

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

Regular Meeting

MINUTES

September 16, 2008

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

Present:

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

Absent:

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

Staff Present:

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

Others:

Cynthia Klepaski, Assistant Borough Attorney

PRELIMINARY ITEMS

BP Teachers of Excellence

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

Other

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

AGENDA

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

The following consent items were moved:

accepted the Monthly Management Reports through August 2008.

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

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

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

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

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

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

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

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

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

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

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

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

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

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

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

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

OLD BUSINESS

Included in the Consent Agenda.

NEW BUSINESS

Included in the Consent Agenda.

INFORMATION AND REPORTS

Secondary Education Review Update

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

Goal I: Create a Climate of Respect and Appreciation for Diversity		
Action:	Implementation Steps	Expected Completion Date
a. Continue working with Safe and Civil Schools.	<ol style="list-style-type: none"> Five schools were trained on the Foundations Program: Anderson, North Pole Elementary, Middle and High, and Tanana. During the 08-09 school year, three more schools will be trained: Hutchison, Lathrop and Randy Smith . Training dates for this year: Oct 6-7, Dec 8-9, and Apr 20-21. 	Ongoing
b. Evaluate the School Climate and Connectedness Surveys completed by staff and students and then parent opinion surveys to determine whether improvements can be made.	<ol style="list-style-type: none"> Surveys have been completed. Preliminary analysis been completed by AASB. Andre Layral is meeting with district administrators on Oct. 6. Andre is meeting with school principals on Oct 9. Set up focus groups with students to explore the results more. Set up focus groups with parents to discuss their opinion surveys. Set up focus groups with staff. Develop a list of recommendations for improvement for each school. 	May 2009
c. Support efforts that directly impact this goal, such as <i>Challenge Day</i> or <i>Race and Healing</i> programs for students.	<ol style="list-style-type: none"> Bet Schaffhauser has made contact with the Challenge Day organization. Working out the details for dates in February for West Valley and Lathrop. Working on possible dates for Hutchison, North Pole High, and Eielson for next fall. 	Ongoing

Secondary Education Review Update (continued)

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

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

Secondary Education Review Update (continued)

Goal IV: Establish a Culture of High Expectations for All Students		
Action:	Implementation Steps	Expected Completion Date
a. Define what rigor means for our district and train staff on how to instill consistent rigor into their courses.	1. Reviewing the work of Bill Daggett on rigor, relationships, and relevance utilizing <u>America's Most Success High Schools</u> .	May 2009
	2. Through focus groups help establish a common understanding of what rigor means.	May 2009
	3. Provide training to staff on how to ensure that their lessons incorporate those elements that research has identified that makes classes rigorous.	09-10 school year
b. Encourage all students to challenge themselves by taking advanced placement and honors classes.	1. Investigate the use of the AVID program.	May 2009
	2. Work with the schools on removing barriers that prevent students from enrolling in AP and honors classes.	May 2009
	3. Determine how all high schools can offer or expand AP and honors classes.	
c. Explore the possibility of having common end-of-course exams for classes across the district.	1. Work with the curriculum department and math teachers on developing end of semester exams for Algebra I.	May 2009
	2. Determine if there are other subjects that should also have common end-of-semester exams.	
d. Implement strategies districtwide that will close the achievement gap.	1. Address how to approach this by end of the first semester.	January 2009

BOARD QUESTIONS

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

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

Secondary Education Review Update (continued)

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

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

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

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

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

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

Secondary Education Review Update (continued)

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

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

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

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

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

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

Secondary Education Review Update (continued)

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

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

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

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

PUBLIC COMMENTS

None

BOARD COMMENTS

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

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

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

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

Secondary Education Review Update (continued)

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

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

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

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

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

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

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

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

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

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The meeting adjourned at 8:19 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.