

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Regular Meeting

MINUTES

December 2, 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. Mr. Lee led the Pledge of Allegiance.

Present:

Leslie Hajdukovich, President
Kristina Brophy, Member
Sean Rice, Member
Howard Thies, Member
Timothy A. Jones, Post Representative

Absent:

Wendy Dominique, Vice President
Sue Hull, Treasurer
Patrick Lee, Clerk
Michael Fitzgerald, Base Representative
Ken Sample, Student Representative

Staff Present:

Nancy Wagner, Superintendent
Wayne Gerke, Assistant Superintendent – Secondary
Dave Ferree, Assistant Superintendent – Facilities Management
Mike Fisher, Chief Financial Officer
Peggy Carlson, Executive Director of Curriculum & Instruction
Bob Hadaway, Executive Director of Special Education
Ron Gherman, Executive Director of Library Media & Instructional Technology
Clarence Bolden, Executive Director of Human Resources
Jim Cobb, Executive Director of Technology & Information Systems
Gayle Pierce, Director of Labor Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
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

State Swimming Champions

West Valley High School Student Anne Goering and Lathrop High School Student Keegan Severns both won state titles in their respective events at the State Swimming and Diving Championships and were recognized by the Board for their accomplishments.

Anne Goering – West Valley High 1st Place in the 200 Freestyle

Keegan Severns – Lathrop High 1st Place in the 100 Breaststroke

John Butcher, Lathrop High School swimming and diving coach, and Bryan Mitchell, West Valley High School swimming and diving coach, made the presentations.

ESP of the Month

Ann Piek, drug intervention prevention specialist at Ryan Middle School, was recognized as the Extra Special Support Staff Person for December 2008. Ryan Principal Heather Stewart made the presentation.

National Board Certification

District teachers who had recently earned their National Board Certification were recognized by the Board: Cori Anthony – University Park Elementary; and Carol Henry and Jane Sandstrom – West Valley High School. University Park Administrative Intern Brian Powell and West Valley Principal Shaun Kraska made the presentations.

AGENDA

BROPHY MOVED, THIES SECONDED, TO ADOPT THE AGENDA WITH CONSENT ITEMS.

The following consent items were moved:

approved the minutes from the two special meetings on November 17; the work session on November 17; and the regular meetings on October 21 and November 4, 2008, as submitted.

approved submission of the 21st Century Alaska Community Learning Centers grant in the amount of \$452,793.

accepted the gift of dictionaries, valued at over a \$1,000, from the Rotary Clubs in Northern Alaska to the district for all third grade students.

accepted the gift of \$1,000 from Fairbanks Fuel Company to Hutchison High School for the school's hockey team.

acknowledged the Personnel Information Report for the period November 13-24, 2008.

acknowledged the Board's Reading File.

acknowledged Coming Events and Meeting Announcements.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 4 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Mike Prax, 1015 Meadow Rue, thanked the administration for their help in getting a project he was involved with – getting a copy of the Bill of Rights posted in all the schools. Their goal had been to get it accomplished by December 15 – the nationally recognized Bill of Rights Day. Mr. Prax commented on the Bill of Rights interesting history. The Bill of Rights had been discussed in the course of the Constitutional Convention, but the convention delegates had not thought a specific bill of rights was necessary. When it was presented to the people for ratification, the people were not going to give the Federal Government authority unless it was explicitly stated. Mr. Prax had found it very interesting that even back then when times were much more precarious than today people thought the important thing for government to do was to protect the rights of the people. It was as important today, if not more so, to protect the rights of the people. Mr. Prax thought many people were familiar with the first five amendments, and pointed out it was the Sixth Amendment which guaranteed citizens due process under the law and prevented prosecutorial abuse or abuse from the court system.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Prax mentioned other amendments that may not have been as well known, such as the Ninth and Tenth Amendments. The Ninth Amendment stated that “The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.” It emphasized the limiting of government. The Tenth Amendment stated that, “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” Mr. Prax did not think people thought about that enough. There was a federal system of government, designed to keep power as diversified and as close to the people as possible. Mr. Prax encouraged the district and teachers to mention and emphasize the Bill of Rights on December 15 and throughout the civics and government studies. The idea was to recognize and protect the rights of the people.

Frank Turney, 201 7th Avenue, appreciated Mr. Prax’s comments and commended him – Mr. Prax was the chairman of the Fairbanks Chapter of Campaign for Liberty and the Fairbanks Bill of Rights Defense Committee. It was the Bill of Rights Defense Committee that had funded the copies of the Bill of Rights that was being given to every school in the district. Mr. Turney felt the Bill of Rights was an important document to be posted in the schools. He noted Governor Palin’s Executive Proclamation proclaiming December 15, 2008 as Bill of Rights Day. This year was the 17th Anniversary of the ratification of the Ten Amendments to the United States Constitution. Mr. Turney thanked Governor Palin for expediting the approval of the proclamation. He noted that the city, borough, and North Pole mayors would also be honoring the Bill of Rights Day on December 15. Mr. Turney explained that Founding Father George Mason had refused to sign the Constitution because there was no bill of limitation to protect people from the federal government. Mr. Turney believed that with education and information today’s youth would be tomorrow’s champions of liberty. He tried to tell young people when he spoke to them about the Bill of Rights and the many freedoms enjoyed in the United States, which came with a lot of personal responsibility. People had to take responsibility for their own actions, such as not yelling “fire” in a movie theater when there wasn’t a fire. He thought a lot of common sense would prevail. Mr. Turney personally thanked Mr. Rice and Mr. Gerke for their support and help in getting the copies of the Bill of Rights out to the schools.

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 of secondary, updated the Board on the Secondary Education Review process. He reviewed the five goals.

Goal I: Create a Climate of Respect and Appreciation for Diversity		
Action:	Implementation Steps	Progress to Date
a. Continue working with Safe and Civil Schools.	<ol style="list-style-type: none">1. Five schools were trained on the Foundations Program: Anderson, North Pole Elementary, Middle and High, and Tanana.2. During the 08-09 school year, three more schools will be trained: Hutchison, Lathrop and Randy Smith .3. Training dates for this year: Oct 6-7, Dec 8-9, and Apr 20-21.	West Valley, Lathrop, and North Pole High School were still experiencing success with the tardy procedure.

Secondary Education Review Update (continued)

Goal I: Create a Climate of Respect and Appreciation for Diversity		
Action:	Implementation Steps	Progress to Date
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"> 1. Surveys have been completed. 2. Preliminary analysis been completed by AASB. 3. Andre Layral is meeting with district administrators on Oct. 6. 4. Andre is meeting with school principals on Oct 9. 5. Set up focus groups with students to explore the results more. 6. Set up focus groups with parents to discuss their opinion surveys. 7. Set up focus groups with staff. 8. Develop a list of recommendations for improvement for each school. 	Mr. Gerke was meeting with principals individually and principals were setting up student focus groups.
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"> 1. Bett Schaffhauser has made contact with the Challenge Day organization. 2. Working out the details for dates in February for West Valley and Lathrop. 3. Working on possible dates for Hutchison, North Pole High, and Eielson for next fall. 4. A group of 40 men, "role models" schedule meetings with African American male students where they discuss and plan for the students' academic futures. 	<p>Challenge Day presentations had been scheduled for Feb. 17, 2009 at Lathrop and Feb. 18-19, 2009 at West Valley.</p> <p>Role model groups had visited students at Tanana and Ben Eielson. Lathrop and Hunter would be added to their schedule.</p>

GOAL II: Better Prepare Students for Life After High School		
Action:	Implementation Steps	Progress to 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. 	The 4+2 form would be finalized at the December 8, 2008 counselors' meeting.
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. 	<p>Scope and sequence was still being developed.</p> <p>Review of what was happening in other districts in Alaska and in the Lower 48 was continuing.</p>
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	To be decided.
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. 	<p>The principals were discussing the Career Pathways book.</p> <p>Lathrop was working with a group to apply for a Small Learning Communities grant.</p> <p>Lathrop was moving towards academies based on four areas starting in the 2009-10 school year.</p>

Secondary Education Review Update (continued)

Goal III: Provide a Variety of Ways that Students Can Meet Their Goals		
Action:	Implementation Steps	Progress to Date
a. Establish a new correspondence program.	<ol style="list-style-type: none"> 1. In progress and being refined. 2. Developing policies 	Continuing
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. 	<p>Wayne Gerke gave an update at the Nov. 18 Board meeting.</p> <p>At the last principals meeting, it was discussed in depth and the main focus is on advisories and professional collaboration time.</p>
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. 	To be discussed.

Goal IV: Establish a Culture of High Expectations for All Students		
Action:	Implementation Steps	Progress to Date
a. Define what rigor means for our district and train staff on how to instill consistent rigor into their courses.	<ol style="list-style-type: none"> 1. Reviewing the work of Bill Daggett on rigor, relationships, and relevance utilizing <u>America's Most Success High Schools</u>. 2. Through focus groups help establish a common understanding of what rigor means. 3. Provide training to staff on how to ensure that their lessons incorporate those elements that research has identified that makes classes rigorous. 	Discussion in spring.
b. Encourage all students to challenge themselves by taking advanced placement and honors classes.	<ol style="list-style-type: none"> 1. Investigate the use of the AVID program. 2. Work with the schools on removing barriers that prevent students from enrolling in AP and honors classes. 3. Determine how all high schools can offer or expand AP and honors classes. 	Team that attended the AVID seminar in Nov. would discuss the implementation possibilities on Dec. 12, 2008
c. Explore the possibility of having common end-of-course exams for classes across the district.	<ol style="list-style-type: none"> 1. Work with the curriculum department and math teachers on developing end of semester exams for Algebra I. 2. Determine if there are other subjects that should also have common end-of-semester exams. 	The curriculum dept. was pulling together a team of math teachers to start work on a common end-of-semester course exam for Algebra 1.
d. Implement strategies districtwide that will close the achievement gap.	<ol style="list-style-type: none"> 1. Address how to approach this by end of the first semester. 	<p>Various departments were working on gathering pertinent data.</p> <p>Preliminary meetings were held to talk about improving the Cox Plan which was used by schools for improvement.</p>

Secondary Education Review Update (continued)

Goal V: Implement Structures and Programs that Support Student Achievement		
Action	Implementation Steps	Progress to Date
a. Evaluate programs currently in place to determine their effectiveness and see where changes might be necessary:	<ol style="list-style-type: none"> 1. Work with the Research and Accountability Department on how to systemically evaluate each of these programs: <ul style="list-style-type: none"> • Dropout prevention • Safe and drug free schools • Alaska Native Education • English language learners • Special education • After school programs • Credit recovery programs • Cultural liaisons • Suspension program 	The research & accountability department was developing a plan to evaluate programs using a baseline of consistent data.
b. Provide for interventions to take place at each secondary school when students are not experiencing success or are in danger of not meeting graduation requirements.	<ol style="list-style-type: none"> 1. Develop list of current interventions and supports available at each school. 2. Establish a clear, concise method for regularly reviewing student progress. 3. Following closely the development of the Response To Intervention/Instruction implementation in the state. 	<p>Schools were compiling their lists of intervention and supports.</p> <p>Discussions were taking place.</p> <p>Star of the North Charter School was developing credit recovery courses and would offer an intercession session this summer.</p>
c. Investigate various structures to meet the needs of students, like establishing a school-within-a-school that will allow for later start and ending times at the high school level.	<p>Will be fully investigated during the 2009-2010 school year</p> <ol style="list-style-type: none"> 1. Establish common schedule in the district 2. Explore various structures 	<p>Wayne Gerke gave an update to the Board on November 18, 2008.</p> <p>At the November 25 principals' meeting, it was discussed in depth and the main focus was changed to advisory and professional collaboration time.</p> <p>Schools would be working with various structures with these two priorities.</p>
d. Examine recent research on the middle school concept to determine if it should be re-established.	<ol style="list-style-type: none"> 1. Collect current research on the success of schools implementing the full middle school concept. 2. Do a financial analysis to asses what the fiscal impact might be. 3. Work with Brain Spaces on exploring various configurations for middle grades. 	<p>Ryan Design Team has had two sets of meetings with Brain Spaces with another set scheduled for December 8-10, 2008.</p> <p>Mike Muir from the University of Maine was a national expert on middle schools. He would be presenting to the Board at their December 9, 2008 work session along with Peter Brown from Brain Spaces.</p> <p>Mr. Fisher would include information in the 2009-2010 budget about the financial impact.</p>

Secondary Education Review Update (continued)

Mr. Gerke explained the tardy procedures that had been implemented at Lathrop, West Valley, and North Pole High Schools had made a great impact on tardies at all the schools. All three schools had seen huge reductions in their tardies. During the first semester of 2008-09 Lathrop had 1,537 tardies compared to 3,004 tardies during the first semester in 2007-08. West Valley had approximately 1,700 during the first semester of 2008-09 compared to approximately 5,300 in 2007-08. North Pole High, in their second year of the program continued to see improvement with their tardies. Approximately 70% of North Pole High School's tardies were in the morning when students arrived to school. The new tardy program required the entire staff working together on the problem.

As part of the Secondary Education Review, Lathrop High School Principal Karen Gaborik gave an update on the Smaller Learning Communities proposed to be implemented next year at Lathrop High School. Over the years, Lathrop High School had provided excellent educational opportunities to thousands of students who had graduated well prepared for secondary education and/or jobs. While Lathrop continually sought to provide the best education possible for all students, in recent years, it had become apparent that expanded educational opportunities were needed to ensure **all** students achieved at high levels. Lathrop demographics and achievement data for the 2007-2008 school year showed the following:

- 45% of students fail to graduate within a four year period
- 18% of students did not score at proficient or higher in reading, 26% in writing, and 41% in math
- 28% of Alaska Native students scored non-proficient in reading, 36% in writing, and 54% in math
- 33% of African American students scored non-proficient in reading, 48% in writing, and 70% in math
- 15% of Hispanic students scored non-proficient in reading, 21% in writing, and 42% in math
- 13% of Caucasian students scored non-proficient in reading, 21% in writing, and 35% in math
- 33% of Economically Disadvantaged students scored non-proficient in reading, 44% in writing, and 54% in math
- 65% of SPED students scored non-proficient in reading, 80% in writing, and 87% in math
- 59% of LEP students scored non-proficient in reading, 71% in writing, and 76% in math
- 55% of graduating seniors did not have the required 3.0 GPA necessary to enroll in the University of Alaska Fairbanks as non probationary, degree seeking students
- 12% of students completed one or more AP courses in 2007-2008

Ms. Gaborik reported the achievement gap was widening and work needed to continue on reducing it, along with increasing the number of students completing AP courses.

From the information gathered from the public forums last year, Ms. Gaborik reported parents wanted a more personalized learning environment at the larger high schools, along with consideration given to the team models that were used at the middle schools, and an increase in the relevancy so students could see the connection between what they were taking in high school and how it related to life after high school. The goal was to try to connect students to meaningful experiences and create bridges to their post secondary education, training, or work.

Smaller Learning Communities worked because they offered students a more personalized and supportive learning environment in large, comprehensive high schools by creating structures that ensured better connections and communication between teachers, students, and parents. Additionally, students had increased career awareness and exploration opportunities, which helped students gain a better understanding of the relevancy of their education to career opportunities and post-secondary education.

Secondary Education Review Update (continued)

Lathrop was currently implementing two Smaller Learning Communities – the Freshman Teams and the Engineering Academy. Currently 50% of freshmen were on two teams and both teams had been filled with parent requests and counselor referrals. Work on the Engineering Academy had begun last year and the first course was offered this year. All comments received from the parent poll regarding the Freshman Teams had been positive. The Freshman Teams had proved to be a very good transition tool for incoming ninth graders.

Ms. Gaborik reviewed the Smaller Learning Communities planning events. The staff planning team had met from October 2007 through February 2008 – spending a lot of time reviewing student achievement data, reading related research, conducting a needs assessment, discussing teaching philosophies, and talking about what personalizing a large high school really meant. Ms. Gaborik provided updates and solicited input at each Lathrop staff meeting during that time. In March 2008, a post card had been sent to all Lathrop families inviting them to attend a parent meeting. At the meeting, information was shared regarding Lathrop's demographics and needs, the nature of Smaller Learning Communities, currently implemented structures, and the future planning process. Ms. Gaborik and Ms. Gatewood from the district office made the presentation and solicited input at the meeting.

In September 2008, the staff planning team grew, as interest within the staff grew. Ms. Gaborik wanted to be certain all departments and areas were represented. The planning team had conducted intensive planning throughout the year. Again, at every staff meeting, Ms. Gaborik gave an update providing ample time for staff discussion and input. In October 2008 there was a parent update meeting at the monthly PTSA meeting, along with a community partner meeting. In November 2008, all of Lathrop's classified staff met for a presentation on the Smaller Learning Communities providing time for discussion and input. Also in November, there was another presentation made at the monthly PTSA meeting, along with a student forum where the general idea and proposed academies were presented. All the meetings were announced in the Premier Daily Bulletin.

In December 2008 another community partner meeting was held where a lot of good feedback was obtained. Dermot Cole's column had talked about the Smaller Learning Communities and Ms. Gaborik believed the Fairbanks Daily News-Miner would be doing another piece on the proposed changes in the near future. Ms. Gaborik noted that input forms with a combination of Likert-scale survey questions and open-ended questions had been provided at every stakeholder update and input meeting. Ms. Gatewood had compiled the information and updated the Smaller Learning Communities Planning Committee at every meeting. Ms. Gaborik would be updating and soliciting input from the staff at the December staff meeting. Also, another post card had been sent to every Lathrop family announcing the upcoming December 9 Parent Meeting. As more information became available Ms. Gaborik would include it in the Lathrop Report.

In January 2009, the school and district would be applying for a grant, but the wide spread changes planned for Lathrop could not be dependent upon the money. Ms. Gaborik stated the basic structures proposed to be implemented did not require money. The funding would definitely help, but it was not about the money, but rather the changes needed at Lathrop.

Ms. Gaborik reviewed the future proposed events - updates in the Lathrop Report, Smaller Learning Communities Planning Team meetings to complete the final proposal, parent and student meetings and forums, along with a letter to all parents regarding the final proposal.

Secondary Education Review Update (continued)

Ms. Gaborik stated that after the planning committee had reviewed the sixteen nationally recognized academies, the committee had narrowed down Lathrop's academy proposals to four they felt Lathrop could do well without a huge change to the infrastructure or staff. She reviewed the proposed academies: Engineering and Technical Careers Academy, Natural and Social Sciences Academy, Business and Information Technology Academy, and Fine Arts and Communications Academy. She reminded everyone that nothing was set in stone.

Each of the four academies had three strands:

Engineering and Technical Careers Academy

- ❖ Pre-Engineering
- ❖ Drafting Technology
- ❖ Technical Trades

Natural and Social Sciences Academy

- ❖ Biological Science
- ❖ Geo-Physical Science
- ❖ Social Science

Business and Information Technology Academy

- ❖ Marketing & Communications
- ❖ Business, Management, & Administration
- ❖ Finance & Accounting
- ❖ Computer Technology
- ❖ Leadership

Fine Arts and Communications Academy

- ❖ Performing Arts
- ❖ Visual Arts
- ❖ Digital Communication/Journalism

Ms. Gaborik noted that with the exception of a few electives, the academy electives were already being offered at Lathrop. She stated that life would not change for the students that were currently taking AP or honor courses. They would still have the option of taking six AP classes as a senior if they wanted. They could access the full compliment of academic opportunities at Lathrop. It was hoped that all students would be offered the opportunity to explore career options to help make the connections with jobs, training, or schooling past high school. Mr. Gerke reported that Ms. Gaborik and Ms. Gatewood would be presenting a more detailed report to the Board at the Board's December 16 meeting.

Mr. Gerke spoke on the development of a common schedule among the middle and high schools so that resources could be better utilized and distance delivery courses could be utilized. At a principals' meeting, after his update on the common schedule on November 18, there had been a healthy debate on the real purpose and goal of a common schedule. In addition to distance courses, more importantly, a common schedule would allow for common staff collaboration time and advisory times so students could develop a connection to the schools. The outcome from the principals' meeting was to focus on professional learning communities and advisories. Mr. Gerke stated the administration would not be mandating that schools meet at the same time or even have a common anchoring period for distance delivery. There were many ways to deliver distance delivery courses without having to monopolize any one school's schedule. The focus for a common schedule had changed from distance delivery to implementing common planning time for teachers and student advisories.

Secondary Education Review Update (continued)

BOARD QUESTIONS

Mr. Rice asked about having additional role model groups such as Alaska Native. Mr. Gerke said the district would be open to additional role model groups, if groups were interested in forming them. He explained the African American Role Model Group had not been formed by the district, but rather an interested outside group.

Dr. Wagner believed it would take the entire community to reform secondary education. She had really appreciated the African American Men's Role Model Group and encouraged more of those types of role model and mentor groups.

Mr. Rice asked if changing the schedule would help with tardies. Mr. Gerke said with the focus now being common planning time and student advisories, schools would be developing more site based schedules. Tardies and passing times would all be a part of those discussions so Mr. Gerke was hopeful changing the schedule would help address the overall problem.

Mrs. Brophy asked if there was a specific reason for the reduction of tardies. Mr. Gerke said it was the new tardy sweep procedure the schools had implemented. Ms. Gaborik explained the Tardy Sweeps program was from Safe and Civil Schools. It took the entire staff committing to the program, as after each bell, every staff member on a prep period walked to the cafeteria sweeping any student not in class with them. Once at the cafeteria, the student completed a "sweep sheet" with the time, date, and reason they were tardy. After completing the sweep sheet they were given a pass back to class and a copy of the sweep sheet was sent home to parents, thus starting a contact with parents. Ms. Gaborik stated the results were instantaneous – students did not want to be caught in the tardy sweeps. It happened every period, after every bell. She said Lathrop was down to a handful of tardies after passing times, usually within five minutes all students were in class. She noted that after lunch and at the beginning of school could still sometimes be a challenge if the weather or roads were bad. She said the program had really helped with communications with parents and parent comments had been positive.

Mrs. Hajdukovich stated she had received a couple of the tardy sweep letters and although it wasn't a big problem in her family, it had seemed to have cured any problem there might have been. She asked about the concern voiced in the past about students who were caught in the sweeps simply leaving school and not attending class at all. Ms. Gaborik stated the unexcused absences at Lathrop were down by almost 50%, so even though kids might have said they would skip, they weren't.

Mrs. Brophy asked if any thought had been given to changing the eligibility for AP classes to those that were highly motivated and committed as opposed to having the grade qualifications. Ms. Gaborik had multiple meetings with the AP teachers to get a good grasp on the philosophy of AP courses. The teachers were very interested in including as many students as possible and were concerned about the prerequisites, but also being careful not to set the students up for failure, so there was a healthy balance. Ms. Gaborik reported Lathrop had taken some real steps to reach out to more students and could probably even do more.

Mrs. Brophy asked why there were two Challenge Days scheduled at West Valley High School, but only one day at Lathrop and none at Hutchison, North Pole, or Ben Eielson. Mr. Gerke explained that West Valley had contacted the organization first and scheduled their dates and the organization would only train two schools at the current time. The other high schools were hoping to schedule with them next school year.

Secondary Education Review Update (continued)

Mrs. Hajdukovich asked for a clarification regarding the evaluation of district programs that were currently in place. Mr. Gerke explained the separate programs all had their own separate goals and evaluation tools. The district would like to develop a tool that could be used in addition to what might be required for federal reporting so the district could look at the separate programs with the same baseline information to see how the district was performing. The individual reporting requirements would still be in place to meet the requirements of grants and individual programs. Mr. Gerke said in the past all the programs had been evaluated individually and the district had not been able to see the consistencies.

In regards to the change in focus on a proposed common schedule, Mrs. Hajdukovich asked if the schedule would be changed to better meet the needs of the schools and the new focus, or would each school develop their own schedules now. Mr. Gerke explained Mrs. Hajdukovich was correct with the change of focus regarding the schedule. The focus had gone from distance delivery to providing common staff collaboration time and student advisories so students could be better connected to the schools. The district was still exploring different ways to offer distance delivery. Mr. Gerke said each school had their own individual needs and the overall emphasis had to be on student achievement.

Dr. Wagner had recently met with West Valley High School staff and they were very interested in having some control of the schedule at their school to meet their needs. She felt most schools would feel the same because each school had their own individual needs. Dr. Wagner agreed that distance delivery could be accomplished in a variety of ways, such as Blackboard or virtual classrooms allowing students to take classes at times convenient for their schedule.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mr. Thies thanked Mr. Gerke and Ms. Gaborik. He liked what was happening at Lathrop High School and the goal was to keep students in school.

Mr. Rice thanked Mr. Gerke and Ms. Gaborik for the report. He would like more information on student interventions and would be interested in being a part of helping out with them.

Mrs. Brophy recognized the work and broad scope of the secondary education review. She had liked Ms. Gaborik's comment about the Smaller Learning Communities being something Lathrop could do well. Mrs. Brophy thought the comment said it all – chose something they could do well and not make it so broad. She liked their philosophy. Mrs. Brophy also thought narrowing the focus was good.

Mrs. Hajdukovich appreciated all the work with the review and report; the administration had been working on the review for over a year. The review was getting to the point it was time implement some of the new programs and recommendations. Mrs. Hajdukovich acknowledged change was hard. She thought Lathrop was doing a good job of making changes that were backed by research and a lot of thought. Mrs. Hajdukovich encouraged everyone to keep an open mind and get involved and submit their input. There was no doubt that kids needed to be connected and be able to see what the outcome of their studies could be.

Mrs. Hajdukovich reiterated Ms. Gaborik's earlier statement that the academies were proposals and it was all a work in progress. Everyone was welcome to submit input and invited to get involved. Mrs. Hajdukovich thanked Mr. Gerke and Ms. Gaborik for all their work, as well as all the work by the planning committee and other district staff. She was excited to see the next steps.

Statewide General Obligation (G.O.) Bond

Dave Ferree, assistant superintendent – facilities management, explained a possible general obligation (G.O.) bond proposal for statewide school major maintenance and infrastructure. If the Board approved, the administration would plan on presenting the G.O. bond proposal to the Interior Delegation at the Board's upcoming delegation briefing.

Dr. Wagner stated the administration wanted to be certain the Board was aware of the issue and able to discuss the matter. The Board had considered a bond in the fall of 2008, but it never materialized. In looking at next year, Dr. Wagner said the Board could look at a local bond, but the G.O. bond might be an attractive alternative to a local bond.

Mr. Ferree had researched the possibility of a G.O. bond, but it was a decision the Board needed to make. He hadn't wanted to move forward before the Board had time to discuss the matter. Mr. Ferree thought a G.O. bond proposal could become one of the Board's legislative priorities if members agreed.

As an advisor to the superintendent and Board, Mr. Ferree believed 2009 would be a very good year to put something forward. As oil prices had decreased, the state budget process would be tough. Legislators would be looking for areas to cut and capital spending would most likely be near the top. But at the same time, capital needs, particularly major maintenance, didn't go away or stop.

A general obligation bond was a statewide bonding obligation which would allow Alaskans to tackle needed capital work without an upfront cash outlay. Mr. Ferree thought a G.O. bond would probably require a community vote in November 2009, during a general election, similar to the transportation bond that was on the last election. It would look something very similar to that bond. Mr. Ferree thought bonding was a very appropriate vehicle to tackle public school major maintenance, which was designed to provide facilities for future generations. It was not unusual and was very common; and he felt, very appropriate. A statewide issue would also allow for all areas of the state to be treated identically. Mr. Ferree had spoken to counterparts in Kenai, Anchorage, Juneau, and Mat Su and all were very interested. Anchorage Superintendent Carol Comeau had been very supportive with the caveat that it should be stressed as a major maintenance and infrastructure type bond. Mr. Ferree said that would meet Fairbanks' needs perfectly.

Mr. Ferree had some ideas how a statewide bond might look, but he cautioned that whatever the district might propose would only be a starting point and would undoubtedly change as legislators worked on it, if they deemed it appropriate. If the Board decided the G.O. bond should be a legislative priority, the administration could work on a proposal and work with John Ringstad, the district's lobbyist, to start to get the word out, as well as present the idea to the Interior Delegation at the upcoming work session.

Mr. Ferree would be out of town and thus unable to attend the work session. But he had sent some emails with some possibilities of what the bond might look like. He cautioned they were just possibilities and he had not discussed any numbers outside of anyone in the district.

BOARD QUESTIONS

Mrs. Hajdukovich said the Board's priority might be to take the lead on a statewide G.O. bond and encourage the legislature. She was encouraged that the other big districts had voiced support. Mrs. Hajdukovich asked how the smaller districts might view a G.O. bond. Mr. Ferree thought the smaller districts would be very receptive to the idea because they had no other method for generating the resources for building maintenance other than state support. It was very obvious to Mr. Ferree, and he believed others as well, that the State would be looking to go barebones on budget priorities. They would have to look at the operating budget first and capital budgets could be looked at by a lot of people as optional; certainly the size was optional.

Statewide General Obligation (G.O.) Bond

Carving \$100 to \$200 million in cash, which was a typical number that was thrown around for school major maintenance construction would be very difficult. Mr. Ferree thought it could be a plum that could be easily picked by the legislature when they were looking to trim. He did not know why any school district in the state, particularly the smaller ones, wouldn't welcome the G.O. bond idea with open arms.

Mrs. Hajdukovich asked when the last G.O. bond for schools had taken place. Mr. Ferree said schools had been on statewide G.O. bonds before as a sidelight, once or twice in the past. To the best of Mr. Ferree's recall – the last time was probably four to five years ago.

Mrs. Hajdukovich asked when the last local school bond had taken place. Mr. Ferree said in 2006. Mrs. Hajdukovich noted the soonest another local bond could take place would be fall 2009, which would have been three years since the last local school bond. Mr. Ferree felt strongly that something needed to be looked at for the schools because the backlog would build up to the point where the community would have a hard time catching up. There was no reason to think the Fairbanks community would have to do both a local and statewide G.O. bond at the same time. If a statewide G.O. bond was in the works, with approximately \$35-\$40 million dollars for Fairbanks, it would definitely take care of immediate needs and postpone the need for local funding for a period of time.

Mr. Ferree thought the G.O. bond was a very attractive option. It would allow the State to pick off a sizeable junk of their backlog of major maintenance.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hajdukovich asked the Board to think about making the G.O. bond a legislative priority.

Dr. Wagner recommended the Board consider making the G.O. bond a legislative priority. She felt it was a priority that would benefit the entire state and meet the needs facing Fairbanks, thus eliminating the need for a local bond election.

Mr. Thies thought it would be helpful to seek the input of the legislators at the work session.

Mrs. Hajdukovich agreed with Mr. Thies and noted the legislators might not know if Juneau would be receptive until after the session began.

Dr. Wagner noted the agenda was being prepared for the upcoming joint work session with the legislators and asked if the Board wanted to include the G.O. bond as a discussion item on the agenda. The Board was in agreement the G.O. bond should be on the agenda for the work session with the legislators.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

As a rotary member, Mr. Thies had the opportunity to visit some of the schools and help deliver the dictionaries donated by area rotary clubs. He had a great time and hoped all the dictionaries would be delivered to all third graders by the end of the week.

Mr. Rice thanked Mr. Turney and Mr. Prax for their work on getting copies of the Bill of Rights out to all the schools. He congratulated the Anne Goering and Keegan Severns on their swimming awards.

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

Mrs. Hajdukovich thanked Mr. Turney and Mr. Prax for their comments and work on getting the copies of the Bill of Rights out to the schools. In thinking about the African American Men's Mentor Group mentioned during the secondary education report, it had brought the Guys Read Program to Mrs. Hajdukovich's mind. She thought both programs were examples of the community coming together and taking part in the responsibility of educating the communities' youth. Mrs. Hajdukovich encouraged the community to think about other mentor groups or programs to help students. The Board was always interested and open to hearing about positive programs.

Mrs. Hajdukovich noted several meetings all planned for same evening of December 9 – the Lathrop Parent Meeting on Smaller Learning Communities, the Board's work session on Ryan Planning, and the Board's Ethnic Committee Meeting. She wasn't certain of the timing of each of the meetings, but hoped to be able to make a couple of them. She also announced the Board's Luncheon with the Regional Student Council for the next day at 11:00 a.m. and the upcoming Joint Work Session with the Interior Delegation scheduled for December 4 at 4:00 p.m.

Dr. Wagner reminded everyone that December 15 was the Bill of Rights Day and she encouraged everyone to take a few minutes on that day to reflect on the freedoms enjoyed in the United States. In regards to Mrs. Hajdukovich's comments regarding the mentor groups, Dr. Wagner also appreciated the district's affiliation with the Big Brothers/Big Sisters program.

The Watershed Charter School proposal would be before the State Board of Education later in the week for approval. Dr. Wagner acknowledged the hard work of the district's ITT teachers; they had made 13,082 teacher contacts so far for the year. The teachers appreciated the support they received from the ITT teachers. She mentioned the Atomic Learning Program had received 9,969 hits so far for the year. Channel 13 would be doing a story on the Atomic Learning Program in the near future. The program was available to all district staff, students, and families. There were many online training programs that could be utilized.

Dr. Wagner extended condolences to the family and friends of Grinnell Hisamoto, who had recently passed away. Mr. Hisamoto had been a valued staff member at Tanana Middle School. Mr. Hisamoto's brother, Leonard Hisamoto, worked in purchasing at the administrative office.

Dr. Wagner noted the upcoming three early out days for all students, per the recently approved teacher's negotiated agreement. School would release early on December 17, 18, and 19. The district's revised calendar was available on the district's website.

Dr. Wagner was scheduled to make a presentation on education to the North Pole Rotary the following day.

The meeting adjourned at 8:27 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.