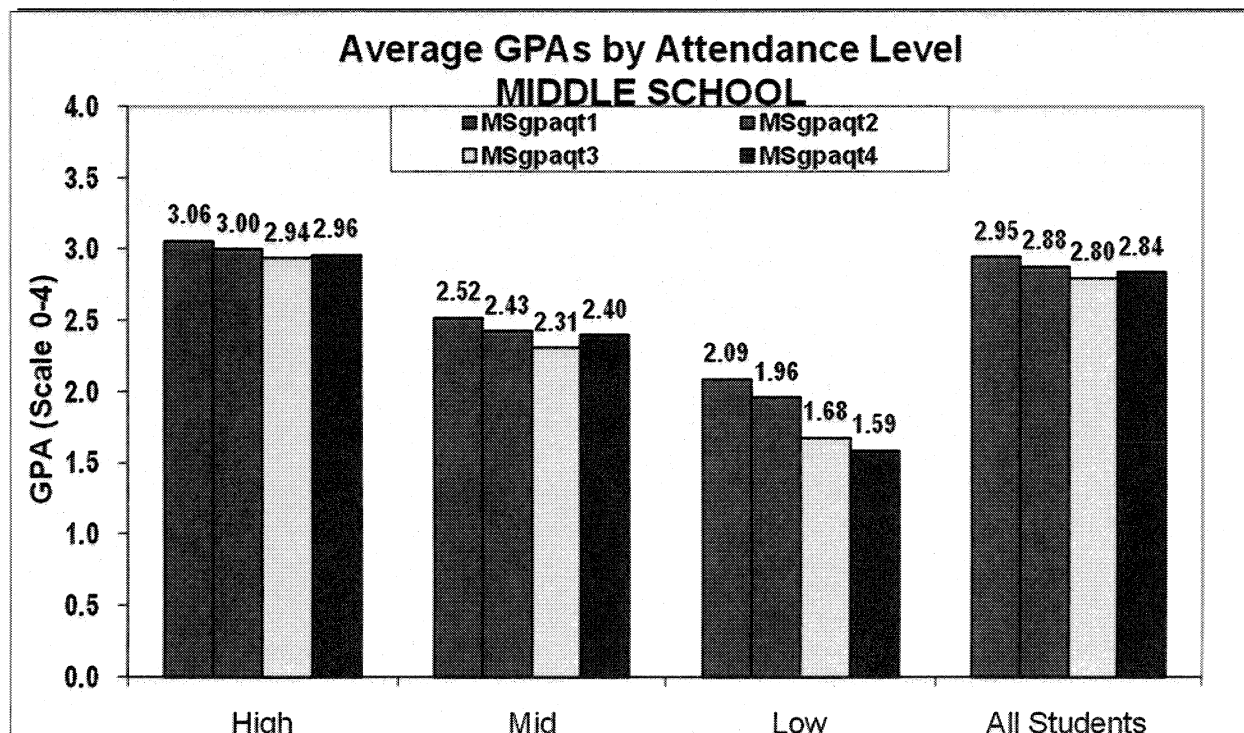
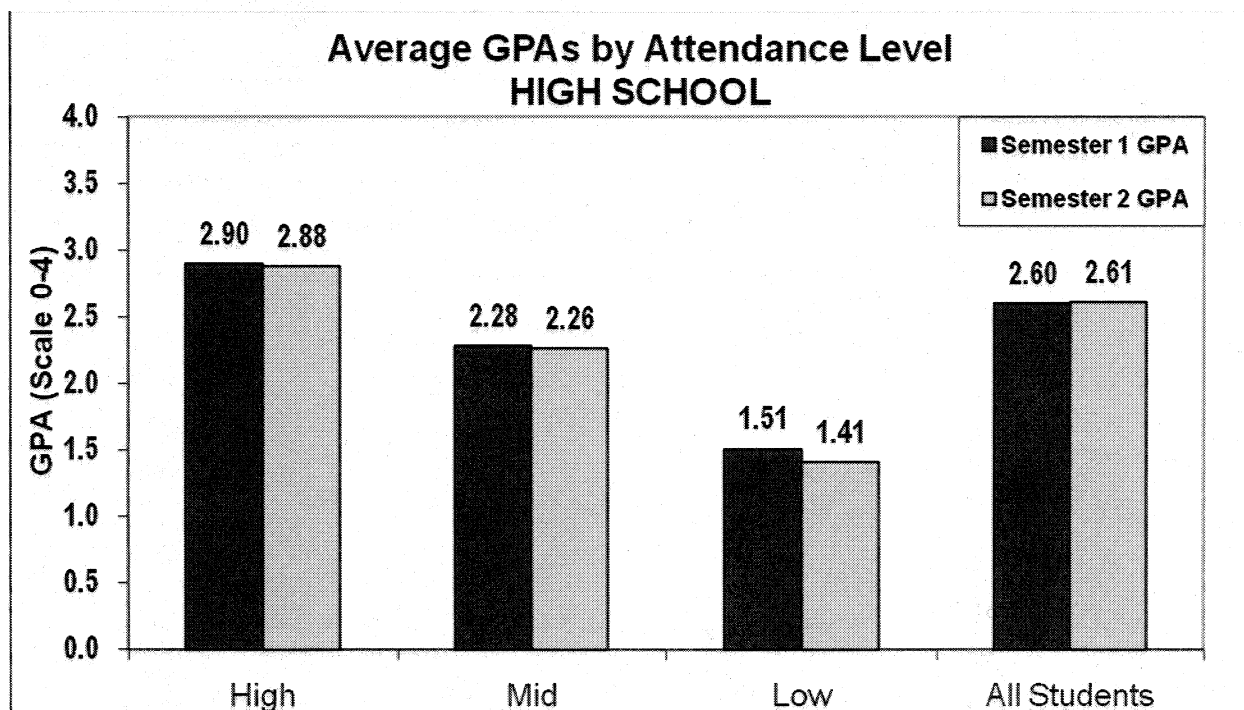


Table 1 reflects the relationship between demographics and attendance rate.

Table 1: Attendance Rates by NCLB sub-groups (grades 7-12)

Sub-group	High (>90%)	Mid (80-90%)	Low (<80%)	Total # (Grades 7-12)
Low Income	58%	24%	18%	1345
Students with Disabilities	58%	25%	17%	535
Caucasian	71%	20%	9%	4190%
African American	71%	17%	12%	441%
Hispanic	68%	22%	10%	381
Asian/Pacific Islander	75%	17%	8%	292
AK Native/ American Indian	57%	21%	22%	703
Multi-Ethnic	66%	23%	11%	143
All Students	69%	20%	11%	6150

## Conclusion

Attendance rates have a direct correlation with student achievement. Students in the high attendance rate group have higher levels of achievement as measured by Alaska's SBAs and GPAs. Other indicators of success such as dropout rate and continuing seniors are also impacted negatively by low attendance.

## Recommendations

- Conduct public forums in late January or early February
  - Raise awareness of the importance good attendance and the relationship to student success by sharing data
  - Discuss issues impacting attendance and possible solutions
  - Gain input from stakeholders on what an effective attendance policy should include
  - Explore possible attendance incentives
- Place the survey on the web to receive input from parents, teachers, and students
- Review and revise our current attendance policy (based on input from stakeholders)
- Schedule a Board Work Session in late February to discuss a draft of policy revisions and make adjustments desired by the board
- Place a draft copy of the policy on the web for public comment
- Adopt the revised policy and develop a communication plan

# **Hiring and Retention Report for the 2008-2009 School Year**

## **Executive Summary**

December 16, 2008

### **Introduction:**

“The Teacher Recruitment Report and Analysis of Hires” has expanded to include the report on hiring in the classified and exempt employee groups. Many positions in the school district require specialized training and expertise and are becoming increasingly difficult to fill. This report looks at teacher hires and spotlights where these new teachers come from; from which sources did they apply for positions; and the ethnicity of these new hires. We look at the current applicant pool of teachers in the same fashion but also include their area of expertise. We have added two new categories to this year’s report: Building Substitutes and Student Interns.

The District began in March 2008 accepting applications for all positions via our internet-based system, Applitrack. We have been able to attract more applicants for our varied positions and have included an initial look at these applicants.

### **Certificated Employees:**

Due to resignations, leaves of absences and retirements, the District hired eighty-four (84) certificated staff persons including seventy-four (74) teachers, five (5) assistant principals and five (5) principals. This number of new teachers represents a turnover rate of 7.8% or better stated we retained 92.2% of our teaching staff. The report showed that of the seventy-four (74) teacher positions filled to date, 10.8% were filled with known minority applicants. Two of the five assistant principals hired were African American and two of the five principal hires were Alaska Native. Sixty-five of the teacher new hires were either from the FNSB (55) or from within Alaska (10). Thirty-three percent (33%) of the new hires in the teacher ranks were interns from UAF with another eleven percent (11%) from our cadre of building substitutes. A new report this year (building subs) shows that sixteen percent (16%) of all building subs are minority with five of the fifty listed as African American.

### **Classified Employees:**

Of the classified employees hired for this school year, 27.2% are of known minority status with every identified minority classification represented. We hired an astounding one hundred ninety-five (195) classified employees so far this school year. Nearly 20% of the total classified staff identifies as minority. The District continues to attract a diverse applicant pool and as a result has been able to make some increases with diversity within the workforce

## Support Staff To Teacher Program

George Peterson, teacher aide at Lathrop; Donna Dwiggins, ELL program tutor at Tanana; Bao Do, prevention/intervention specialist at North Pole Middle; Gregory Click, teacher aide- intensive resource at West Valley, the Support Staff to Teachers Program participants, will all receive their teacher's certificate from UAF in May 2009.

### **Congratulations to our first graduates in the Support Staff to Teachers Program.**

The SSTP is a vital part of the District's "Grow Our Own" initiative. We are scheduled to begin a new SSTP Cohort this summer with graduation and certification completed in May 2011.

## FNSBSD-UAA Administrative Cohort

The UAA Administrative Cohort continues as another part of "Growing Our Own" initiative. Seven teachers were selected this school year to become FNSBSD-UAA Administrative Cohort. Three last year graduates of the program have been placed in principal positions and one graduate is serving as a FNSBSD Administrative Intern. We are continuing this program with a brand new class of seven cohort members: Cori Anthony, 6<sup>th</sup> grade teacher at University Park; Jeffrey Jacobson, math teacher at North Pole Middle; Annie Keep-Barnes, head teacher at North Pole Academy; Belinda Kinn, ITT at Instructional Technology Services; Bruce Merritt, counselor at Ryan; Kathy Port, Curriculum Coordination at Administrative Center; and Barbara Sperl, 6<sup>th</sup> grade teacher at Ticusuk Brown. We look forward to 2010 when this cohort completes the Type B Certification and becomes eligible for administrative and principal positions in the district.

## The Recruiting Roundtable

The Recruiting Roundtable has been a constant during these last three and half years serving a vital role helping the District in general and HR in particular design a better process to attract and retain great employees. The Recruiting Roundtable is expanding the membership of the committee to include community members beginning in January 2009. We are excited about this growth and look forward to gaining better insight and increased strategies as a result of this change.

## 2008-2009 Plans

This school year, we will work with the Future Teachers of Alaska Student Gathering to promote youth pursuing careers in education and connecting to the statewide FTA Program. The District will sponsor its own Job Fair again in March 2009; we will continue to encourage employees to become involved in the Support Staff to Teacher Program especially in content areas that are hard to fill; we will continue to work with the Assistant Superintendents' Office supporting the UAA Administrative Cohort Program; and we will work with the Special Education Department to develop effective ways to recruit more therapist and psychologist.

Finally, we will continue to work with UAF and UAA to develop other programs designed to promote and grow our own applicants and will continue to nurture our working relationships with colleges and universities across the country.

Recommendation:

The District is in a similar position as other school districts in the country and continues to struggle to locate and hire therapists and psychologists. **We recommend the school board pass a resolution authorizing the reemployment of retired employees** as a partial solution to this yearly dilemma.

Clarence Bolden  
Executive Director of Human Resources

Bett Schaffhauser  
EEO Director

## PERSONNEL INFORMATION REPORT

For the Period: 11/25/08–12/10/08

### EMPLOYMENT OF CLASSIFIED PERSONNEL

#### Cannon, Patricia

Date of Hire: December 2, 2008  
Position: Custodian/12 month at West Valley High School  
Reason: Replaces Shaunzhay Yang, transferred

#### Herrema, Sarah

Date of Hire: December 1, 2008  
Position: Cook/baker at the Central Kitchen  
Reason: Replaces Seth Roll, resigned

#### Monroe, Lise-marie

Date of Hire: December 8, 2008  
Position: Teacher aide – behavior/ intervention at Anne Wien Elementary School  
Reason: Replacing Colleen Atilano, resigned

#### O'Dell-Andersen, Amber

Date of Hire: December 10, 2008  
Position: Teacher aide – emotional disturbance at West Valley High School  
Reason: New position

#### Pringle, Cory

Date of Hire: December 9, 2008  
Position: Day custodian II at Weller Elementary School  
Reason: Replaces Anthony Van Valkenburg, resigned

#### Rooney, Sandra Petit

Date of Hire: December 2, 2008  
Position: Teacher aide – special education at Denali Elementary School  
Reason: New position

### CORRECTION TO TERMINATION OF CLASSIFIED PERSONNEL

On the 12/2/08 information report, Rebecca Hammer was listed as terminating effective 11/13/08; however, the employee was instead placed in layoff status.

### TERMINATION OF CLASSIFIED PERSONNEL

#### Bledsoe, Sean

Date of Hire: February 14, 2008  
Position: Teacher aide – special education (resource) at Ryan Middle School  
Eff. Date: December 5, 2008  
Reason: Resigned

#### Conway, Christie

Date of Hire: November 23, 2005  
Position: Teacher aide – intensive resource at West Valley High School  
Eff. Date: January 5, 2009  
Reason: Resigning

#### Currey, LaVonna

Date of Hire: November 20, 2000  
Position: Teacher aide – special education (resource) (previously) at Joy Elementary School  
Eff. Date: December 5, 2008  
Reason: Resigned

#### Dahl, Catherine

Date of Hire: March 25, 2008  
Position: Alaska Native education program tutor at Nordale Elementary School  
Eff. Date: December 19, 2008  
Reason: Resigning

#### Eller, Bobbi

Date of Hire: November 2, 2006  
Position: Elementary kitchen supervisor at Ladd Elementary School  
Eff. Date: December 16, 2008  
Reason: Resigned

## **PERSONNEL INFORMATION REPORT**

For the Period: 11/25/08–12/10/08

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### **Hisamoto, Grinnell**

Date of Hire: September 24, 2001  
Position: Custodian/12 month at Tanana  
Middle School  
Eff. Date: November 21, 2008  
Reason: Deceased

### **Peterson, Ruthe**

Date of Hire: October 29, 2007  
Position: Alaska Native education  
program tutor at Ryan Middle  
School  
Eff. Date: January 5, 2009  
Reason: Resigning

### **Rush, Eric**

Date of Hire: February 26, 2007  
Position: Teacher aide – behavior/  
intervention at Anderson  
Elementary School  
Eff. Date: December 19, 2008  
Reason: Resigning

### **Toyama, Mariko**

Date of Hire: August 18, 2008  
Position: English language learner  
(ELL) program tutor at Ladd  
Elementary School  
Eff. Date: January 8, 2009  
Reason: Resigning

Superintendent Approved Budget Transfers  
November 2008

<u>FROM</u>		<u>TO</u>	<u>DESCRIPTION</u>
Account Number	Amount	Account Number	Amount
98011.4010	300	28841.4814	300 Assist WV counselors with expenses to attend Career Technical conference.
98011.4401	3,345	97050.4010	3,345 CPI learning expenses for three employees.
98011.4010	600	22310.4600	300 Assist NPM & Randy Smith counselors with expenses to attend Career Tech conf.
		47100.4210	300
22330.4650	1,000	22330.4600	1,000 NPM align library supply account.
84110.4401	4,000	84110.4010	4,000 Align budget to reflect proper accounting classification.



# MINUTES

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Regular Meeting

MINUTES

November 18, 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. Joy Elementary School First Graders led the Pledge of Allegiance and then performed for the Board under the guidance of Claudia Pierson and Robin Benjamin, Joy Elementary first grade teachers.

Present:

Leslie Hajdukovich, President  
Wendy Dominique, Vice President  
Sue Hull, Treasurer  
Patrick Lee, Clerk  
Kristina Brophy, Member  
Sean Rice, Member  
Michael Fitzgerald, Base Representative  
Timothy A. Jones, Post Representative  
Ken Sample, Student Representative

Absent:

Howard Thies, Member

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  
Jim Cobb, Executive Director of Technology & Information Systems  
Kathy Hughes, Executive Director of Alternative Instruction & Accountability  
Peggy Carlson, Executive Director of Curriculum & Instruction  
Bob Hadaway, Executive Director of Special Education  
Ron Gherman, Executive Director of Library Media & Instructional Technology  
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**

**Fairbanks Community After School Future Farmers of America (FFA)**

The Fairbanks Community After School FFA Chapter recently attended the 81<sup>st</sup> National FFA Convention in Indianapolis on October 22-25, 2008. Several students were recognized at the convention. Julie Wild-Curry, director of after school programs, Marilyn Krause, FFA after school program teacher, and Jeff Werner, Alaska State FFA advisor, made the presentations.

## Fairbanks Community After School Future Farmers of America (FFA) (continued)

<i><b>Event/Category</b></i>	<i><b>Student(s)</b></i>	<i><b>Award(s)</b></i>
H.O. Sargent Diversity Award	Rose Jeffries	National Award Winner
National Outstanding Chapter	Entire Chapter	2 Star
Million Hour Challenge for Volunteer Hours in Diversity National Award	Entire Chapter	\$2,500
Livestock Judging Team	Rachel Kittelman Loni Weggel Courtney McCants Sarah Kester	Bronze Individual & Team Awards
Horse Evaluation Team	Kyrstin O'Daniel Jennifer Norton Jessica Elkins	Bronze Individual & Team Awards
Creed Speaking	Rayna Nelson	3 <sup>rd</sup> in 1 <sup>st</sup> Round & Bronze Award
Agriscience Fair Project in Food Biochemistry	Zachary Chaves	Bronze Award

### **ESP of the Month**

Vicki Anacker, University Park Elementary School administrative secretary, was recognized as the Extra Special Person for November 2008. University Park Principal Kyra Aizstraits made the presentation.

### **2008 Alaska Art Educator of the Year**

Karen Stomberg, districtwide art coordinator, was awarded the 2008 Alaska Art Educator of the Year award from the Alaska Art Educators Association (AAEA). AAEA President Laurel Herbeck made the presentation.

### **Spotlight: Boys & Girls Home**

Boys and Girls Home of Alaska recently opened a residential psychiatric treatment center (RPTC) in Fairbanks. The program was designed to help meet the mental health needs of youth between the ages of 7-18. Family Centered Services of Alaska, Inc. (FCSA) and Boys and Girls Home and Family Services, Inc. (BGHFS) had jointly embarked on a project to keep Alaska children who required intensive mental health treatment at home and near family in order to treat them more effectively and provide higher quality, fully integrated services.

Bob Sheehan, President and CEO of Boys and Girls Home of Alaska, John Regitano, Executive Director of Family Centered Services of Alaska, and Ernie Manzie, Director of Educational Programs, presented an overview of the program and the educational services.

The school program at the Boys and Girls Home of Alaska was provided through a contract with Family Centered Services of Alaska. Students were enrolled as members of the Fairbanks North Star Borough School District. The school opened August 8, 2008, with a capacity of approximately 119 students. Currently, there were approximately 30 students enrolled.

### Spotlight: Boys & Girls Home (continued)

The RPTC educational program was one of several components in the comprehensive treatment plan for each student. Students attended school five days a week for approximately seven hours a day. Included were scheduled individual and/or group therapy sessions, lunch, and breaks throughout the day scheduled by the teacher on an as-needed basis.

Upon arrival to the Boys and Girls Home, a records request was sent to previous schools and/or treatment centers. Given the fact that many of the students had often attended multiple treatment programs, group homes, or other types of treatment settings, educational records were sometimes incomplete. Administrators had found that students that came from an elementary/middle school level (grades 2-8) were easier to place in classes at the appropriate instructional level. Course selection for high school students (grades 9-12) used previous transcripts (when available) and/or placement testing. As members of the Fairbanks North Star Borough School District, students were expected to follow as much as possible the sequence of classes that led to high school graduation. All students followed the guidelines for required state assessments.

Most of the course materials used with middle and high school students were published by the American Guidance Services, Inc. (AGS)/Pearson Education. The materials were used as the "core" instructional materials for virtually all courses except Alaska Studies which was a collection of resource materials that matched the standards provided in the district's curriculum. Teachers supplemented with other resources to expand and enrich the curriculum content. AGS Materials had a lower reading level than standard textbooks at a high school level, but provided students a base level of knowledge in each of the subject areas. The program also had Fairbanks North Star Borough School District approved texts in all subject areas for students who could academically handle material at that level.

At the elementary level, teachers followed the Fairbanks North Star Borough School District curriculum. Elementary math instruction relied a great deal on Saxon Math materials. Reading/language arts, social studies, and science were provided using materials from a variety of educational publishers. In addition to core academic areas, all students were offered physical education daily in the full size gymnasium. Students also had the opportunity to participate in various art activities.

Many of the students were qualified to receive special education services from the special education teacher based upon goals established in individual education plans. Occupational, physical, and speech therapy were provided on an as-needed basis.

With respect to grades and grading, the school's philosophy was to provide the opportunity for academic success and to that end they had adopted a grading policy that reflected that philosophy. Students were given one of four grades based on their academic achievement and honest effort to master the material:

A	90% - 100%	Exceptional understanding/mastery of the material
B	80% - 89%	Mastery of the material presented
C	70% - 79%	Basic understanding of the material presented
NG	69% - Below	Has not yet developed a satisfactory understanding of the material presented.

## Spotlight: Boys & Girls Home (continued)

Teachers, at their discretion, could also attach to any grade:

+	Indicates extra effort and/or deeper understanding of the material
-	Indicates lack of effort and/or surface understanding of material

In addition, any student that had an individual education plan (IEP) would receive the designation of (#) next to their grade. That symbol indicated the material had been significantly modified based upon the IEP.

When a student transferred out of the program, the staff was available to the receiving school for continued discussions regarding each student's education program during the time he or she was enrolled, and recommendations for placement in future school settings.

### BOARD QUESTIONS

Mrs. Dominique asked if the enrollment numbers were expected to increase. Mr. Sheehan thought it would take approximately a year for the enrollment to reach full capacity.

Mrs. Hull thanked Mr. Regitano, Mr. Sheehan, and Mr. Manzie for their work on the project and asked them to extend her thanks to the entire staff. She asked for clarification on the correct name of the program – Boys and Girls Home of Alaska.

Colonel Fitzgerald thought the program had the right resources and was on the right track, but asked how success would be defined. Mr. Sheehan thought it was a great question, but difficult to answer. Success was sometimes found in making sure the students were not in prison at the age of 18 or confined to a mental facility. The program's goal was to teach students to make it in life. There wasn't a definitive way to measure success. They tracked students to determine if they could live in society and be successful.

Mr. Rice asked if the program had a plan to track the students after they left the program. Mr. Regitano said tracking students was already being done. Most of the students needed individualized support after they left the program. The definition of success was very different for each student.

### AGENDA

RICE MOVED, DOMINIQUE SECONDED, TO ADOPT THE AGENDA WITH  
CONSENT ITEMS.

The following consent items were moved:

accepted the United Way of the Tanana Valley Substance Abuse Prevention Fund grant in the amount of \$3,000, per Fiscal Note 2009-17.

accepted the Title I, Part D, Subpart I, Delinquent grant award in the amount of \$27,610, per Fiscal Note 2009-18.

accepted the Youth in Detention grant in the amount of \$112,923, per Fiscal Note 2009-19.

accepted the *No Child Left Behind* Consolidated Application grant in the amount of \$4,909,039, per Fiscal Notes 2009-20 through 2009-29.

accepted the Monthly Management Reports for October 2008.

## **Consent Agenda (continued)**

approved the minutes from the special meeting November 3 and the work session November 4, 2008, as submitted.

approved Budget Transfer 2009-058: Library Media in the amount of \$191,392.

approved Budget Transfer 2009-061: Elementary Graduation Success Tutor allocations in the amount of \$139,376.

awarded IFB 09-F0013 to furnish and install library security gates to 3M Company, in the amount of \$40,354.

approved Tanana Middle School's request to send students to Washington, D.C. and New York City, February 22-28, 2009 to learn about various historical events, with substitute costs paid by the district.

accepted the gift of \$2,500 from the National Future Farmers of America Foundation, Inc. to the district, to be used for the purchase of materials to assemble learning kits for district FFA clubs.

accepted the gift of bows, arrow curtains, bow racks, arrows, targets, and a tool kit, valued at \$3,000 from the National Archery in the Schools Program to West Valley High School to be used for the school's archery program.

approved the Personnel Action Report for the period October 30 – November 12, 2008.

acknowledged the Personnel Information Report for the period October 30 – November 12, 2008.

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

acknowledged the Expulsion Report for the 2008-2009 school year, as of November 13, 2008.

acknowledged the Board's Reading File.

acknowledged Coming Events and Meeting Announcements.

**ADVISORY VOTE. 3 AYES**

**MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES**

## **PUBLIC COMMENT ON NONAGENDA ITEMS**

Oliver Jaksons, 1809 Endecott Ave, a long time North Pole resident and parent of students at both North Pole Middle and High Schools, voiced concerns over the recent alleged bomb threat incident. Although he was before the Board as an individual parent, he felt he was speaking on behalf of many other parents. Mr. Jaksons commended the district staff involved in the incident; he had sent an email to North Pole Middle Principal Rich Smith and his staff the following day thanking them for their assistance. Mr. Jaksons also thanked the military representatives for their handlers and working dogs; he felt they had been the real heroes. He was a previous combat MOS veteran and current federal government employee. Mr. Jaksons asked the Board for an immediate review and evaluation of the policies and procedures regarding evacuation plans. There was a difference between the evacuation plans for a fire, a shooting threat, and a bomb threat. Mr. Jaksons did not think the district and community needed mass casualties. Today's society was unpredictable, anything could happen; unfortunately, it happened everyday. He had been told about how individuals used situations to draw individuals out of a building, but there could always be a secure area.

## **PUBLIC COMMENT ON NONAGENDA ITEMS (continued)**

Mr. Jaksons thought everyone could work together on better evacuation plans for specific situations. In regards to the recent North Pole Middle bomb threat incident, he said parents were devastated. Mr. Jaksons had stood three and a half hours in the police line himself. He strongly believed the entire community would have come together to safely evacuate the students. He was aware of the many logistical issues involved, but it could be done. Mr. Jaksons thought the policies and procedures should be addressed immediately. He noted the victims in the Oklahoma bombing did not have a chance. But the district and community had the chance to learn from the North Pole Middle event. Mr. Jaksons urged the Board to reevaluate the policies and procedures; it should be a top priority.

## **OLD BUSINESS**

Included in the Consent Agenda.

## **NEW BUSINESS**

### **Approval of Exempt Employees Step Movement and Salary Table Increase**

The Board has approved a salary table for exempt employees with established steps. Steps were not automatic and could only be authorized by Board action. The superintendent was recommending that steps for 2008-09 be authorized and that the salary table be increased by a combination of \$1,000 and 2% per each grade/step.

DOMINIQUE MOVED, HULL SECONDED, TO AUTHORIZE EXEMPT EMPLOYEE STEP MOVEMENT FOR ELIGIBLE EMPLOYEES AND INCREASE THE SALARY TABLE AS RECOMMENDED BY THE SUPERINTENDENT, EFFECTIVE JULY 1, 2008, PER FISCAL NOTE 2009-30.

There were seventy exempt employees in the exempt group. Dr. Wagner was proposing step increases for those employed with the district prior to July 1, 2008, along with a salary increase of \$1,000 plus a 2% increase on each cell of the salary schedule. She felt the exempt employees should be treated on terms very similar and consistent to the rest of the negotiated groups. Exempt employees did not have a negotiated contract. Dr. Wagner stated the requested increases would cost approximately \$338,000 plus benefits from the operating fund and approximately \$50,000 plus benefits from grants. The increase would help the exempt employees not lose ground and will help keep the district competitive as it continued to attract the most qualified people. Dr. Wagner stated the exempt employees served as the backbone of the organization. They had essential skills and knowledge that were needed to support the vision and mission of the district. Dr. Wagner strongly recommended the Board approve the salary increases for exempt employees.

## **BOARD QUESTIONS**

None

## **PUBLIC COMMENTS**

None

## **BOARD COMMENTS**

Mrs. Hull commended the staff and felt there was no better way to invest than in the staff. She thanked the exempt staff. Their work had been terrific and she appreciated their support. The increases were inline with what was given to other staff and they certainly deserved it.

Mr. Rice wanted to be certain the increases were comparable to the increases for teachers.

ADVISORY VOTE. 3 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

## **Suspend Policy 264: Cancel January 6, 2009 Meeting**

BROPHY MOVED, DOMINIQUE SECONDED, TO SUSPEND THE RULES, POLICY 264: TYPES OF MEETINGS, AND CANCEL THE JANUARY 6, 2009 REGULAR MEETING.

Dr. Wagner recommended the meeting be cancelled.

Mrs. Hajdukovich stated she and Dr. Wagner had looked at the Board's calendar and felt cancelling the January 6 meeting would not be detrimental to conducting the Board's business.

### **BOARD QUESTIONS**

None

### **PUBLIC COMMENTS**

None

### **BOARD COMMENTS**

None

ADVISORY VOTE. 3 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

## **INFORMATION AND REPORTS**

### **2008 Class Size Report**

Kathy Hughes, executive director of alternative instruction and accountability, presented the 2008 Class Size Report. Mrs. Hughes acknowledged Heather Rauenhorst, from her staff, who authored the report, and Janet Toohey, from the information systems department, for her assistance in providing the data.

The purpose of the annual class size report was to provide information on the number of students in individual classrooms and the average class sizes in the schools and district. Class sizes were important for making staffing adjustments as enrollments fluctuated within schools and across the district. The district made every attempt to keep class sizes as low as funding would allow.

The class size averages in the report were based on enrollment data extracted from the district's student records system for October 1, 2008. It was important to note that the report represented a snapshot in time; the information was "frozen" to allow the district to report it. The information changed whenever students enrolled, withdrew, or had a schedule change.

The report did not present total enrollment figures, but rather the average class size for regular education classrooms. Average class sizes did not include students enrolled in preschool programs, self-contained special education classes, charter schools, or alternative programs.

Class size data for 2008 showed:

- 7,343 students in grades K-6, with an average class size of 23.5 students
- 1,995 students in the 7<sup>th</sup> & 8<sup>th</sup> grades, with an average class size of 21.5 students
- 4,191 students in 9<sup>th</sup>-12<sup>th</sup> grades, with an average class size of 22.0 students

The report included historical data, as well as detailed enrollment information at the school level. Individual school averages varied, ranging from 20.5 to 25.1. The current class size average of 23.5 students was slightly higher than the past five years but lower than the target of 24.5. It was important to note the size of individual classes might vary from the average.



## 2008 Class Size Report (continued)

Class sizes for kindergarten represented both morning and afternoon classes. The grade levels with the lowest and highest average class sizes were, respectfully, kindergarten with 22.4 and first grade with 25.4 students per class.

The class size report was a presentation of data that was not accompanied by administrative recommendations. Class size targets were determined during the budget process.

### BOARD QUESTIONS

Mrs. Hull asked for the target sizes for grades K-3<sup>rd</sup>. Mr. Fisher stated the targets were:

- ☒ Kindergarten – 25:1
- ☒ Primary (Grades 1-3) – 23.5:1
- ☒ Intermediate (Grades 4-6) – 25.5:1

Overall the target for all elementary was 24.5 students.

Mrs. Hull noted the absence of recommendations and asked if the administration planned to make any. Dr. Wagner stated the recommendation would be if the Board was interested in reviewing the targets the district had been using for a number of years, it should happen during the budget process.

Mrs. Hull wondered if the administration, in looking at the report, had any specific recommendations related to class size. As had been stated before, it would be helpful for the administration to provide recommendations based on the reports. Dr. Wagner said the administration's recommendation was to review the target sizes during the budget process. The administration felt the targets had been a good guide for the district over the past years. The targets were a guide and if the Board wanted to review them, it could be done during the budget process.

Mrs. Hull asked what generally happened to class sizes historically during the year. Mrs. Hughes explained that generally elementary classes increased and high school classes tended to decrease – barring any major community events.

Mrs. Dominique said she would rather make her recommendations to the administration at the current time so they could be included in the budget. She would like to see the class size for kindergarten lowered. With the advanced level of children today and the testimony the Board had heard from teachers, she thought the class size should be lowered by a few students.

Mr. Lee asked for additional historical information regarding the number of students and classes. He noted the historical data for the average class size, but wanted to see the same historical data for the number of students and classes. He was interested to see if there had been any influx of enrollment or an increase or decrease in the number of classes.

Mr. Rice asked if the buildings could accommodate additional classrooms if the class sizes were reduced. He noted the high numbers still at Badger Elementary, even after its sixth graders were moved to North Pole Middle School. Mrs. Hughes wasn't certain about building capacity, but felt it went back to Mr. Lee's question about the number of classes as opposed to class size. A school might have fewer classes with the movement of a grade to a different building, but the report was an average class size for regular class rooms across the district. The intent of the report was to note the average class size; it did not look at building capacities, total enrollment numbers, or special programs. Including all that information would require a different report. Moving the classes may or may not have had any effect on the total number of students in a particular classroom.

## **2008 Class Size Report (continued)**

Dr. Wagner stated when the district previously looked at the overcrowded conditions at North Pole and Badger Elementary Schools both the schools were above capacity. By moving the sixth graders to North Pole Middle this year, it gave the two schools more room for growth in grades K-5. Both schools had a larger enrollment than had been projected, so it was a good thing the sixth graders were moved. Dr. Wagner noted Ticasuk Brown Elementary School's enrollment was okay and had not required moving the sixth graders to North Pole Middle.

Mr. Lee stated he liked the data; the report was well prepared.

Mrs. Hajdukovich asked about the current year versus last year. She recalled that last year had been a really good year for class size and knowing it would not be that way in the current year. She asked the administration to explain the reason behind the big change. Dr. Wagner explained the district's enrollment had come in lower than projected last year, but the district had already staffed the schools for the higher enrollment, hence the smaller class sizes. This year the enrollment was closer to projections.

Mr. Fisher agreed with Dr. Wagner. He noted if a large number of students were moved from one school, like the sixth graders from Badger to North Pole Middle, the teachers were moved with them. The targets had not been changed in many years. In years where the enrollment came in lower than projected, the class sizes were lower; in years where the enrollment was near or over projections, class sizes would be near the target numbers.

Colonel Jones asked about the change in class sizes. It seemed to follow the size of the classes would move every year – if there was a large kindergarten class, it would expected to see a large first grade class the following year, etc. That progression did not seem to be reflected in some of the data in the report. It looked that virtually every year the enrollment had gone down. Every year the average class size had decreased except for 2007-08 and asked for an explanation for the increase in 2007-08. Mrs. Hughes explained it was difficult to project first grade because kindergarten was not mandatory and there were other options, outside the district for students and parents. The rollup from kindergarten to first grade was different than other grades, so it was difficult to predict for first grade. There was no way to predict how many kindergarteners or potential kindergarteners did not attend the district's kindergarten.

Mr. Fisher added that in the projection formulas the district tried to accurately project the number of rollup students from grade to grade.

Mrs. Hull asked what the district did to check with and follow up with the other kindergarten programs in the community to see if they planned to enroll for first grade with the district. Mrs. Hughes said she was not aware of any type of follow up with other programs. She said some people chose not to participate in any form of kindergarten. The district did conduct spring kindergarten registration so there was some indication of students coming into the district from other programs.

### **PUBLIC COMMENTS**

None

### **BOARD COMMENTS**

Mrs. Dominique thanked the administration for the report. She recognized the difficulty in projecting enrollment.

Mr. Sample felt the report had been done very well. He had taken the report around to all his classes to compare the actual sizes of the classes to the data in the report and it was very accurate.

## 2008 Class Size Report (continued)

Mr. Rice thanked the administration for the report.

Mrs. Hull thanked the administration for the report; she looked forward to the class size report every year, but she had some concerns about the report. When she looked at the report, elementary was higher in every grade for the current year. She was particularly concerned about first grade which had gone up 3.7 students, approximately 4 students on the average. Second and third grades were both up by two students on average. Mrs. Hull had looked back at the 2004 Class Size Report because there was more historical data in the older reports; she would like to see more history included in the reports. In looking back, in the first through third grades, the current year was the highest in a dozen years for two of them and the highest in ten years for the other. Mrs. Hull thought the significantly higher classes this year was one of the reasons the Board had heard from teachers this year.

In comparing the average class size for kindergarten through third grades from 2006 to 2007, Mrs. Hull pointed out there had not been a significant difference. In looking at the historical data in the early grades, the low enrollment would not have been the reason for the jump in the early years; it wasn't that last year was an especially good year, if the data was looked at historically. For some reason there was an increase.

Mrs. Hull strongly believed the early years were so important. She was pleased with what had been happening in kindergarten, but there was still work to be done. If you looked back through the years, beginning in 2000, the class size had decreased significantly over the past five years from a high of 27.3 students. But if you looked prior to 2000, in kindergarten, before the flex schedule, the numbers were 20.8, 21.1, 22.4, and 21.8. When the district went to the flex kindergarten program, the class size increased.

While at the AASB conference the big districts had met to discuss a number of topics. Class size had come up and other districts had spoke about how they had lowered their class sizes. Their kindergarten and first grades class sizes were significantly lower than Fairbanks.

Mrs. Hull had reviewed Anchorage's class size report for 2007. The staffing divisors were 20.5 in kindergarten, 21 in first grade, and the targeted ratio was 18.1 in kindergarten and first grades with the class size reduction positions. What Mrs. Hull had gathered from the report was Anchorage's budgeted targets were 20.5 and 21 and targeted 18:1 using their class size reduction positions from what she guessed to be from Title IIB. She thought the Board needed to review the class size numbers to reduce kindergarten further and to also look at first through third grades.

Mrs. Hull thought it would also be a good idea to check with the area preschools to get a better idea of the possible number of potential kindergarteners and first graders. She also had a list of four to five items that had been part of the older reports but were no longer included in the new reports, such as Mr. Lee had mentioned the historical data for the number of classes and the number of students. She would email the list to the administration. She requested the information be gathered and routinely included in future reports.

Mrs. Hull also had a chart from Anchorage that she would pass along. It was a scatter chart that showed in four categories how many classes were in the category. She thought it was interesting to see the number of classes in each of the categories because it gave a better picture than the overall average.

Mrs. Hull felt class size was very important to the students and staff and it was where the district should be putting its money.

## 2008 Class Size Report (continued)

Dr. Wagner said the administration had asked the elementary principals to consider the option of full-day kindergarten. She thought it was something the Board should think about as well. If the district went to a full-day kindergarten, the student ratio would have to be 20:1. Dr. Wagner thought the Board and administration should give full-day kindergarten serious consideration during the budget process.

Mrs. Hull noted that with the flex kindergarten program, the numbers were smaller in the morning and afternoon, but for two and a half hours the entire group was together. Even if the district kept the flex kindergarten program, consideration had to be given to that middle part of the day when both groups were together. Mrs. Hull did not oppose going to a full-day kindergarten and thought kindergarten enrollment would increase with a full-day program because of those students that were not enrolled due to transportation issues.

Mrs. Hull said additional revenue would not be generated with a full-day program, as the flex program would generate the same funding as a full-day program. She thought Kenai and Anchorage had an aide, even with the lower numbers.

Mrs. Hajdukovich thanked the administration for the report. She recalled the challenge of getting the class size data last year because of PowerSchool Premier being new and she recognized many hurdles had been overcome to produce the report.

Mrs. Hajdukovich announced the upcoming budget parameters work session on December 1, where Board members could put forth their concerns and ideas.

Mrs. Hull thought if the Board knew the cost of reducing class sizes at the kindergarten through third grades, it would be helpful in the budgeting process.

Mrs. Hajdukovich thought class size was a topic of concern for all districts throughout the State. Board members and administrators statewide were always trying to keep a lid on class size. Everything cost money. If the district reduced class size, a tough decision would need to be made somewhere else. Mrs. Hajdukovich believed everyone wanted smaller classes, but it came with a cost. She wondered with the talk of dropout rates and graduation success, what might happen if there was a significant change in the district's class size.

### Secondary Scheduling Ideas

Wayne Gerke, assistant superintendent of secondary, reviewed various scheduling options that took into consideration current Best Practices for Secondary Reform.

With the secondary review process having been underway for sometime, Dr. Wagner explained several goals had been developed through input from the public forums, research, and administrators, along with some action steps to reach those goals. A few of the action steps had been implemented over the school year. Goal Three of the Secondary Education Reform Recommendations was to *"Provide a variety of ways that students could meet their goals"* and the action plan was to review the idea of a common schedule at the high school level. Mr. Gerke would be reviewing the reasons for schedule changes and a couple of schedule options.

Mr. Gerke explained the district had looked at a lot of research and high school models over the course of their review and revamping of secondary schools. The model that had best fit the needs of the district was from *Breaking Ranks: Strategies for Leading High School Reform*. It was based on the work for the National Association of Secondary School Principals. The model differed from other models because it was broad based and it did not depend on one set of activities.

## Secondary Scheduling Ideas (continued)

The model was based on seven cornerstone strategies to improve student performance.

1. Establish the essential learnings a student was required to master in order to graduate, and adjust the curriculum and teaching strategies to realize that goal.
2. Increase the quantity and improve the quality of interactions between students, teachers, and other school personnel by reducing the number of students for which any adult or group of adults was responsible.
3. Implement a comprehensive advisory program that ensured that each student had frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.
4. Ensure that teachers used a variety of instructional strategies and assessments to accommodate individual learning styles.
5. Implement schedules flexible enough to accommodate teaching strategies consistent with the ways students learned more effectively and that allowed for effective teacher teaming and lesson planning.
6. Institute structural leadership changes that allowed for meaningful involvement in decision making by students, teachers, family members, and the community and that supported effective communication within these groups.
7. Align the schoolwide comprehensive, ongoing professional development program and the individual Personal Learning Plans of staff members with the content knowledge and instructional strategies required to prepare students for graduation.

The strategies were designed to give schools possible entry points to pursue changes and together, the seven cornerstones, would form the foundation for improving the performance of each student.

Breaking Ranks broke down the cornerstones into three clusters:

- ☒ Collaborative Leadership and Professional Learning Communities
- ☒ Personalization and the School Environment
- ☒ Curriculum, Instruction, and Assessment

They had also developed thirty-one recommendations for lasting school reform, but there was no way all of them could be implemented in a short amount of time. An essential part of the reform from Breaking Ranks were the three areas that needed to change for real reform to take place – instruction needed to change; the culture of the school needed to change; and the structure of the school needed to change.

The question had been raised a lot asking why the need for change. Mr. Gerke stated it was clear the graduation rate had to improve, the dropout rate had to decrease; and schools needed to be more relevant and rigorous for students while also helping to ensure students had a positive relationship with their school. He reminded everyone that student achievement and success were the goals.

The three areas needed for change – instruction, culture, and structure were highly interconnected. While headway was being made on changing the culture, the district continued to work on improving instruction. It was now necessary to look at changing the structure of the high schools.

## Secondary Scheduling Ideas (continued)

Out of the thirty-one recommendations put forth in *Breaking Ranks*, the district was in the process of implementing ten of them in the high schools. Many of the recommendations would require the district to make some structural changes. The ten recommendations the district was working on with the revamping were:

1. A high school would regard itself as a community in which members of the staff collaborated to develop and implement the school's learning goals.
2. Teachers would provide leadership essential to the success of reform, collaborating with others in the education community to redefine the role of the teacher, and to identify sources of support for that redefined role.
3. Every school would be a learning community for the entire community.
4. High schools would build partnerships with institutions of higher learning to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators.
5. High schools would create small units in which anonymity was banished.
6. Each student would have a Personal Plan for Progress that would be reviewed often to ensure that the high school took individual needs into consideration and allowed students, within reasonable parameters, to design their own methods of learning in an effort to meet high standards. (4+2 Plans)
7. Every high school student would have a Personal Adult Advocate assigned to him or her to personalize the educational experience.
8. High schools would develop flexible scheduling and student grouping patterns that allowed better use of time in order to meet the individual needs of students and to ensure academic success.
9. Each high school would present alternatives to tracking and to ability grouping.
10. The high school would reorganize the traditional department structure in order to integrate the school's curriculum to the extent possible and emphasize depth over breadth of coverage.

Based on the district's need to examine the structure of the schools, Mike Neubig, a scheduling consultant with the Association of Career Technical Education (ACTE), spent two days in Fairbanks working with secondary principals and staff to help develop a common schedule for the high schools and middle schools.

Each school brought in a team of five people. The administration did not have a preconceived plan for what the schedule would look like, but the goal was to increase the graduation rate, decrease the dropout rate, increase opportunities for students, and maximize the district's resources.

## **Secondary Scheduling Ideas (continued)**

The following common priorities were identified from leadership teams from all Fairbanks middle and high schools in attendance.

### **Middle School Priorities**

- Teaming/common planning time
- Flexibility – Regrouping/periods of time
- Rotation – Different periods at different times
- Increase in exploratory offerings
- Personalization/advisory time

### **High School Scheduling Priorities**

- Teaming with common planning time
- Flexible scheduling including time for “extended periods” (blocks)
- Expanding elective and other course offerings
- Reduce failure – more opportunity for academic intervention – structures to help failing students
- Time for meaningful personalization with students (advisory)

### **Priorities added by the district’s administrative personnel**

- The ability to share resources by identifying a common period in which distance delivery courses could occur.
- The ability to have a more unified schedule so that district resources could be shared to expand student course offerings.

### **Some of the issues and difficulties achieving these priorities were identified as:**

- Schools being on different schedules on different days of the week made it impossible to match up periods
- Staff using extended passing time for tutoring, personalization, and student down time
- Lack of current elective offerings
- Limits of six-period day
- Number of students repeating courses after failure
- Lack of sufficient planning time for teacher teams
- Inability of curricular departments to have time for collaboration
- Lack of ability to provide student intervention during the day
- The inability to offer career pathways due to limitations of current schedule

A couple of schedule options were reviewed – one with seven class periods with one individual planning every day and one collaborative planning every other day with forty-eight minute single classes and ninety-six minute blocks and students would be able to take seven courses per year; and the other one with six class periods with all classes meeting on Mondays and Fridays along with a teacher professional learning community on Tuesdays and an advisory time for students on Wednesdays.

Mr. Gerke also noted he had received several other schedule suggestions. The principals would be discussing the different options at their next meeting.



## Secondary Scheduling Ideas (continued)

### BOARD QUESTIONS

Mrs. Dominique thanked Traci Pulido for her email regarding input on changing the schedule. Mrs. Dominique asked if students from other high schools would be able to take career classes at Hutchison. Mr. Gerke said it would depend on if the district changed their philosophy. Hutchison was a stand alone school. Mr. Gerke noted all schools would have career paths so students would not have to travel to Hutchison for classes. Mrs. Dominique thought there needed to be more of a variation of career programs offered.

Mrs. Brophy asked about soliciting student input regarding the schedule changes. Mr. Gerke stated there were student representatives on the committees and student input was welcome at any time.

Mrs. Brophy asked about the impact of the five-minute passing period and tardies. Mr. Gerke said that there had been many discussions on the issue and Mr. Neubig had noted that with all his extensive experience with schools across the country, he had never seen such long passing periods as the district had.

Dr. Wagner noted the schedule options were starting points and there was room for adjustment.

Colonel Fitzgerald asked if the goal was to have every school on the same schedule, once a schedule was developed. Mr. Gerke stated it would be the ultimate goal, but realizing that some schools had specific concerns and issues. Colonel Fitzgerald thought principals should have as much leeway on the schedules as possible to allow for each school's unique situation.

Mr. Sample asked when the changes would be implemented. Mr. Gerke said for the 2009-2010 school year. Mr. Sample asked how students would be involved in the process. Mr. Gerke said the principals would determine how to best utilize their students with focus groups.

Mr. Lee asked how the suggested schedule differed from the current schedule and how it would affect the district. Mr. Gerke explained Lathrop and West Valley High Schools were on a rotating four-period day and Hutchison and North Pole High Schools were on a schedule very similar to the one suggested. Mr. Gerke noted the one significant change to the main schedule under consideration was the Professional Learning Community time on Tuesdays when students would still come to school at the normal time, but classes would start later in the morning to allow teachers that time to collaborate with colleagues – that opportunity would be a huge change for the schools.

Dr. Wagner said another significant change with the new schedule was the advisory time with students. With wanting to get students more connected and more involved in decisions, the time could be used for class meetings, student input, in addition to setting their goals.

Mr. Sample asked about the reasons for changing from four to six periods a day. Mr. Gerke said with a schedule with all six periods on Mondays and Fridays, it was a good opportunity for staff members to connect with all their students on the first and last day of the week. It had been found to be very beneficial at Hutchison and North Pole High Schools where it was currently being done.

Mrs. Hajdukovich asked how students and staff would adjust to the shorter class and passing periods of one of the schedule options. She recalled when she attended West Valley there were six period days, with five-minute passing periods. Mr. Gerke agreed it would be an adjustment. Forty-eight minute classes were very short in comparison to current schedules.



## **Secondary Scheduling Ideas (continued)**

When Mr. Gerke was at Tanana Middle School as the assistant principal, they had changed the schedule where all the classes met in a day for 45-48 minutes each and it seemed like students just arrived and it was time to leave. Mr. Gerke said that was one reason the administration was leaning away from the seven periods a day option and looking at the six period option.

Mrs. Hull asked for clarification on the two scheduling options. Mr. Gerke said for there to be common staff planning time every day, there needed to be a seven-period day, with forty-eight minute classes to accommodate a common planning time and individual prep times for teachers. If seven periods a day was not a viable option, then there would be no way to have common planning time and individual prep time for teachers every day. The other option was having six periods with all six periods meeting on Mondays and Fridays.

### **PUBLIC COMMENTS**

Steve Laroe, 226 Glacier Avenue, speaking on behalf of himself, thought thirty-one changes was a lot of change. Mr. Laroe was concerned about redefining the role of a teacher. He didn't know if it could be done by the beginning of the next school year, because there had to be teacher buy-in to the new definition of a teacher, which was not listed. Mr. Laroe hoped in any future reports someone would define SLC and PLC before they were used in the report. He had surmised that SLC stood for Small Learning Communities and PLC meant Professional Learning Communities, but he wasn't certain how they fit in the schedule. If there were Professional Learning Communities on Tuesday mornings, Mr. Laroe was curious what would be done with five-hundred students in the building without hiring more staff. He wasn't certain how that would work; he had a lot to learn about the suggested schedules.

Mr. Laroe's real concern was with the lack of emphasis on the importance of education. He thought that was the area where there needed to be change. A lot of time and energy was being placed on school staff to make changes that made school more fun in order for students to stay and graduate. Mr. Laroe asked how many students in Fairbanks would be willing to walk three miles, four times a day, to go to school – was education that important to them. He asked how many students who graduated from Fairbanks would sit down and sew their high school diploma into their clothing as they traveled back to their own country because they were so proud of what they had achieved in the United States, because they couldn't have done it in their own country. That was the importance of education that needed to change. That was the change that had to happen. How important was education to the students who went to school. Mr. Laroe was curious about all the things that were going to happen. He thanked the Board for their time.

### **BOARD COMMENTS**

Mr. Sample was concerned about getting the students' opinions. He was at Monroe for three years and each year the schedule changed and he had heard all the complaints from students. He thought in general, students were resistant to change and would tend to only see the negative in the changes. It was important for students to see how the changes would be beneficial. Mr. Sample felt the most important aspect was to get students involved in the process so they would buy into it.

Mrs. Dominique agreed with Mr. Sample. Students would reach up and aspire when they were involved. The more the students were involved the better.

Mrs. Brophy had a lengthy conversation with her curriculum advisory representative about structural changes within the schools and how to emphasize and encourage the connectedness of students. Mrs. Brophy thought Mr. Laroe's comments about the value of education and whether students valued education were interconnected. Everyone had a responsibility to

## Secondary Scheduling Ideas (continued)

encourage that value of education, as parents, educators, Board members, and administrators. It was not an individual responsibility, but everyone's responsibility. Mrs. Brophy thought everyone was trying to do their part. She wouldn't be on the Board if she did not value and try to emphasize the importance of education.

Mr. Rice was concerned about having support staff supervise students for seventy minutes on Tuesdays for the Professional Learning Communities. He recalled there were six periods when he was in school and it had changed to four periods. He agreed with the importance and need to get student input in the process.

Mrs. Hull agreed with Mr. Sample's comments about a natural resistance to change. She thought it was good to go through the exercise and talk about how a schedule change could improve education. Mr. Laroe had mentioned thirty-one changes and she was pleased the administration was not attempting all thirty-one changes. From what she had heard during the presentation, the administration was working on ten of the thirty-one *Breaking Ranks* recommendations. She thought the ten recommendations had been strategically selected and thought realistically there may be five where progress would be made by the end of the year. Mrs. Hull thought it was important to look at options and the district could not be afraid of change if they wanted to improve the dropout rate. Change had to be for the right reasons and not for fun. What Mrs. Hull had read in the report was rigor, relevance, and relationships. If there was focus on the changes that were believed to improve those three things, it should positively impact the dropout rate.

Mrs. Hull thought involvement was key with both students and parents. She thought the issue warranted a special email to every parent with the changes being considered and inviting them to participate and give their input. Even if they didn't come to the meetings, the schools would have reached out to the parents and at least they would know about the proposed changes. Everyone needed to feel a part of the change. Mrs. Hull had attended a Lathrop PTA meeting earlier in the evening where there had been a lively meeting on the small learning communities; there had been some good questions and conversations on the issue.

Mrs. Hull recalled the community was supportive of teachers having common planning time with the middle school concept, but in the last couple of years before the change, many were reporting it was not happening because there were still projects occurring at the same time and other conflicts. She recalled it being a very lively discussion topic with the Central Council PTA along with a large meeting of district middle school parents at Ryan. There was a sense in the community that the planning time was not being used in the manner it should have been used. She thought the district should be cautious of any residual feelings from that time. Mrs. Hull thought common planning time was important and needed, but it had to be used appropriately.

Mrs. Hull thought the class period change-up was good with some classes shorter and some longer. It broke up the monotony of the day. Mrs. Hull recalled it had been hard for her to get use to the rotating schedule at Lathrop, but for kids, they liked change. She did not think they would be afraid of one eighty minute class and then a forty-eight minute class. Mrs. Hull thought it was a good idea and it allowed teachers to change up their instruction as well. She was eager to see what would come out of the focus groups and reiterated the need not to be afraid of change.

Mr. Lee stated he was usually for change, but he wanted to be sure the parameters were well defined with realistic implementation goals. He reinforced the importance of staff and student input.

## **Secondary Scheduling Ideas (continued)**

Colonel Fitzgerald thought collaboration was good, but thought the more people involved, the more difficult the process would be. He made several suggestions for a successful process: there had to be a clear concise objective; a clear concise decision making process; and a determination on who would have the authority for final recommendations and decisions.

Mrs. Hajdukovich agreed with the need to involve stakeholders. She thanked the administration for all their work.

## **BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS**

Dr. Wagner commented about the recent incident at North Pole Middle School and reinforced that student safety was the top priority. She understood Mr. Jaksons' concerns and thanked him for his comments. Dr. Wagner also thanked the police and fire departments, as well as school and district administrators. The district had a well thought-out emergency plan, but that did not mean it couldn't be reviewed. After any incident, there was always a debriefing. Each incident was evaluated individually.

Dr. Wagner had several other announcements:

- ☒ It was Alaska Native and American Indian Heritage Month with many school and community activities.
- ☒ Encouraged students to apply for Martin Luther King Jr. Scholarships.
- ☒ Parent/Teacher Conferences data had been compiled – 17,802 total conferences had been held. Complete conference data was available if the Board was interested.
- ☒ A district team had attended the recent Statewide Education Summit in Anchorage. It had been a wonderful opportunity to discuss issues faced in education and the community.

Dr. Wagner thanked the district art teachers for the art in the Board Room and throughout the Administrative Center.

HULL MOVED, BROPHY SECONDED, TO SUSPEND THE RULES TO  
EXTEND THE MEETING UNTIL 10:15 P.M.

ADVISORY VOTE. 3 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

Mrs. Hull would like to see the complete conference data. She reported the Legislative Committee had met with the Board the previous evening and the Board would be meeting with the Interior Delegation on December 4.

Mrs. Dominique thanked Mr. Jaksons for his comments. There had been extensive conversations about the North Pole Middle School incident and the emergency procedures. Mrs. Dominique was pleased to see the exempt employees receive a raise and recognized their long hours. At the recent AASB conference, there had been a great guest speaker that had made a presentation on incorporating math into technology and curriculum without it costing districts any money. She thought it would be great if he could make the presentation to the district.

Mrs. Dominique spoke about student comments regarding the Presidential Election. Although she could not tell parents what they should or should not say to their children, but when students brought inappropriate comments to the schools, it was wrong. President-Elect Obama was elected by the people of the United States and he would be President. There was nothing wrong with having an African American President.

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

Mrs. Brophy appreciated Mr. Jaksons' comments about the North Pole Middle School incident and she was looking forward to looking into the situation more. Mrs. Brophy thanked the Joy First Graders for their performance and extended her congratulations to Vicki Anacker and Karen Stromberg.

Mrs. Brophy mentioned the Fairbanks Daily News-Miner's article on Mrs. Hajdukovich and Mrs. Schmidt's Board service. She was happy to hear the Challenge Days had been scheduled and volunteered to help.

Colonel Fitzgerald thought it was awesome that a small community in the State of Alaska had fielded a nationally recognized Future Farmers of America (FFA) team. He thanked Mr. Jaksons for staying to the end of the meeting so he could hear the Board's comments. Colonel Fitzgerald thought the staff had done an outstanding job dealing with the North Pole crisis. He had also been impressed with the communication tool – ConnectEd – it had sold itself. From his observation, there had been several coinciding events – the bomb threat at the school, the bank robbery, and another bomb threat in Fairbanks. He was thankful they all worked out without casualties, but he wondered what would have happened, had something gone wrong. Colonel Fitzgerald asked what the district would have done and how they would have communicated with other emergency agencies to be sure they were all working together. It was important that all emergency agencies and the district worked together.

Mrs. Hajdukovich commented on the national speakers at the AASB conference – they were outstanding. She agreed it would be outstanding if they could get one of them to Fairbanks. She thought the conference had been very valuable and it was interesting to hear about what was happening in other districts around the state.

The meeting adjourned at 10:06 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.

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

Work Session

MINUTES

December 1, 2008

President Hajdukovich called the work session to order at 6:04 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue to discuss the parameters for the 2009-10 budget.

**Present:**

Leslie Hajdukovich, President  
Sue Hull, Treasurer (by phone)  
Patrick Lee, Clerk  
Kristina Brophy, Member  
Sean Rice, Member

**Absent:**

Wendy Dominique, 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  
Mike Fisher, Chief Financial Officer  
Ron Gherman, Executive Director of Library Media & Instructional Technology  
Clarence Bolden, Executive Director of Human Resources  
Jim Cobb, Executive Director of Technology & Information Services  
Bill Bailey, Public Relations Director  
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity  
Gayle Pierce, Director of Labor Relations  
Traci Gatewood, Director of Grants and Special Projects  
Louise Anderl, Director of Federal Programs  
Sharon Tuttle, Executive Assistant to the School Board

**Budget Parameters**

Mike Fisher, chief financial officer, gave a PowerPoint presentation recapping the district's FY2008-09 adopted budget and the budget considerations for FY2009-10.

The purpose of budget parameters:

- Try to get arms around what the revenue picture might look like...what should the administration plan on in the "initial budget"?
- What were some of the increasing costs of current on-going programs that the district needed to be aware of?
- What were some of the more important variables the Board had discretion over and needed to consider?
- What major programs or initiatives should the district think about adding, expanding, changing, or eliminating?
- Time for Board discussion and direction to administration for preparing the "administration's proposed budget" to the Board.

## **Budget Parameters (continued)**

The Board discussed funding topics:

- Local revenue
  - ⇒ Borough's "Status Quo" contribution
  - ⇒ How much of an increase was the State assuming local taxpayer would contribute
  - ⇒ Does the district ask for local funding above what was necessary just to cover the loss in State funding? If so, should it be tied to a specific program or initiative, or apply it to general operations?
- State revenue
  - ⇒ Enrollment
  - ⇒ Legislative funding initiatives
  - ⇒ Base allocation amount
  - ⇒ How much of an increase was the State assuming local taxpayers would contribute
  - ⇒ Impact aid
  - ⇒ Other state sources
- Federal revenue
  - ⇒ Federally connected students
  - ⇒ Federal impact aid

### **Operating Fund Revenue Summary**

<b><u>SCHOOL OPERATING FUND</u></b>	<b><u>FY09 Budget</u></b>	<b><u>FY10 Scenario</u></b>	<b><u>Difference</u></b>
<b>Local Revenue</b>			
Borough Appropriation	\$44,222,700	\$45,492,190	\$1,269,490
Additional Above Status Quo			
Miscellaneous Local Sources	554,800	554,800	
E-Rate Program	250,000	250,000	
Total Local Revenue	45,027,500	46,296,990	1,269,490
<b>State Revenue</b>			
Regular Foundation	95,964,830	100,788,120	4,823,290
Quality Schools Initiative	362,410	362,410	
TRS/PERS On-behalf Payment	20,407,890	20,407,890	
Contract for On Base Schools	1,450,000	1,450,000	
Total State Revenue	118,185,130	123,008,420	4,823,290
<b>Federal Revenue</b>			
Title VIII, Impact Aid	7,661,080	7,661,080	
Medicaid	320,000		(320,000)
	7,981,080	7,661,080	(320,000)
<b>Other Financing Sources</b>			
Designated Fund Balance	5,525,200	3,225,200	(2,300,000)
<b>TOTAL SCHOOL OPERATING FUND</b>	<b>\$176,718,910</b>	<b>\$180,191,690</b>	<b>\$3,472,780</b>

## **Budget Parameters (continued)**

Mr. Fisher and the Board discussed the Board's Priorities and other considerations in regard to funding for 2009-2010:

### **Board Priorities**

- ✓ Primary Performance Goals
- ✓ Board's Ongoing Commitments
- ✓ Board's 2008-10 Initiatives
  - Implement Secondary Review Recommendations
  - Implement Phase II Technology Blueprint
  - Prepare for Fall 2009 Bond Election
  - Develop Formative Assessment Plans – writing skills

### **Legislative Priorities**

- ✓ Technology
- ✓ Dropout Prevention/Graduation Success
- ✓ Career Technical Education
- ✓ State General Obligation (G.O.) Bond

### **Other Considerations**

- ✓ Projected enrollments
- ✓ Class sizes (full kindergarten, prep/planning time)
- ✓ Charter Schools
  - Watershed Charter School – enrollments
  - Effie Kokrine Charter School – initial budget
- ✓ Special education support
- ✓ Boys & Girls Home (RPTC)
- ✓ School supply funding
- ✓ School activities funding
- ✓ Community wide activities task force
- ✓ Utility costs
- ✓ School resource officers
- ✓ Enterprise-wide software replacement (financial)
- ✓ Nutrition services meal prices, central kitchen, subsidy
- ✓ Pupil transportation funding, contract, driver wages

Mr. Fisher reviewed the administration's recommendations:

Local Revenue:	Budget responsibly, comparable to prior year, with adjustments for assessed values, and reasonable increases to help fund educational programs.
Federal Revenue:	Budget at current base level of funding.
State Revenue:	Budget based on the JLEFTF recommendations, and lobby for additional support of legislative priorities and funding on the Base Student Allocation (BSA).

## **Budget Parameters (continued)**

The Board discussed the proposed budget and administrative recommendations, including the overall budget process, changes in the legislature regarding education support, lowering class sizes – especially in K-3<sup>rd</sup>, enrollments, capital improvement projects, borough funding and working with the borough for budget support, the Boys & Girls Home, activity fees, technology, career technical education, graduation success, and dropout prevention.

The Board also discussed different district programs and their projected funding needs for the future. The Board discussed the effectiveness of a dropout prevention specialist versus a classroom teacher in reducing the dropout rate. The Board discussed reviewing the dropout prevention program and evaluating its success and effectiveness to determine if some of those funds could be designated to other avenues of fighting dropout rates, such as lowering class sizes. It was noted that funding might be better spent to lower class sizes providing for more teacher connectedness and attention to students. Research had shown that contacts by teachers were more effective in combating dropout prevention.

The budget process was discussed. For the past two years, the Board had convened a citizen's budget advisory committee to review the budget and make suggestions and recommendations. The Board discussed doing something similar for the upcoming year or having a budget committee of the whole, along with a couple of community members. The Board felt having community members on the committee ensured community oversight of the budget and gave ownership of the budget to the community. It was suggested that adding one building principal from each level to the budget committee would be very helpful to the process, along with possible representatives from other groups like PTA's and students.

In previous years, administrative program directors had made individual presentations on their department's mission and budget. The Board discussed having department presentations during the upcoming budget process.

Mrs. Hajdukovich asked Board members to think about all the different budget process options. Board representatives to the budget committee were Sue Hull – chairperson and Patrick Lee – member, but all Board members were welcome to attend the committee meetings.

The Board thanked Mr. Fisher and his staff, Robin Mullins and Kathy Helmick, for their work and presentation.

Adjourned at 7:58 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.





# 2008-09 School Year

adopted 4-17-07  
revised 12-4-07  
revised 11-3-08

S M T W T F S

## July 2008

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## August 2008

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## September 2008

1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## October 2008

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## November 2008

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## December 2008

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## 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

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## February 2009

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

## March 2009

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## April 2009

		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## May 2009

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## June 2009

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 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 each semester \*
- Vacation \*\*
- Holiday \*\*

\*Early Dismissal

\*\*No School

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