

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Regular Meeting

MINUTES

January 20, 2009

President Hajdukovich called the meeting to order at 7:01 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. Ben Eielson's High School Jazz Band led the Pledge of Allegiance and then performed for the Board under the guidance of Ken Brottem, band director.

Present:

Leslie Hajdukovich, President
Wendy Dominique, Vice President
Kristina Brophy, Member
Sean Rice, Member
Howard Thies, Member
Timothy A. Jones, Post Representative
Ken Sample, Student Representative

Absent:

Sue Hull, Treasurer
Patrick Lee, Clerk
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
Peggy Carlson, Executive Director of Curriculum & Instruction
Bob Hadaway, Executive Director of Special Education
Ron Gherman, Executive Director of Library Media & Instructional Technology
Jim Cobb, Executive Director of Technology & Information Systems
Clarence Bolden, Executive Director of Human Resources
Bill Bailey, Director of Public Relations
Gayle Pierce, Director of Labor Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Traci Gatewood, Director of Grants & Special Projects
Louise Anderl, Director of Federal Programs
Sharon Tuttle, Executive Assistant to the Board

Others:

Cynthia Klepaski, Assistant Borough Attorney

PRELIMINARY ITEMS

ESP of the Month

Billy Smith, after-school coordinator for Hunter Elementary School, was recognized as the Extra Special Support Staff Person for January 2009. Hunter Elementary School Principal Barbara Pile made the presentation.

State of Alaska Health, Physical Education, Recreation, and Dance Association's 2008 High School Physical Education Teacher of the Year

Connie Browder, Ben Eielson High School physical education teacher, was recognized as the State of Alaska Health, Physical Education, Recreation, and Dance Association's 2008 High School Physical Education Teacher of the Year. Ben Eielson High School Principal Mario Gatto made the presentation.

2008 Alaska Music Educator of the Year Award

Nancy Dreydoppel, Badger Elementary School music teacher, was recognized as the Alaska Music Educators Association's 2008 Alaska Music Educator of the Year. Barbara Nore, past president of the Alaska Music Educators Association, made the presentation.

AGENDA

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

The following consent items were moved:

accepted the Monthly Management Reports for December 2008.

approved the minutes from the regular meetings on December 2 and 16; work sessions on December 4 and 9; and the special meeting on December 15, 2008, as submitted.

approved Barnette Magnet School's request to raise funds to send students to Anchorage, April 15-18, 2009 to participate in the Academic Pentathlon competition, at no cost to the district.

accepted the gift of \$2,000 from Alyeska Pipeline Service Company to the district for the purchase of K-12 curriculum materials supporting Alaska statehood.

accepted the gift of eleven HP printers, valued at over \$1,000, from Virginia Permenter and Randy Bezdek, Directorate of Public Works, Ft. Wainwright, Alaska, to Joy Elementary School for classroom use.

accepted the gift of \$4,000 from the Fred Meyer Fund to Pearl Creek Elementary School to be used for the school's physical education and music programs and the purchase of playground equipment.

accepted the gift of several cameras, valued at \$1,915.48, from Woodriver PTA to Woodriver Elementary School to be used for general classroom instruction.

accepted the gift of \$1,000 from the Optimist Club of Fairbanks to Tanana Middle School to purchase student wrestling equipment.

accepted the gift of \$2,000 from the Ben Eielson High School Booster Club to Ben Eielson Junior Senior High School for the school's football program.

accepted the gift of \$1,500 from the Ben Eielson High School Booster Club to Ben Eielson Junior Senior High School for the school's baseball program.

accepted the gift of \$1,826.50 from the Catholic Schools of Fairbanks to Lathrop High School for the school's swimming/diving team.

Consent Agenda (continued)

accepted the gift of \$1,500 from Royal Investments to Lathrop High School for the girls' basketball team.

accepted the gift of \$2,000 from the city and borough of Juneau School District to Lathrop High School for the school's boys' basketball team expenses.

accepted the gift of \$4,500 from the City of North Pole to North Pole High School to build new trophy cases in the school's commons area.

approved the Personnel Action Report for the period December 11, 2008 – January 14, 2009.

acknowledged the Personnel Information Report for the period December 11, 2008 – January 14, 2009.

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

acknowledged the Expulsion Report for the 2008-09 school year, as of January 15, 2009.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

None

OLD BUSINESS

Included in the Consent Agenda.

NEW BUSINESS

Included in the Consent Agenda.

INFORMATION AND REPORTS

Secondary Professional Collaboration Report

Wayne Gerke, assistant superintendent of secondary education, made a PowerPoint presentation on Secondary Professional Learning Communities. The administration was proposing that high schools implement Secondary Professional Learning Communities starting in the fall 2009. Briefly stated, a Professional Learning Community was a specific time set aside for teachers to collaborate with each other to better serve students and enhance their instruction.

Dr. Wagner stated the administration had been working on secondary reforms for well over a year. Part of the Smaller Learning Communities (SLC) at Lathrop included Professional Learning Communities (PLC). The Professional Learning Communities would help with curriculum development and student instruction.

Secondary Professional Collaboration Report (continued)

Previously, Mr. Gerke had made presentations to the Board regarding different scheduling options in conjunction with Smaller Learning Communities. The administration continued to follow the *Breaking Ranks II* model. The book recommended change in three areas in order for real school reform to take place:

- ❖ Instruction Change
- ❖ School Culture Change
- ❖ School Structure Change

One of the changes the administration was proposing was the development and implementation of Professional Learning Communities. The goal was to change what was being done so improvements could be made. Mr. Gerke cited a quote from John Wooden, "Failure is not fatal, but failure to change might be." He thought the quote drove what the district was trying to accomplish. There was a lot of fear and skepticism about making the changes, but the focus had to remain – what was best for students.

As Mr. Gerke had reported previously, *Breaking Ranks II* had recommendations that fell into three categories.

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

There were thirty-one specific recommendations made in *Breaking Ranks II*. As Mr. Gerke had also reported previously, out of those thirty-one recommendations, there were ten the administration would be focusing on to reform secondary schools. Some of the recommendations were under the category of Collaborative Leadership and Professional Learning Communities, including:

#3 – 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.

#4 – Teachers would provide the leadership essential to the success of reform, collaborating with others in the education community.

#5 – Every school would be a learning community for the entire community. Ensuring that the principal, teachers, and other staff members could address their own learning and professional development needs as they related to improved student learning.

#7 – High Schools would build partnerships with institutions of higher learning.

Mr. Gerke noted the administration would be using the book, *Learning By Doing: A Handbook for Professional Learning Communities at Work*, as their guide for implementing Professional Learning Communities in the district. Mr. Gerke reported that Lathrop Principal Karen Gaborik had recently attended a workshop sponsored by the authors of the book to determine if the model was something the district wanted to follow. She had been very excited about the workshop and upon her return shared the information with the other principals. The principals would be using the book in a book study to prepare for implementing Professional Learning Communities in the district. They felt the book provided one of the best models available for the district to follow.

Secondary Professional Collaboration Report (continued)

Mr. Gerke shared some quotes from the book regarding what was a Professional Learning Community.

- ☑ Composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all.
- ☑ If the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning.
- ☑ The very essence of a learning community is a focus on and a commitment to the learning of each student.
- ☑ Members of a Professional Learning Community realize that all their efforts must be assessed on the basis of results rather than intentions.
- ☑ Schools that take the plunge and actually begin doing the work of a Professional Learning Community develop their capacity to help all students learn at high levels far more effectively than schools that spend years preparing to become Professional Learning Communities through reading or even training.

Mr. Gerke explained ways of finding time for Professional Learning Communities.

- Build a schedule that allowed for common planning time during the regular school day;
or
- Pay extended contracts to teachers for time outside the regular contract day.

The administration was focusing on developing a schedule that would make a difference in the lives of the students. One option was to develop a schedule where teachers had a specific class period during the day where they could meet and collaborate, but there were many negative aspects to that option. It would require a significant increase in staff and require seven class periods. Seven periods a day at the high school level equated to approximately forty-five minute periods, which weren't the most conducive for student learning. It would also limit the types of groups that could collaborate, based on the teachers that would be free during that specific period. It would also dictate the types of initiatives and goals that could be addressed.

The second option for scheduling would be to develop a schedule that would allow for collaboration to take place with few limitations and restrictions. Which meant it wouldn't limit who could become part of a group or join in discussions because all teachers would be available at one common time. Mr. Gerke explained the way to achieve that one common time was to have a late start for high school students one day a week.

Mr. Gerke reviewed the main points of having a late start one day a week and what it would mean to students and staff.

Students

- ❖ School busses would run their regular schedule. Students who rode the bus to school would still be able to come to school on the bus.
- ❖ One day each week the regular class schedule would start approximately 40 minutes later.
- ❖ Students who rode the bus or wanted to arrive at the regular time would still be able to come to school and participate in a variety of educational opportunities: tutoring, computer lab work, research, credit recovery, homework help, etc.
- ❖ Students would be supervised by staff.
- ❖ Breakfast would still be available for students.

Secondary Professional Collaboration Report (continued)

Staff

- ❖ Staff would be working together on a variety of school and district initiatives, all with the goal of improving student achievement.
- ❖ Writing common assessments.
- ❖ Analyzing data.
- ❖ Working on vertical and horizontal curriculum alignment.
- ❖ Developing a schoolwide safety net for students who weren't succeeding.
- ❖ Participating in lesson studies.
- ❖ Coordinating interdisciplinary units.
- ❖ Organizing programs and events that directly impacted the learning experiences of students.

Mr. Gerke reported that many high schools across the country utilized Professional Learning Communities. Dimond High School in Anchorage has had Professional Learning Communities for four years and each year their graduation rate and test scores had increased, even while their demographics had changed significantly. They had seen a large influx of English Language Learner students. A group of district staff members had recently visited Dimond High School to see it in action. It had been a great experience. Their late start day was on Monday.

Mr. Gerke reviewed a sample schedule and the impact on instructional time.

Monday			Tuesday			Wednesday			Thursday			Friday		
Period		minutes	Period		Minutes	Period		Minutes	Period		Minutes	Period		minutes
1st	7:50 - 8:47	57	1st	7:50 - 9:15	85	Teacher PLC's	7:15 - 8:25	70	3rd	7:50 - 9:05	75	1st	7:50 - 8:47	57
2nd	8:54 - 9:47	53	2nd	9:25 - 10:45	80	2nd	8:30 - 9:45	75	ADVISORY	9:15 - 9:45	30	2nd	8:54 - 9:47	53
3rd	9:54 - 10:47	53	Lunch	10:45 - 11:25	40	3rd	9:55 - 11:05	70	1st	9:55 - 11:05	70	3rd	9:54 - 10:47	53
Lunch	10:47 - 11:22	35	4th	11:25 - 12:45	80	Lunch	11:05 - 11:45	40	Lunch	11:05 - 11:45	40	Lunch	10:47 - 11:22	35
4th	11:22 - 12:15	53	5th	12:55 - 2:15	80	5th	11:45 - 12:55	70	6th	11:45 - 12:55	70	4th	11:22 - 12:15	53
5th	12:22 - 1:15	53				6th	1:05 - 2:15	70	4th	1:05 - 2:15	70	5th	12:22 - 1:15	53
6th	1:22 - 2:15	53										6th	1:22 - 2:15	53
		1,2,3,4,5,6			1,2,4,5			PLC,2,3,5,6			3,ADV,1,6,4			1,2,3,4,5,6
Instruction Time		322	Instruction Time		325	Instruction Time		285	Instruction Time		285	Instruction Time		322

Period	Time on task per week based on current schedule	Time on task per week based on proposed schedule	Loss of time on task minutes weekly	Loss of Minutes per class meeting
1	268	257	-11	-2.75
2	268	257	-11	-2.75
3	268	247	-21	-5.25
4	267	256	-11	-2.75
5	267	256	-11	-2.75
6	267	246	-21	-5.25
ADV	0	30	30	N/A
Totals	1605	1549	-56	

Secondary Professional Collaboration Report (continued)

Mr. Gerke said Lathrop was working on developing the sample schedule. It was based on six periods, with all six periods meeting on Mondays and Fridays, with 322 minutes of instructional time each day. The schedule was very similar to what Hutchison High School and North Pole High School were currently using. There was not much of a change with instructional time on Mondays or Fridays. On Tuesday, there would start a rotational cycle of four classes, with 325 minutes of instructional time. On Wednesdays, there would be a time for Professional Learning Communities at the start of the day, with 285 minutes of instructional time. On Thursday, in addition to four classes, an advisory time was built into the schedule. All high schools were asked to build in an advisory period, although not necessarily every week. Lathrop was planning on an advisory period every week. Advisory periods were a set time when teachers would work with a specific group of students on a variety of things, such as homework, credit checks, social skill development, student surveys, assemblies, etc. Thursdays would have a total of 285 minutes of instructional time.

Mr. Gerke compared the time on task per week based on the current schedule versus the proposed schedule. Although there would be a loss of 56 minutes of instructional time per week with the new schedule, Mr. Gerke noted that teachers did not always use the entire class time for active instruction, allowing students to work on homework or other projects. Ms. Gaborik had recently visited classes at Lathrop to survey the use of class time. The administration felt that with the addition of an advisory period, students would gain instructional time overall because instruction time would not need to be used to conduct surveys, hold assemblies, and other events that routinely interrupted class time.

Mr. Gerke spoke about the importance of continuing to get information about the proposed changes out to parents. Ms. Gaborik had done a great job of getting the information out and the administration had a plan for getting the information out even more.

- Dr. Wagner would be sending a letter home to all parents explaining what schools were working on for next year.
- There would be a survey on PowerSchool Premier for initial feedback.
- Schools would be working with their students, staff, and parents to develop schedules that would fit the needs of their buildings.
- Postings on websites, PowerSchool Premier, daily bulletins, advertisements in the paper, etc.
- Dr. Wagner would be holding public forums at the end of March for direct feedback from the community.

Mr. Gerke stated the administration would be forging forward with the development and implementation of the plan because they believed it was truly the best thing for students. Mr. Gerke ended his presentation with a quote from an unknown author, "*We are not going to solve today's problems relying on the past's paradigm.*"

BOARD QUESTIONS

Mr. Rice asked if the book the administration was using to guide them with the Professional Learning Communities gave suggestions on how to track progress and assess results. Mr. Gerke said the book definitely offered ways of tracking and assessing results. The district had an abundance of data and principals had been telling the administration for years they needed help and time to analyze the data and develop solutions. The Professional Learning Communities would give the schools the opportunity to work on ways to increase student achievement.

Secondary Professional Collaboration Report (continued)

Mr. Rice asked if teachers from other district high schools had seen the proposed changes and what was the general response from other staff members. Mr. Gerke said all schools had started conversations; but Lathrop was further along in the process than the others because Ms. Gaborik had had the vision for well over a year. Dr. Wagner had been visiting the schools and talking to staffs about the proposed changes. As was the case anytime there was change, there were some resistance. But research had shown that making the proposed changes was the best way to improve student achievement. Sometimes people had to be forced to try something to realize it was a great change.

Mr. Rice asked about the concept of homerooms versus Professional Learning Communities. Mr. Gerke said that based on current research the administration thought the Professional Learning Communities concept was better. It was a waste of time for students to sit in class doing nothing with teachers just watching over them, unless there was something planned or in place. Advisories were sometimes confused with homerooms, but advisories were not homerooms. Homerooms were often just a time for students to get their things organized for the day, which might happen some during the advisories, but there would be planned activities during the advisories that needed to take place for the betterment of students.

Mrs. Dominique asked what would be implemented at Lathrop for next year. Mr. Gerke said Lathrop would be delaying the beginning of the academies, but the plan was to move forward with the advisory period and Professional Learning Communities.

Mrs. Hajdukovich asked if students would have a teacher assigned to them during the advisory period for the semester. Mr. Gerke said students would have a teacher assigned to them during the advisory period.

Mrs. Hajdukovich asked if students would be allowed to arrive to school anytime during the late start time with Professional Learning Communities. Mr. Gerke said the group that had visited Dimond High School had seen the late start time in action. The Fairbanks group had been concerned about students that streamed in throughout the late start period. But while visiting Dimond, students had streamed in throughout the entire late start period and it was fine. Some of the students had just come to school to socialize and were dropped off by parents, friends, or the busses. When they arrived to school, they went to different stations. At the beginning of the day, an announcement had been made about which staff members would be at what location and students would go to their stations. They saw students going to staff members and staff members going to students; it had been a great way to personalize the experience.

Mr. Gerke said the administration had taken an informal survey of bus students at West Valley High School and the number of students who had rode the bus that week was much smaller than they had anticipated. He recalled it was approximately 400 students on average that rode the bus each day. The principals were all aware that they would have to develop systems to properly monitor students. The administration had thought about mandating that the Professional Learning Communities take place on the same day throughout the district, but with each school having unique situations, it would not have been feasible.

Mrs. Hajdukovich thought about the possibility of having students tutor other students during the late start period. Mr. Gerke said the possibilities were endless. Another option was the use of PLATO credit recovery. In visiting with Dimond High School, each group of teachers had to submit a report to the principal accounting for what they accomplished during their specific Professional Learning Community time. It inspired them to continue the topic at other times. Some teachers were even meeting together on their own time.

Secondary Professional Collaboration Report (continued)

Mrs. Hajdukovich asked about the loss of instructional time and needed to feel it was a wise choice. In talking to the public, a big piece was the loss of instruction time. She asked if Dimond High School had experienced a similar loss and how they dealt with it. Mr. Gerke said they had the same concerns and that was one reason they had asked Ms. Gaborik to visit the class rooms to see what was happening. When Ms. Gaborik had visited every classroom, she had found that the entire class time was not always used for active instruction. With the Professional Learning Communities, Mr. Gerke said teachers would be teaching smarter. They would be utilizing their time better, and working on things more collaboratively. There would be some loss of direct instructional time, but as Dimond had shared with them, their graduation rate had increased, their SBA scores had increased, and they would not go back to the old way of doing things. Mrs. Hajdukovich was hopeful that with the shorter class time, the active instruction would not decrease even more. She felt the Board and administration needed to keep their eyes open to that concern. But the fact that it had been done so successfully at Dimond High School was encouraging and could not be ignored.

Mr. Sample arrived at 8:01 p.m.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Dominique thought everyone needed to look at the program as something new and to give it a chance. She thought it would be helpful to the students that needed the extra help.

Dr. Wagner agreed with Mrs. Dominique about it all being new and giving it a chance and time. She reiterated that the advisory time could be used for the things that often times interrupted classes, such as health screening, pictures, etc, thus actually increasing true instruction time.

Mrs. Hajdukovich appreciated all the work of the administration on the proposed changes.

Mrs. Dominique reiterated the change would be good for all students – AP students, middle of the road students, and low students.

Discussion of Local and State Capital Projects Funding

Dave Ferree, assistant superintendent – facilities management, presented information and options to finance major maintenance for schools throughout the district for the next several years. The intention was to generate discussion among the Board, school district administration, borough, and community about the ongoing needs and opportunities to perform upkeep on the schools in a planned and sensible manner. He reviewed the options of both a local bond and general obligation (G.O.) bond. This was in preparation for a possible bond resolution to the borough assembly and continued work on a state GO bond bill.

The schools, in general, were in good condition. Wise decisions over the long-term had put the district's facilities in a very good position. For example, they had performed quite well throughout the recent extended cold snap. That was not an accident. For several decades now the district has diligently carried out intensive preventive maintenance with the objective of protecting the buildings for the maximum long-term benefit of the community. In addition, the Board has consistently planned for and requested major maintenance funds for well thought-out capital projects that had protected the district's assets.

Discussion of Local and State Capital Projects Funding (continued)

The Borough and the community had a commendable history of supporting and approving prudent capital bonds for such work. The district and community needed to continue to wisely invest in the schools to pass on good facilities to future students and all borough residents. There were two proposed funding ideas to consider in the coming weeks and months – a local major maintenance bond and a statewide general obligation bond.

Local Major Maintenance Bond: This would be a bond proposal forwarded by the Board to the borough assembly for their action. Should a proposal be approved by the assembly, it could be placed on the October 2009 municipal ballot. Last legislative session, the window for state reimbursement of up to seventy percent of local bond costs was extended, making it a good time period to approve bonds for school capital construction needs. If the Board agreed, the next step would be to act on a resolution to the assembly requesting a bond election. The size and content of a bond proposal was important and would need further discussion. A resolution should be forwarded prior to April 2009 in order to meet timelines for an October 2009 election.

Statewide General Obligation (GO) Bond: There was a sizable major maintenance backlog statewide that needed to be addressed. One very realistic way to address the backlog was with a general obligation bond, adopted by the legislature and approved by voters in a general election.

The Board had previously discussed such an idea in general terms, and the administration had begun exploring a proposal with other districts and legislative contacts. Reactions to date had been very favorable. Mr. Ferree presented a very preliminary draft of a G.O. bill. The language would need further refinement, but in general terms, the district was proposing a \$35 million portion of such a bill go towards major maintenance for the schools. Much work was ahead prior to a bill becoming reality. The earliest a bond proposal could be voted on statewide would probably be the November 2010 general election. Nevertheless, the administration believed it was a worthy idea and urged the development of the bill be continued.

The Board's current Capital Improvement Plan showed a need for \$66 million in major maintenance in year one of the six year plan. They were projects that should be addressed in the very near future. For purposes of discussion, the administration proposed:

1. The first \$35 million in project work was designated for funding from proceeds of the G.O. bond. This would cover the first four projects and about forty percent of project number five.
2. That as much of the remaining first year projects as possible be funded through a local bond proposal.

The decision on the size of a local request was an item for discussion by the Board and ultimately up to the borough assembly. If the Board determined a local bond was prudent, the Board would approve a resolution supporting a local bond and forward it to the borough assembly. Mr. Ferree felt it was the district's duty to ask for the bond and the borough's duty to decide on it. Once the Board presented the bond request resolution to the borough, the assembly would hold a work session to determine whether to move the bond forward and for how much.

If the Board decided to move forward with a bond request, the administration would draft a resolution to take to the assembly. It should be done soon, in time to get it on the ballot. Mr. Ferree thought it would be good to move forward on it.

Discussion of Local and State Capital Projects Funding

FISCAL YEAR 2010 PROJECTS			
RANK	FACILITY	PROJECT TITLE & DESCRIPTION	COST
1	Barnette Magnet School	Renovation – Completion of school renovation (Phase 3) as outlined in the Educational Specifications and not completed in prior phases. Includes demolition and additions, ADA compliance, structural upgrades and energy cost reductions. Completion of this renovation should allow this facility to extend its life for another 40+ years.	\$19,326,047
2	North Pole Middle	Mechanical System & Energy Efficiency Upgrades– Includes replacement of boilers and fuel system, mechanical controls system, Victaulic joint piping, and general HVAC upgrades at North Pole Middle School. This heating and mechanical system is in serious need of replacement. The plan will include a comprehensive effort to reduce energy consumption while retaining adequate heating & ventilation capacity.	\$7,602,398
3	Districtwide	Septic System Replacement – Septic systems at Pearl Creek Elementary, Weller Elementary and Ticasuk Brown Elementary are getting to end of their useful life. This project replaces the systems with new.	\$764,252
4	North Pole High	Renovate Vocational Wing – The 15,000 square foot vocational wing needs upgrades to mechanical and electrical systems, replacement of built-in hardware and furnishings, and program area improvements to improve staff ability to deliver modern vocational education programs in high demand.	\$4,114,693
5	Districtwide	Technology Upgrades – Includes continuing to upgrade digital communications to and within all borough schools and reducing ongoing fixed costs of operations and maintenance. Integration of technology into all aspects of education is driving the need for a ratio of one computer for every student and staff member. The best connectivity method will be a robust wireless network within the schools connected to fiber optic links between schools and to the outside world. The server and data storage requirements must be consolidated and housed in a suitable environment. This project could lead to significant energy cost reductions districtwide.	\$8,916,274 \$3,200,000 \$5,700,000
6	Weller	Lighting & Energy Efficiency Upgrades – The lighting, particularly in the classrooms, is deficient, does not meet code, and needs to be upgraded as does the emergency lighting system. This includes ceiling replacement and exterior lighting as needed. Energy saving lighting and control systems are included, with potential electrical energy savings on the order of 20%.	\$2,150,118
7	Admin. Ctr.	Rooftop Air Conditioning Units Replacement & Energy Efficiency Upgrades – One of three roof-mounted air conditioning units failed during the summer of 2004 due to age and wear. The remaining two units are in similar condition. The entire system needs to be replaced and upgraded due to age and poor energy consumption characteristics.	\$2,431,066
8	North Pole High	Lighting & Energy Efficiency Upgrades – The lighting throughout the building is deficient, does not meet code, and needs to be upgraded. This includes ceiling seismic bracing and exterior lighting as needed. Energy saving lighting and control systems are included, with potential electrical energy savings on the order of 20%.	\$4,811,883

FISCAL YEAR 2010 PROJECTS			
RANK	FACILITY	PROJECT TITLE & DESCRIPTION	COST
9	Lathrop	Classroom and Gym Wing Improvements & Major Maintenance – Includes acoustical improvements in the music wing and gym wing, , replacement of Gym divider wall, lighting, & flooring, replacement of the freight elevator, and numerous other major maintenance items.	\$3,074,588
10	Woodriver	Gymnasium & Energy Efficiency Upgrades – Gym flooring and other systems are wearing out due to age and use. Work includes replacement of flooring and lighting, HVAC upgrade, painting and finish upgrades, and other system upgrades as required.	\$1,455,268
11	Districtwide	Upgrade Safety & Security Systems – Includes upgrading or replacing the intercom and/or telephone systems at Woodriver Elementary, Weller Elementary, Pearl Creek Elementary, Howard Luke Academy, Joy Elementary, and Brown Elementary. This also includes installation or upgrades of security video equipment for all secondary schools. These systems are needed for building safety and security.	\$5,731,766
12	Districtwide	Replace Hallway Lockers – Includes replacement of all hallway lockers at North Pole High, Tanana Middle, North Pole Middle, Ben Eielson Jr./Sr., and Lathrop High. Much of the hardware on lockers in these schools is wearing out. Securing lockers is difficult. Parts for these lockers are becoming unavailable.	\$1,389,685
13	Badger Rd.	Refinish/Repair Building Exterior & Reduce Energy Consumption – Includes completely refinishing the exterior siding, replacement of deteriorated siding, and replacing all windows and door penetrations of the main school buildings and all outbuildings. This school is due for major exterior maintenance.	\$1,241,192
14	Lathrop	Kitchen Upgrade – The Lathrop kitchen and most of its equipment is well over 40 years of age and wearing out. The kitchen area was not renovated during the general building upgrades completed in 1997. This work includes a complete upgrade of the kitchen and replacement of all equipment. The kitchen may have to be expanded to serve current needs.	\$2,585,194
15	Salcha	Playground Upgrades – Replace non-code conforming playground equipment, upgrade fall zones, and add ADA accessible play equipment. Includes replacing concrete sidewalks and railings.	\$549,306
		SUBTOTAL:	\$66,143,730

NOTE: Shaded projects 1 through 5 totaled approximately \$35 million in project work and were proposed for inclusion on a statewide G.O. bond list. The remaining projects (a portion of project 5 through 15) would be included in a local bond request in the existing order of priority.

Mr. Ferree said the next statewide election was not scheduled until September 2010, so that was one reason for the need to go forward with both a local and statewide bond. If successful with both, it would leave the district in very good shape.

BOARD QUESTIONS

Mrs. Dominique thanked Mr. Ferree for his tireless work on maintaining the district's facilities.

Mrs. Dominique asked about the change in capital project #5. Mr. Ferree had split the project to propose \$3.2M for the G.O. bond and \$5.7M for the local bond.

Discussion of Local and State Capital Projects Funding (continued)

Mrs. Dominique asked Mr. Ferree to explain the differences in a G.O. and local bond. Mr. Ferree explained that a G.O. bond was a statewide bond that the state deemed necessary for the entire state, obligating it to repay the bonds to pay for the projects. He used the recent transportation bond during the last election as an example. The state took on the debt.

Mrs. Hajdukovich asked about the specifics of capital project #5. Mr. Ferree explained the constant need for infrastructure improvements, including bandwidth, wireless, etc. Moving from wired networks to wireless networks would better serve staff and students. Increased bandwidth between and in schools and wireless service would provide service at a much more efficient matter. It would include centralizing servers in specialized hub rooms, which would allow the district to service equipment in one central location more efficiently and at a cost savings. Often times, computer equipment was housed in rooms where the temperature was hot, but equipment need to be housed in an environment made for it – cool and temperature regulated. It would be expensive to setup rooms appropriately to safely house computerized equipment, but in the long run it would increase the service life of the equipment and allow the district to operate them much more cost effectively.

Mrs. Hajdukovich asked what a local fall bond might look like if the G.O. bond did not seem to be gaining momentum. Mr. Ferree said there were fifteen projects listed in the 2010 capital projects list by priority and they all needed to be addressed soon. He had split the list to include the top four projects and part of project #5. He thought it would be confusing to people to have one project on two different lists. He thought it was important to split the list early on and keep it clean and straight. If the G.O. bond did not take off this year, it might plant the seed for the next session.

PUBLIC COMMENTS

Steve Laroe, 226 Glacier Avenue, speaking as a private citizen, noted it was Inauguration Day and he had heard a lot of about President Obama throughout the day. The current Congress, the 111th Congress, had given President Obama a \$825 billion stimulus package. Some people in education had done an analysis of the package and education was slated to receive the largest portion, approximately \$142-\$143 billion dollars. No other area, be it health, roads, etc. was to receive that large of an amount. Mr. Laroe did not know the protocol – he didn't know if the district needed to go to the borough assembly, and they had to go to the state, and then the state had to go to the federal government, or if the district could just give a call to someone in Washington, D.C. and ask about participating in the economic stimulus package, even though the recent newspaper headline stated Fairbanks would not lose any jobs in 2009. If the district had projects ready and in need of funding, Alaska had a new senator that might be able to garner some money from the stimulus package. Mr. Laroe suggested the district not wait for someone else to ask, but rather just ask if the district could have a piece of the pie – it was our own money that was being used to stimulate the economy.

Mr. Laroe thought that while the Board and administration were discussing local and general obligation bonds, they needed to look at the stimulus package since there were projects ready to go. The technology certainly looked interesting because President Obama had stated he would like to see an increase in the use of technology in education. Mr. Laroe suggested the district take a hard look at the \$142 billion out of the \$825 billion stimulus package.

BOARD COMMENTS

Mrs. Hajdukovich had attended the last borough assembly meeting and Mayor Whitaker had pretty much the same comments as Mr. Laroe regarding the stimulus package. He had said the

Discussion of Local and State Capital Projects Funding (continued)

best way to get the economy going was usually by governmental spending. Mrs. Hajdukovich asked if there had been discussions around the state about pursuing some of the stimulus funding. Mr. Ferree agreed it was something that needed to be considered, but it had not yet come up in any of his discussions with other districts.

Mrs. Dominique felt the district wouldn't receive anything if they did not ask and if anyone could get it done, it was Mr. Ferree. Mrs. Dominique thanked Mr. Ferree for all his work.

Mrs. Hajdukovich echoed Mrs. Dominique's comments. She thought the bill Mr. Ferree had drafted was a great piece of legislation. She thanked him for his work.

Mrs. Hajdukovich mentioned that four Board members would be traveling to Juneau in the near future for a fly-in with the Association of Alaska School Boards to meet with legislators. It was good timing to have discussions on the general obligation bond and plant the seed.

Technology Blueprint Update

Dr. Wagner stated the district was in the midst of implementing Phase II of the Technology Blueprint. She was very excited about the progress the district had made and appreciative of the Board's support of technology in the schools. It was important for the students.

Ron Gherman, Executive Director of Instructional Technology Service, presented an update on the progress of the district's Technology Blueprint.

Foundational Beliefs

- ❖ Students at all grade levels needed equitable and appropriate access to classroom technologies that promoted project-based learning, thematic curriculum, and exploratory lessons.
- ❖ Teachers held the key to successfully integrating technology into curriculum and instruction and needed to be supported in their efforts to use technology for teaching and engaging their students.
- ❖ District administrators must use the most effective and efficient means to support the operations of the school district.
- ❖ Technology was expensive and the district infrastructure must become and remain adequate to support both instructional and operational technologies.

Technology Blueprint Goals

Goal #1

Establish instructional technology standards for elementary, middle, and high school classrooms to achieve one to one student access to technology, which may include computers, interactive whiteboard, clickers, document cameras, multimedia projectors, etc....

Goal #2

Purchase technology for the classroom that meets the standards established in Goal #1.

Goal #3

Standardize administrative hardware and software and establish a process for periodically evaluating and adding new technologies.

Goal #4

Move the responsibility of providing and maintaining technology for schools to the district; remove the budget burden from schools and PTA's.

Goal #5

Develop and update policies governing the use and management of technology.

Goal #6

Provide staff development opportunities for all district personnel to attain competency in the use of designated technologies.

Goal #7

Place professional development and support for the delivery of instructional technology under library media and curriculum.

Goal #8

Build a digital curriculum that integrates technology into lessons as appropriate.

Goal #9

Define and assess the technology skills expected of students and staff.

Goal #10

Use technology to enhance the district's communication with the public.

Goal #11

Continue and assess current district technology initiatives.

Goal #12

Implement a public awareness campaign to broaden community understanding, support for, and use of instructional technology.

Goal #13

Develop a plan to ensure the district's technology infrastructure can support technology goals for student learning, staff development and administrative needs.

Goal #14

Urge the state to research, select/design, and deploy a web-based, centralized management system to store, link, and/or manage assessment data, test item banks, supplemental resources, and professional development opportunities.

The Technology Blueprint consisted of fourteen goals. The plan was for the goals to be achieved in phases. The previous director, Helen Clark, had given the first update of the Blueprint's implementation to the Board in January 2008. Mr. Gherman highlighted what had taken place since then. The board packet contained a full summary of the implementation plans for each goal and the current status of each.

Technology Blueprint Update (continued)

The district's biggest challenge this past year was providing each classroom teacher in the district with a laptop computer. The process started in January and was completed in October. Each classroom also received an LCD projector during that time. In November, laptops were rolled out to the library associates in the elementary buildings. Along with providing the staff with laptops, instruction was also supplied on the use of the new computers. The instructional technology teachers and network service staff spent countless hours working with staff in the buildings across the district. The training and support they provided made the laptop rollout a huge success and they deserved a big thank you for a job well done!

One of the foundational beliefs of the Blueprint was that "*Teachers held the key to successfully integrating technology into curriculum and instruction.*" Providing teachers with computers wasn't the end, it was the beginning. The task now would be supplying continuous instruction, training, and professional development so that the district's investment had the desired impact on the students. To that end, the eleven instructional technology teachers (ITTs) had made 17,631 teacher contacts since the start of the school year. That translated to 16.7 teachers they each helped daily. They had also organized and conducted four early out professional development trainings with a survey approval rating of 93% (*1,538 positive comments / 121 negative comments*) from the staff. Last May the district conducted a technology fair after school was out that had been very successful. Another technology fair was being planned for May.

In July, a materials development specialist was hired to organize lessons incorporating technology developed by the ITTs and they were posted on the Technology Learning Center (TLC) wiki. A website developer was also hired in July to improve the district's website. In August, the district signed a contract with Atomic Learning, an on-line training resource with over 35,000 tutorials on more than 110 different applications. This 24/7 training resource was available for all district staff, students, and every member of their family. Atomic Learning also had on-line teaching applications and ready-made lessons adhering to Alaska State standards. Since August there had been 10,286 hits, each representing a lesson studied. In November, nationally known copyright expert Carol Simpson conducted two days of intensive training for teachers, administrators, library, and instructional technology staff on the issue of copyright. The training was highly successful and informative as the district moved ahead to develop on-line training resources.

PowerSchool Premier was now being used at every school in the district and the district continued to learn and develop more functions of the program.

Part of the Blueprint called for the integration of technology into district curriculum. Three years ago a new math curriculum was adopted as part of a six-year rotation schedule. Along with the curriculum were resources available on CD's. Now that the teachers all have laptops they had the capability to fully utilize the resources, but there had been concerns about copyright issues. The district contacted McGraw-Hill and successfully negotiated a contract giving the district the ability to load the resources on computers throughout the elementary buildings. McGraw-Hill had never previously had a school district contact them and express concerns about complying with copyright laws. Their contract not only gave the freedom to load their software but at no cost to the district for a savings of over \$60,000.

The Technology Blueprint of the Fairbanks North Star School District was becoming known nationally and reflected the excellent work done by so many in its design and implementation. As Phase I ended and work on Phase II began, the opportunities ahead were limited only by the vision and determination to continue to provide the students of Alaska the best education possible.

Technology Blueprint Update (continued)

BOARD QUESTIONS

Mrs. Dominique had enjoyed visiting Henrico School District to observe their technology program when the district was formulating their blueprint. She asked Mr. Gherman if the district's blueprint had been a difficult transition for him and if he thought any changes were needed. Mr. Gherman, having had the same job in other districts, thought the district's Technology Blueprint was the best blueprint he had ever seen. It was a living document and there would be changes as technology advanced.

Mrs. Hajdukovich asked about the current status of equipment leasing and rotation. Mr. Fisher stated the district had signed about three lease agreements and the teacher laptops were on a tentative four-year replacement cycle. At the end of four years, there would be the option of keeping the equipment or rotating them out and replacing them.

Mrs. Hajdukovich noted concerns from parents in the past regarding teachers updating PowerSchool Premier. Parents were upset if teachers did not update PowerSchool often enough. She asked for an update on PowerSchool training for staff and the requirements regarding their updating it. Dr. Wagner stated the negotiated agreement addressed teachers updating PowerSchool. The agreement required teachers to update on a reasonable timeframe of probably two-three weeks. That was the expectation and if teachers were found not adhering to that, the issue was addressed with them. Although there was an occasional complaint, for the most part, the feedback on PowerSchool Premier from parents was positive. They felt they were able to obtain valuable information about their child's progress from the program.

Mrs. Hajdukovich confirmed that teachers who needed help with PowerSchool Premier were receiving it. Dr. Wagner stated that was correct and all schools were currently using PowerSchool Premier.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Dominique thanked Mr. Gherman for his report and welcomed him to the district.

Colonel Jones thanked Mr. Gherman for the report and commended the district for going forward with technology. His family had come from a district that had used PowerSchool Premier and hadn't realized what a powerful tool it had been for parents until they missed it. It had been a tremendous tool for not only the parents, but the students to help keep up track of their grades and assignments. Colonel Fitzgerald commended the district on the implementation of PowerSchool Premier and recommended the district continue to encourage teachers to update it as often as possible.

Mrs. Hajdukovich stated there had been a comment made in the past few weeks about the district spending money on technology when it should be spending money on quality teachers and other tangible things. Of course the district wanted quality teachers and it was very important, but Mrs. Hajdukovich thought about all the behind the scenes pieces and parts of technology that needed to be continually updated and brought into the schools. It was not only about the laptops but rather the fact that teachers could use technology to better their instruction. With today's technology age, Mrs. Hajdukovich would hate to see students walk into the schools and have it be like they were going back in time. Technology was an important piece of the educational system and it would continue to be. It was a tool the district's quality teachers could use for the benefit of the students.

Technology Blueprint Update (continued)

Mrs. Hajdukovich thanked Mr. Gherman for the report and was looking forward to the next phase of the Technology Blueprint.

Mr. Sample knew first hand how well the Technology Blueprint had been implemented in the schools. He had seen a huge change in the use of technology and the doors it had opened. It had made learning fun and he thought it would improve education.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Mr. Sample reported that West Valley had won the basketball game earlier in the evening by two points in overtime.

Mrs. Dominique congratulated Mr. Smith on his Extra Special Person award. She had visited the recent Board Curriculum Advisory Committee meeting and noted that Mrs. Hughes had passed the committee to Mrs. Carlson successfully. Mrs. Dominique had seen the science curriculum books and thought they were awesome and would help peak students' interest.

Mrs. Dominique had a son in Iraq and he had sent her a quote from the Word of the Day for Martin Luther King Jr. Day, "Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illumines it. We all need more love than hatred. If we didn't exercise love, even if we had the knowledge of it, we could paralyze, confuse, and darken up others lives as well as ours. One team, one love." Mrs. Dominique thought the message was very appropriate for the day when so many people had come together.

Mrs. Dominique had enjoyed the Inauguration and all the activities at the schools. She had been so impressed by the coming together of everyone. It had taken her back to when she had attended the REACH training. The REACH training tried to teach everyone to work together, but there had been a gentleman in the class that had made a remark she had found very hurtful, but today she could overcome it. The gentleman had basically stated he did not want to give up his rights as a white male, because he did not know what he would get from it. Mrs. Dominique thought if anyone wanted to live their life like that today, it was sad. She thought people really needed to look at what happened today as a remarkable thing for all people in history. She wanted her children, grandchildren, and her great grandchildren to come that everyone could do it together and just work together.

Mr. Rice agreed with Mrs. Dominique about the Board Curriculum Advisory Committee about smooth transition from Mrs. Hughes to Mrs. Carlson. Mrs. Carlson did an awesome job of keeping him organized.

Mr. Rice had emceed the luncheon honoring Martin Luther King, Jr. It had been well attended. He noted Jennifer Schmidt, previous Board member had been recognized. Mr. Rice noted that although the day was an historical day, there were people out there that were acting in a negative way and if people reacted in a negative way, they those people would have won. He suggested people act as Martin Luther King, Jr. would have.

Mrs. Hajdukovich noted Mr. Ferree's report on deferred maintenance might not be a glamorous subject, but if not paid attention to, the costs added up and if the district did not take care of what it had already, all would be for not.

Dr. Wagner commented on the remarkable day. She had attended Lathrop High School's inaugural celebration. She had also attended North Pole High School where classes were doing projects related to the Inauguration. In one math class the students were attempting to estimate the attendance by measuring the shadow of the Washington Monument.

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

Dr. Wagner reminded everyone the district had students in actual attendance for the Inauguration. She thought it was a great learning opportunity for them.

Dr. Wagner announced the two scholarship winners from the Martin Luther King Jr. Celebration - Britney Anderson from Ben Eielson and Chanmok Jeon from North Pole High School. She extended her congratulations.

Dr. Wagner also expressed her appreciation for the monetary donation from Alyeska Pipeline Service Company. The money would be used to purchase Alaska Statehood materials.

A new recruiting roundtable committee had been formed and Dr. Wagner announced the meeting scheduled for the following evening.

The meeting adjourned at 9:02 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.