

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

Work Session

MINUTES

June 1, 2009

President Hajdukovich called the work session to order at 5:35 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue to discuss stimulus funding.

Present:

Leslie Hajdukovich, President
Wendy Dominique, Vice President
Sue Hull, Treasurer, Treasurer
Kristina Brophy, Clerk

Absent:

Sean Rice, Member
David Soderlund, Member
Howard Thies, Member
Michael Fitzgerald, Base Representative
Timothy A. Jones, Post Representative
Ella Rohn, Student Representative

Staff Present:

Nancy Wagner, Superintendent
Wayne Gerke, Assistant Superintendent - Secondary
Roxa Hawkins, Assistant Superintendent – Elementary
Mike Fisher, Chief Financial Officer
Jim Cobb, Executive Director of Technology & Information Systems
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Peggy Carlson, Executive Director of Curriculum & Instruction
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Traci Gatewood, Director of Grants & Special Projects
Gayle Pierce, Director of Labor Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Louise Anderl, Director of Federal Programs
Bill Bailey, Director of Public Relations
Sharon Tuttle, School Board Executive Assistant

American Recovery & Reinvestment Act (ARRA) Stimulus Funds

Dr. Wagner thanked the entire management team for their work on the stimulus funds. She made a special acknowledgement of Traci Gatewood, grants and special projects director, for her many hours of work on the project. Mrs. Gatewood had spearheaded the district's efforts.

The American Recovery & Reinvestment Act (stimulus) funds included funds for Title I, Part A funds; Title II, Part D funds; IDEA Part B and Section 619 Preschool Disabled funds; and Education Stabilization funds. District staff members presented a review of the district's use of the grants, including the administration's proposed projects for the Education Stabilization Funds, totaling \$8,987,103. Projects were prioritized as 1st priority, 2nd priority, and 3rd priority. The administration would be soliciting the Board's recommendations on the proposed projects. Stimulus funds would not be available for obligations until the state received and approved the district's grant applications for the stimulus funds.

Allowable uses of Stabilization funding for school districts included activities under

- Carl Perkins Career and Technical Education Act
- No Child Left Behind Act
- Individuals with Disabilities Education Act
- Impact Aid
- Adult Education and Family Literacy Act

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

Input for the proposed projects had been solicited from teachers, administrators, students, support staff, parents, PTA's, public forums, teacher advisory council members, and community members. Projects were drafted by administrative department directors and their staff.

Louise Anderl, federal programs director, reviewed the Title I, Part A funds. The district's Title I, Part A allocation for FY 2009-2010 would be a total of the Title I, Part A ARRA (stimulus) allocation and the Title I, Part A regular allocation. The district's Title I, Part A stimulus allocation was \$2,823,899 and the regular allocation was \$3,379,209. The Title I, Part A stimulus funds had to be expended by September 30, 2011 and spent according to all the program requirements of Title I, Part A. Because *Response to Intervention/Instruction* (RTI) was one of the district's leading initiatives, Title I would be directing a large portion of the ARRA funds to support it, including the hiring of nine teachers. Funds would also be utilized to address the goals to provide increased professional development to formulate strategies most likely to meet with success for student performance. Schools would also be able to hire additional tutors and purchase materials that supported their program goals.

Bob Hadaway, special education executive director, reviewed the special education Title VI, Part B and Section 619 Preschool Disabled funds. The district's Title VI, Part B and Section 619 allocations for FY-2009-10 would be a total of the regular allocations plus the ARRA (stimulus) allocations. The district's Title VI, Part B regular allocation was \$3,627,021 and the ARRA (stimulus) allocation was \$3,550,421. The district's Section 619 Preschool Disabled regular allocation was \$98,846 and the ARRA (stimulus) allocation was \$144,008. All funds would be spent according to all applicable program laws and regulations and would meet all accounting, reporting, and monitoring requirements of the state and federal governments.

ARRA funds would be utilized for a variety of special education needs, including funding for approximately 30 additional staff members; RTI start-up costs and training; reading materials and training; Pre-K training and materials; speaking/voice programs; and a variety of other programs.

The Board had concerns about the sustainability of 30 additional special education staff members after the expiration of funds in two years. The administration explained staffing had increased over the course of the current year due to increased intensive needs students and not all the positions would be a one-time hire.

Dr. Wagner led the review of the Education Stabilization Funds. The five categories that reflected the priorities of ARRA:

1. Adopting rigorous college- and career-ready standards and high-quality assessments;
2. Establishing data systems and using data for improvement;
3. Increasing teacher effectiveness and equitable distribution of effective teachers;
4. Turning around the lowest-performing schools; and
5. Improving results for all students, including early learning, extended learning time, use of technology, preparation for college, and school modernization.

The ARRA priorities, along with the district's priorities had formed the criteria used for analyzing proposed programs. The proposed programs were prioritized according to the needs of the district. The district would obligate the funds by September 30, 2011, to support authorized activities in school years 2009-2010, and 2010-2011. The Department of Education and Early Development would monitor the specific usage of all ARRA stimulus funds during its regular 2009-2010 and 2010-2011 NCLB and IDEA monitoring process.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The administration had prepared a spreadsheet of their proposals. The spreadsheet also noted the priorities each of the proposals addressed. First priority projects included:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
Grants Coordinator	1,2,3,4,5	\$ 92,000	\$ 95,000		1	The district would receive \$15+ million in ARRA grant funding. The funds must be tracked and accounted for separately and were subject to additional and more rigorous reporting requirements than were normally applied to grant recipients, and would be a major audited program. A position would be added to assist with the development and management of grant funded (emphasis on Stabilization) projects. This was a two-year only position.
ESF Evaluation	1,2,3,4,5	\$ 100,000	\$ 100,000		1	Projects supported with ARRA funding were expected to strengthen education, drive reforms, and improve results for students. In order to show progress toward meeting these expectations, all funded projects must be evaluated. Funds would be used to fund part of the district's grants evaluator salary and a full-time clerical support position. The clerical support position was a two-year only position.
Response to Instruction (RTI)	1,2,3,4,5		\$ 350,000		1	RTI was a "best practices" program for students that the State had endorsed and was required for districts in corrective action. The district expected RTI to eventually be mandated as it would be part of the reauthorization for IDEA. The program supported the district's goal to improve overall performance for all students. Stimulus funds from Title I and IDEA would be used with ESF funds to support the implementation of RTI. During the 2009-2010 and 2010-2011 school years, \$75,000 of IDEA (Title VIB) stimulus funds would be used each year to support assessment teams for universal screening, temporary support for AIMS web data entry and printing costs. During the same period, \$808,500 of Title I stimulus funds would be used each year to support nine teachers, laptops, and training. ESF funds would be used during the 2010-2011 school year to support tier two intervention. The short-term investment would allow the district to build the infrastructure for the program.
Blueprint Computers for School Labs	1,2,3,4,5	\$ 1,173,640	\$ 890,980		1	The project would support the district's initiative to implement Phase II of the Technology Blueprint. Funds would be used to purchase resources and materials to accomplish the action steps in Goals #1, 2, and 4. The expenditures would enhance the district's technology infrastructure and directly benefit students.
Indirect	1,2,3,4,5	\$ 285,000	\$ 280,000		1	Districts were allowed to apply their currently negotiated restricted indirect cost rate to obligations incurred under ARRA. The district's indirect rate for 2009-2010 would be 6.43%.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The district's list of second priority projects included:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
Graduation Success Program	1,2,3,4,5	\$ 687,000	\$ 687,000		2	One of the tenets of ARRA was to save jobs. During recent budget cuts, the graduation success program was cut. The Board had discussed the importance of continuing to positively impact students through the program. ESF funding would support the district's goal of improving the graduation rate and give the district an opportunity to realign the program to maximize its impact on at-risk students.
Lathrop Smaller Learning Communities	1,2,3,4,5	\$ 152,000	\$ 134,000		2	The project supported the district's initiative to implement recommendations from the Secondary Review Process. Lathrop was serving as the pilot for secondary education reform. The Lathrop staff and community had spent a significant amount of time developing a plan, based on "best practices", to implement smaller learning communities. Funds would support time for planning, training, and staff for the academic intervention center. If federal funds were available, the district would apply for a grant to support the full and ongoing implementation of the project.
My Access! (4-12 writing program)	1,3,4	\$ 17,500	\$ 17,500		2	The project supported the district's goal of improving writing skills and supported the initiative to develop a plan for using formative assessment to improve writing skills. Project costs included a yearly fee for students and professional development for teachers. After two years of professional development, the district would have a cadre of trainers for future teachers to implement the program. If the program met district expectations, the yearly student fee would be paid by the district.
Wee Can Write Workshop (K-2)	1,3,4	\$ 11,250			2	The project also supported the district's goal of improving writing skills and the initiative to develop a plan for using formative assessment to improve writing skills. The one-time expenditure would allow teachers in grades K-2 to receive professional development that supported <i>6 Traits Writing</i> ; thereby increasing their long-term capacity to improve results for students.
K-12 Science Professional Development	1,3,4	\$ 40,580			2	The project would provide support for the implementation of the new science curriculum by building capacity through a variety of professional development opportunities. Sustainability would come from the acquired knowledge from professional development.
Earth and Space Science Professional Development	1,3	\$ 6,000			2	The project would also support the new science curriculum by providing professional development to strengthen teacher's knowledge and provide strategies for teaching the newly adopted and more rigorous Earth and Space Science course. Students who took the course would have a stronger science base as they continued through high school. This was a one-time expenditure that would have long-term benefit.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The district's list of second priority projects continued:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
Behavior Aides Professional Development	3,4	\$ 2,600			2	Behavior aides worked with students challenged by behavior problems to help them be successful in the classroom. Professional development was needed for behavior aides to maintain their effectiveness. The project would support training in Functional Behavior Assessments. The one-time expenditure would allow behavior aides to maximize their effectiveness with students.
Math Textbooks to Support Electives	3,4	\$ 37,800			2	The project supported the district's goal of improving student performance in math by providing textbooks for math elective courses not previously offered. The courses support a variety of career choices. By increasing the variety of courses offered, students who normally took a minimum number of math courses might be enticed to continue their math education. The one-time expenditure would support district learners until the next mathematics textbook adoption and possibly beyond.
Everyday Math Support Materials	3,4	\$ 35,910			2	Everyday Math was in its 4th year of implementation. The one-time expenditure would provide materials that would support math instruction districtwide for the next six years.
Algebra Workshops	1,3,4	\$ 8,800			2	The project supported the district's goal of increasing the district's graduation rate and its commitment to focus resources on areas of need such as math improvement. The project would provide opportunities for teachers to enhance their knowledge of instructional strategies to strengthen students' algebra skills. Sustainability would come from the acquired knowledge from professional development.
Music Equipment Infrastructure	1,3,4		\$ 224,000		2	The project increased the district's capacity to continue to offer a quality music program. Funds would be used to replace aging instruments and support new music instruction and/or courses, such as guitar. The benefit from the one-time expenditure would be sustained over the life of the instruments.
K-12 Thinking Maps Implementation	3,4		\$ 96,800		2	The project supported the district's goal of improving overall performance of all students and its commitment to focus resources on areas of need such as math and writing improvement. The project would directly benefit all students because professional development would provide both teachers and students with a common language for organizing and presenting information based on patterns of thinking. It would also help teachers in transition grade levels with guiding students in their first year of study in middle and high schools. The one time expenditure increased teachers' long-term capacity to improve results for students.
World Language Professional Development	1,3	\$ 5,500			2	The project would support the World Language Curriculum revision that was currently in process by supporting professional development through the State World Language Conference for World Language teachers. It would be a onetime expenditure.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The district's list of second priority projects continued:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
The Big 6: Information Literacy Professional Development	1,3,4	\$ 9,540			2	The project supported the district's goals of improving the overall performance of students, increasing graduation rate, and improving student performance in writing as well as the commitment to focus resources on areas of need and provide instruction which was inspirational and innovative. Professional develop that would result in an increase in technology literacy and problem solving abilities for staff and students would be provided. Sustainability from the one-time expenditure would come from the acquired knowledge from professional development.
Teacher Intern Placement	3,4	\$ 285,000	\$ 285,000		2	The project would address the district's commitment to recruit, hire, and retain a diverse workforce, specifically targeting minority hire. Currently, 64% of the student body was Caucasian, while 88% of the teaching staff was Caucasian. The number of African American teachers had steadily declined since the 95-96 school year, when the district employed 35 African American teachers. Nineteen (19) African American teachers were employed during the 2008-2009 school year. Funds would support a project coordinator, travel, and intern support.
Developing Math Achievement in African American Males	3,5	\$ 224,000	\$ 224,000		2	African American students were one of the lowest performing subgroups on standardized tests. The project would support the district's goals of improving overall performance for all students and improving the performance of African American students in math as well as the commitments to provide graduation success strategies, increase communication with and support for students and families of diverse cultures, and invest in quality professional development to meet district goals of respecting multicultural perspectives. Funds would be used to support tutors, mentoring, and cultural competency courses as well as clerical support. The project would share a coordinator with the Teacher Intern Placement project.
Career Pathways at last!	1,5	\$ 74,000	\$ 34,000		2	The project supported the district's initiative to implement recommendations from the Secondary Review Process. Funds would support career exploration components at the middle school levels, and the identification and development for career pathways, clusters, and academies, and the Engineering Academy at Lathrop. The expenditures would allow the district to advance reforms that strengthened students' preparation for college and careers.
Fulfilling the School Board's Initiative: Secondary Revamping	4,5	\$ 213,000	\$ 213,000		2	The project also supported the district's initiative to implement recommendations from the Secondary Review Process and allowed the district to advance reforms that strengthened students' preparation for college and careers. Funds would support a variety of activities, including math tutoring, freshman transition programs, instructional support for the SMART program, middle school math tutors, Challenge Day, and PSAs.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The district's list of second priority projects continued:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
English Language Learner (ELL) Technology Professional Development, Computers & Other Equipment	1,5	\$ 40,850			2	The project supported the district's commitment to use technologies to enhance learning, monitor student progress, involve parents, and maintain efficient district operations. Funds would support equipment and professional development for ELL tutors and teachers/facilitators.
Foreign Language Assistance Program Planning	1,5		\$ 100,000		2	The project would allow the district to hire a project coordinator to research and possibly coordinate the introduction of one of the federally recognized critical languages into elementary school and research and coordinate offering an International Baccalaureate (IB) language program at the middle and high school levels. The coordinator would work with the grants department to prepare a grant application for the Foreign Language Assistance Program grant that should be available during the 2010-2011 school year.
ELL Program Review (Evaluation)	2,5	\$ 13,630			2	The ELL program had not met its AMAO targets for the past four years, and LEP students met their AYP targets most often by way of safe harbor rather than meeting actual AYP goals. Funds would provide support for an evaluation of the effectiveness of the district's approach to providing ELL services and support. It would be a one-time expenditure that would have long-term benefit to students.
JDE Replacement	2,5	\$ 800,000	\$ 194,823		2	The project supported the district's commitment to use technologies to maintain efficient district operations. Funds would allow the district to replace the JDE system.
Career Technical Education (CTE)	1,3,5	\$ 152,500	\$ 42,500		2	The project would enhance the CTE program and lead to higher standards and improved teacher assessments. Funds would support equipment, professional development, and the introduction of CTE explorations classes at the middle school level.
Nursing Component of Crisis Plan	5	\$ 51,900			2	The project would support the district's commitment to enhance school safety and student wellness. The one time expenditure would allow the district to purchase mobile Trauma First Aid Stations for quick response and treatment of staff and students in a crisis as well as update school nurses' computers to improve data record keeping and increase the use of technology for the provision of health services to students.
Summer School	5	\$ 100,000	\$ 100,000		2	Pending input from the Board
Safety	5	\$ 228,500			2	The project would support the district's commitment to enhance school safety and student wellness. The district had submitted several grants that outlined the need to enhance district safety. The grants did not allow for equipment purchases. The one-time expenditure would allow the district to replace old equipment, update signage, and implement a staff ID system.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

The district's list of second priority projects continued:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
General Secondary-Textbook Tracking	5	\$ 40,000	\$ 10,000		2	The project would support the district's commitment to use technologies that maintained efficient district operations. Funds would be used to purchase an inventory control system that allowed student textbooks to be checked in and out.

The district's list of third priority projects included:

Project Name	ARRA Priority Addressed	Funding			Rank	Rationale
		09/10	10/11	11/12		
General Secondary - Miscellaneous	5	\$154,480			3	The project would provide secondary schools various types of materials, equipment, and upgrades that would result in improvements for all students. Examples included tables, exercise equipment, desks, and software upgrades. They would be one-time expenses that would benefit students for many years.
Early Childhood Development (Parents as Teachers)	5	\$25,000	\$25,000		3	Pending input from Board.

The Education Stabilization projects for year one totaled \$5,067,980 and year two totaled \$4,123,603. The grand total for all proposed projects was \$9,191,583, which was \$204,480 over the district's total allocation. The Board and administration would have to make adjustments to the proposed projects to meet the district's allocation or allocate funds from the district's hard dollars.

BOARD QUESTIONS/COMMENTS

The Board and administration reviewed all the projects. The administration had expanded on several projects including the Response to Instruction (RTI), the graduation success program, Lathrop's smaller learning communities, the teacher intern placement program, developing math achievement in African American males, secondary revamping, foreign language assistance program planning, career technical education, summer school, and early childhood development.

In reviewing the graduation success program, the Board had heard mixed reviews on the program. Some Board members supported the program and its results, while others were skeptical of its effectiveness. The Board concluded the stimulus funding would provide the program with two additional years, in addition to saving several jobs which was part of the intent of the stimulus program. Changes to the program would be made, including revised job descriptions for elementary and secondary staff members, for consistency throughout the district. The district would also be developing a formula to better identify students. Over the next two years, the district could collect data to determine the program's effectiveness.

Although part of the intent of the stimulus program was to create jobs, the Board voiced some caution with using the stabilization funds for staffing that could not be sustained. Their concern was for staffing a program that would have to be discontinued after two years. The administration noted in the positions where teachers were moved to the temporary positions, they would return to their regular positions at the end of the stimulus funds. They would return having had massive training and would be resident experts to train and share their knowledge with others.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

In discussing the Teacher Intern Placement program, the Board was pleased with the prospect of “growing their own”. After reviewing the projected costs, they preferred more dollars be put towards staff in the program and less towards a program director position and travel.

The secondary review initiative was examined. Many great things were slated as part of the revamping of the secondary education. One idea discussed was West Valley High School piloting a Chinese course next year. The district was collaborating with UAF regarding dual credit options. Freshman teams would be expanded to other high schools.

After discussions on the Foreign Language Assistance Program Planning project, and with the possibility of a grant, the Board felt the money designated for the program could be better spent in other areas. The Board supported expanding foreign language offerings if there were unlimited funds. But with the district’s limited means, it was a program that most likely could not be sustained after the lapse in stimulus funding.

The Career Technical Education (CTE) program had not really presented a sustainability issue, as tools were portable and could be used from school to school. They were looking at different kits for schools to utilize to expose more students to CTE offerings. The Board had heard from the community that more career technical education was needed in all schools. They supported increasing the funding for career technical education.

The administration recognized the benefit of summer school, but had looked to the Board for their input regarding future offerings. In the past there had been discussions about an expanded summer school with enrichment courses. Even with charging tuition for the courses, the cost of offering an expanded program would be greater than the revenues generated from tuition. After debating different summer school options, the Board determined that an expanded summer school program was not something they were interested in funding through stimulus funds. The Board would like to have further discussions on future summer school options at a later date.

The Board discussed the replacement of musical instruments. The music program was being expanded to include steel drums, guitars, and other instruments, plus aging instruments needed to be replaced. The benefit from the one-time expenditure would be sustained over the life of the instruments. Plus, the purchase of instruments locally, wherever possible, would benefit the community’s economy.

The Board addressed early childhood development and the possibility of collaborating with Best Beginnings on the *Parents as Teachers* or other early childhood programs. The *Parents as Teachers* program’s mission was to provide the information, support and encouragement parents needed to help their children develop optimally during the crucial early years of life. One of the stimulus funding priorities was improving results for all students, including early learning. The administration’s proposal included \$25,000 per year for early childhood development for a total of \$50,000 over the two-years.

Support for the Imagination Library was also discussed. It was suggested the district contribute to the Imagination Library in the future, as it was a great reading program to get children from birth to five reading before they started school. Although everyone on the Board agreed the Imagination Library was a very worthwhile program, a conflict of interest concern was voiced in regards to the district donating to the Imagination Library because the program had been introduced to the district by Dr. Wagner and her husband. Both Dr. Wagner and her husband currently served on the Imagination Library Board, along with Mrs. Hull, board treasurer.

American Recovery & Reinvestment Act (ARRA) Stimulus Funds (continued)

Band width and other technology concerns were addressed by the Board. Band width improvements and expansions had been included in the district's bond proposal and were capital improvements. The administration had recommended the stimulus funds would be better utilized for equipment, where more "bang for the buck" could be achieved and look for obtaining possible capital funding from other areas.

Dr. Wagner recapped what she had heard as the Board's recommendations. She had calculated approximately \$400,000 in program reductions or eliminations. That amount included deleting stimulus support for an expanded summer school program at a savings of \$200,000 and the foreign language assistance plan at a savings of \$100,000. It also included a reduction in the teacher intern program at a savings of \$50,000. If the district went forward with piloting a Chinese language course and a higher level math course through TVC, the projects could be funded through secondary review hard dollars, rather than stimulus funds, at a savings of approximately \$50,000 in stimulus funds. All totaled, there would be approximately \$400,000 to strengthened existing proposed projects or add additional programs.

Dr. Wagner reviewed the programs the Board would like to see included in the stimulus funds. The programs included content coaches, math tutors at the middle school level, increased career technical education offerings, additional funding during the second year for career technical education, and support for early childhood programs.

Mrs. Hajdukovich affirmed the Board's consensus on the changes Dr. Wagner had mentioned.

The administration clarified for the Board the need to have a complete two-year plan. If there were programs the Board was interested in considering, the district would be best served by including them in the district's original plan proposal. Minor program tweaks and course adjustments could possibly be made during the second year, but Mrs. Gatewood emphasized the federal government was looking for a complete two-year plan.

Mrs. Gatewood spoke about the stringent evaluation and accounting requirements for the stimulus monies. In regards to program evaluations, sometimes learning what had not worked or what not to do was as important as what had worked.

The Board would hold a special meeting on June 17, 2009 at noon to approve several grants, including the American Recovery & Reinvestment Act (ARRA) funds. The meeting would be held in the Board Room.

Mrs. Hajdukovich thanked the administration and especially Mrs. Gatewood for their work on the stimulus package funding. Their work would benefit the students of the community for many years in the future.

The meeting adjourned at 8:04 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board