

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Regular Meeting

MINUTES

June 2, 2009

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. Rice led the Pledge of Allegiance.

Present:

Leslie Hajdukovich, President
Wendy Dominique, Vice President
Sue Hull, Treasurer
Kristina Brophy, Clerk
Sean Rice, Member
Timothy A. Jones, Post Representative
Ella Rohn, Student Representative

Absent:

David Soderlund, Member
Howard Thies, Member
Vacant, 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
Jim Cobb, Executive Director of Technology & Information Systems
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Bill Bailey, Director of Public Relations
Sharon Tuttle, Executive Assistant to the Board

Others:

Cynthia Klepaski, Assistant Borough Attorney

PRELIMINARY ITEMS

Safe & Drug-Free Schools & United Way Student Achievement Award Winner

Claire Halvarson from Hutchison High School was recognized for winning the Student Achievement Award for the 2009 Prevention Media Project. Her project was displayed in the Board Room for public viewing. Montean Jackson, safe and drug-free schools' coordinator, made the presentation.

State Track & Field Champions

The following students placed first in the recent State Track & Field Competition. Lathrop Coach Jeff Hebard and Eielson Coach David Dyer made the presentations.

Event	Student Names/ School
Girls' 4 x 800 Relay – 4A	Rosemary Hanson, Megan Edic, Kim Fitzgerald, & Heather Edic (Lathrop)
Boys' 100 m. Dash – 4A	AJ Allen (Lathrop)
Girls' 400 m. Dash – 3A	Britney Anderson (Eielson)
Boys' Discus – 3A	Kevin Rima (Hutchison)
Boys' Shot Put – 3A	Kevin Rima (Hutchison)

ESP of the Month

Norman Edwards, intervention room teacher aide at Ryan Middle School, was recognized as the Extra Special Support Staff Person for June 2009. Ryan Middle School Principal Heather Stewart made the presentation.

Spotlight: Best Beginnings

Best Beginnings was a public-private partnership that mobilized people and resources to ensure all Alaska children began school ready to succeed through support from businesses, foundations, nonprofits, government, and individuals. Abbe Hensley, Best Beginnings executive director, made a presentation on the initiative.

Too many Alaskan children started kindergarten without the skills that formed the basis for all other learning. Children who were not prepared for kindergarten were far more likely to fail in school and become a burden on society. Studies suggested a very strong correlation between school readiness and high school dropout rates. Alaska had one of the worst dropout rates in the nation. For three recent school years, Alaska had ranked first or second in the nation for high school dropouts. In 2005-2006, Alaska's dropout rate was more than twice the national average.

The solution was early learning and literacy. Research had shown that an astounding amount of brain development occurred from birth to age 6; children were born ready to learn. Babies and young children needed the right kind of nurturing and stimulation from parents, extended family, and caregivers away from home. Children who had appropriate, positive early learning opportunities in those first years – through reading, play, and other forms of active engagement – started school with the foundation to keep learning and succeed in school and life.

The work of Best Beginnings generally fell into three areas.

- Parents were their child's first and most important teachers and Best Beginnings promoted early learning and literacy, family literacy, and education.
- Many young children spent time in care away from home and Best Beginnings was a catalyst for high quality, affordable, accessible child care, and early learning programs for all families who wanted them.
- Preparing all children for success in school had profound implications for the state as a whole; Best Beginnings was accelerating a cultural shift of Alaskans' expectations and priorities.

Spotlight: Best Beginnings (continued)

Towards reaching those ends, Best Beginnings:

- Communicated the importance of early learning and literacy to the Alaska public at large;
- Developed resources for both in-home and away-from-home care;
- Promoted accountability of early learning programs;
- Encouraged community planning for quality, accessible early learning programs outside the home; and
- Supported the efforts of other organizations engaged in early learning and literacy by promoting communication and facilitating partnerships.

Best Beginnings believed the following elements were needed to give every Alaskan child the opportunity to succeed:

- ⇒ Knowledge & Tools – parents and extended family needed to understand the importance of early learning and have the tools to give their children quality early learning experiences.
- ⇒ Quality Programs – all families who wanted them should have access to high quality, affordable child care and early learning programs.
- ⇒ Public Buy-in – Alaskans expected and insisted on the investments needed to finance and sustain early learning and literacy.

The Best Beginnings Early Learning Council had identified seven priorities for 2008-2009. All of the priorities supported recommendations made by the Ready to Read, Ready to Learn Task Force.

1. Imagination Library: Best Beginnings was the statewide umbrella organization for Dolly Parton's Imagination Library in Alaska, providing matching funding and technical assistance and working closely with participating communities and partners. Imagination Library mailed a brand new, age appropriate book each month to all children from birth to age 5 who signed up for the program in their community, regardless of their family's income. The community paid for the books and mailing, promoted the program, registered children, and entered the information into the database. The Dollywood Foundation managed the system to deliver the books to the home.
2. Local Partnerships: Local communities were in the best position to determine the needs of the young children, so Best Beginnings would pilot local early learning partnerships in several locations around the state for the year. Each local partnership would develop an action plan that identified current needs and resources, encouraged collaboration, and sought to fill gaps. Best Beginnings would provide small grants and technical assistance to these partnerships.
3. Public Engagement Campaign: To encourage all Alaskans to join the effort to ensure all children began school ready to succeed, Best Beginnings engaged the public through radio and television PSAs, a website, an e-newsletter, and print.
4. Early Learning Guidelines (ELGs): The Alaska Children's Trust awarded Best Beginnings a four-year grant to develop family-friendly booklets of activities based on the ELGs, in languages other than English. Materials in Spanish were completed, and work had begun on a version in Yup'ik. Additionally, the Department of Education & Early Development had contracted with Best Beginnings for an English version. The ELGs had been endorsed by the State Board of Education and were aligned with the new Alaska Developmental Profile and the K-2 Standards, ensuring seamless transitions for children. Alaska's ELGs helped parents and adults who worked with young children understand child development and their role in helping provide appropriate learning experiences for children.

Spotlight: Best Beginnings (continued)

5. Quality Rating and Improvement System (QRIS): With a grant from the Department of Health & Social Services, Best Beginnings developed a QRIS for Alaska and recommendations for standards, budget, and phased-in implementation. The QRIS provided the framework for a standards-based early care and learning system for out-of-home programs. It was a method to assess, improve, and communicate the level of quality in the programs. Highly ranked programs would be good candidates for any state-supported pre-kindergarten effort. The next step would be a field test of the QRIS.
6. Early Learning System: Best Beginnings worked with partners in both the private and public sectors to develop a culturally responsive, comprehensive, and accessible statewide early childhood system that empowered families, linked service providers, and engaged communities on behalf of young children.
7. "Between the Lions" Alaska Native Head Start Literacy Initiative: The initiative centered on the award-winning PBS children's literacy series *Between the Lions*, adapting taped segments, a curriculum, and resources to make them culturally responsive to Alaska Native children in both rural and urban communities. Partners included WGBH Boston, The CIRI Foundation, BP, RurAL CAP, Southcentral Foundation Head Start, Bristol Bay Native Association Head Start, the Alaska Head Start Collaboration Office, the Alaska Library, ISER, and the Northwest Regional Educational Laboratory (NWREL). UAA had submitted a grant proposal to the Institute of Education Sciences in September 2008.

BOARD QUESTIONS/COMMENTS

Mrs. Hajdukovich thought with all the different local resource agencies available to provide assistance, such as Head Start, Denali Kid Care, Smart Start, etc., it could be very confusing for parents. She asked how Best Beginnings fit in with all the local agencies. Ms. Hensley said it was easiest to think of Best Beginnings as the umbrella that brought all the different state and local agencies together with the people in the community to meet their needs.

Mrs. Hull asked if the Early Childhood Development Commission in Fairbanks applied to be one of the pilot local partnerships, what would be the steps and how the district might interact with the local partnership. Ms. Hensley stated the district would certainly be expected to be part of the partnership. As each of the local partnerships were developed, it was expected school districts would be engaged and very much involved. One example Ms. Hensley cited was in the area of professional development – there would be activities that would bring early childhood educators through the community – school district, head start, or private schools, together for professional development opportunities.

AGENDA

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

The following consent items were moved:

accepted the Langston Family Foundation grant in the amount of \$5,000, per Fiscal Note 2009-35.

accepted the Department of Fish & Wildlife Schoolyard Habitat Program grant in the amount of \$25,000, per Fiscal Note 2009-36.

approved the minutes from the special meetings on May 18 & 20, 2009, as submitted.

Agenda (continued)

approved Resolution 2010-02: Establishing Signatory Authorities to conduct the necessary business activities of the district.

approved submission of the *No Child Left Behind* Consolidated Application in the amount of \$8,142,551.

approved Budget Transfer 2009-187: Software, Equipment Purchases, & Districtwide Internet Fiber Connection in the amount of \$372,161.

approved Budget Transfer 2009-189: Association of Alaska School Boards (AASB) Dues & Agenda Display Ads in the amount of \$31,018.

approved Budget Transfer 2009-191: Districtwide Maintenance & Custodial Supplies in the amount of \$183,695.

approved Budget Transfer 2009-192: Outsourced Senior High Sports in the amount of \$27,000.

approved Budget Transfer 2009-194: Senior High Certified Salaries & Benefits in the amount of \$582,519.

approved Budget Transfer 2009-196: Middle School Certified Salaries & Benefits in the amount of \$303,409.

approved Budget Transfer 2009-197: Elementary Certified Salaries & Benefits in the amount of \$918,525.

approved Budget Transfer 2009-202: Response to Intervention (RTI) Implementation in the amount of \$58,500.

approved Budget Transfer 2009-205: Unallocated Expenses in the amount of \$206,359.

approved Budget Transfer 2009-206: Districtwide & Other Certified Salary Accounts in the amount of \$107,706.

approved Budget Transfer 2009-207: Special Education Expenditures in the amount of \$1,464,099.

accepted the gift of \$1,238.02 from Joy Elementary School PTA to Joy Elementary School to be used for technology at the school.

accepted the gift of \$1,000 from the Interior Baseball Lions Club to Ben Eielson Junior Senior High School for the school's boys' baseball program.

accepted the gift of \$1,667.50 from Odom Corporation to Lathrop High School to be used for a scorer's table for all Lathrop sporting events.

accepted the gift of \$2,256.71 from the Lathrop Boys' Basketball Booster Club to Lathrop High School to be used for the school's boys' basketball team expenses.

accepted the gift of \$1,560 from the West Valley High School Basketball Boosters to West Valley High School to be used for the school's basketball program.

Consent Agenda (continued)

accepted the gift of \$4,430.94 from the West Valley High School Girls' Soccer Boosters to West Valley High School to be used for the school's girls' soccer program.

accepted the gift of \$12,532 from the West Valley High School Basketball Boosters to West Valley High School to be used for the school's basketball program.

accepted the gift of \$5,469.20 from the West Valley High School Hockey Boosters to West Valley High School to be used for the school's hockey program.

approved the Personnel Action Report for the period May 14-27, 2009.

acknowledged the Personnel Information Report for the period May 14-27, 2009.

acknowledged the Superintendent's Budget Transfer Report for May 2009.

acknowledged the Expulsion Report for the 2009-2010 school year, as of May 28, 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

Star of the North Annual Report & Contract Approval

Included in the Board packet was the proposed 2009-10 contract for Star of the North Secondary Charter School. The contract language was unchanged from the current year and next year's estimated budget for the charter school was \$1,825,320. After Star of the North Secondary Charter School representatives presented their annual report to the Board, the administration recommended the Board approve next year's contract.

BROPHY MOVED, RICE SECONDED, TO APPROVE THE 2009-10 CHARTER SCHOOL CONTRACT BETWEEN STAR OF THE NORTH SECONDARY CHARTER SCHOOL INC. AND THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT.

Dr. Wagner was very pleased with the progress Star of the North students had been making since she become superintendent and the job that Ms. Keep Barnes and her staff had been doing.

Star of the North Annual Report & Contract Approval (continued)

Annie Keep-Barnes, Star of the North head teacher, presented a report on the Star of the North Charter School (SON). Ms. Keep-Barnes expressed her great appreciation to the Board and the administrative center staff, especially Chief Financial Officer Mike Fisher, for their continued support and assistance.

Star of the North, with its two campuses, North Pole Academy and the Career Education Center, continued to be a leader in reconnecting young people to school. Out of the 23 charter schools in Alaska, Star of the North was one of only two that was specifically chartered to support students who failed to thrive in a traditional school setting or who were in danger of failing at school altogether.

Star of the North was very fortunate to have outstanding teachers and support staff. Ms. Keep-Barnes specifically acknowledged the tremendous contributions of Maggie Wade, administrative secretary. Ms. Wade was more than the secretary; she was a member of the charter board and had helped to write the charter. She also acknowledged the recent transfer of Brian Powell, who had taught at Star of the North, prior to being named as Nordale Elementary School's principal for 2009-10. Ms. Keep-Barnes said Mr. Powell would be missed at Star of the North, but the district had gained a great administrator.

Ms. Keep-Barnes reviewed the charter school's objectives and goals – Specific Levels of Program Achievement. As part of the charter agreement with the Board, Star of the North was required to report on their specific levels of achievement as outlined in their charter. As in past years, they had met or exceeded goals in some areas and had fallen short in others.

1. Star of the North Secondary students would meet Alaska state-mandated proficiency requirements.

- 62 graduates passed the HSGQE and earned the credits needed for graduation.
- In 2008, SON made AYP, including the vexing problem about graduating fifth year seniors. As long as state guidelines remained unchanged, they would always struggle to make AYP in that area because they recruited fifth year seniors.
- Students continued to pass in language arts and math.
- Preliminary results indicated they would again make AYP for the current year.

2. 80% of all students would remain in that House until completion of the requirements.

- Middle School: 87% (3 moved away)
- Ninth Grade: 90%
- NPA 10-12: 85%
- CEC: 85%

3. Students would meet or exceed the Average Daily Attendance for Fairbanks North Star Borough schools.

- 2009 FNSBSD average: 92.02%
- 2009 Star of the North: 92.4%

4. 100% of students, parents, or guardians would receive quarterly progress reports as outlined in FNSBSD policy.

- This goal was met and improved upon by bi-weekly grade reports in the middle school, as well as weekly updates on flow charts at CEC and NPA.

Star of the North Annual Report & Contract Approval (continued)

- 5. Parent-student-teacher conferences would have a 90% rate of attendance.**
 - NPA: 96%
 - CEC: 96%
- 6. 100% of enrolled students would have an adult mentor with whom they met daily.**
 - All students enrolled were assigned a teacher who acted as an attendance officer, monitored their progress, and checked in on social/emotional health. In addition, 93% of students surveyed reported they believed they had an advocate at school.
- 7. 100% of graduates would have participated in active community service.**
 - All graduates participated in community service activities as well as all the students on both campuses. Projects included serving meals at the Food Bank, volunteering in classrooms, fund raising for charity, and participating in community clean up.
- 8. All graduates would receive a Fairbanks North Star Borough School District diploma.**
 - All 62 graduates received fully accredited FNSBSD diplomas.
- 9. 85% of students would report a sense of belonging and belief in their school program.**
 - 93% of students surveyed reported a sense of belonging in their school.
- 10. 85% of parents would report satisfaction with Star of the North School.**
 - 100% of parents surveyed reported satisfaction with SON.
- 11. 100% of staff would report satisfaction and ownership of their work at the school.**
 - 94% of staff reported satisfaction in their work at SON.
- 12. 100% of SON students who were below proficient would receive individual tutoring.**
 - All students at SON who were below proficient had received tutoring. In addition, with the help of the special education teacher, many high school courses had been modified and adjusted to be more accommodating of the wide range of academic abilities of the students.

The Academic Policy Committee (APC) of Star of the North was made up of teachers, parents, and students from Star of the North. The committee met quarterly and together set the course for the charter school. The head teachers from both campuses reported to the committee on the progress of both locations.

In addition to setting the direction of the school and monitoring the progress of students and staff, the APC had hosted several dual campus events including professional development, fund raisers at Barnes and Noble where staff and students provided entertainment and activities for patrons, and a school-wide yard sale.

Star of the North looked forward to another year working in the FNSBSD. Together they could continue to offer academically healthy alternatives to district students who were struggling to find their places in the educational system.

Star of the North Annual Report & Contract Approval (continued)

BOARD QUESTIONS

Mrs. Dominique asked Ms. Keep-Barnes what the charter school could attribute their continued success to year-after-year. Ms. Keep-Barnes said the students felt connected as soon as they came to the school. The students, who attended, were attending because they chose to try again – they weren't forced. The school had an "accept no barriers" philosophy. The staff would do anything necessary to get the students graduated. The only thing standing between the students and their success was themselves.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thought the charter school and its success was astounding and really appreciated all the effort to push to have 100% of the families involved and students satisfied. She thought it was a good model.

Mrs. Hajdukovich echoed Mrs. Hull's comments and thanked Ms. Keep-Barnes and her staff for all their work.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

Effie Kokrine Charter School Annual Report & Contract Approval

Included in the Board packet was the proposed 2009-10 contract for Effie Kokrine Charter School. The contract language was unchanged from the current year and next year's estimated budget for the charter school was \$1,457,290. After Effie Kokrine Charter School representatives presented their annual report to the Board, the administration recommended the Board approve next year's contract.

BROPHY MOVED, DOMINIQUE SECONDED, TO APPROVE THE 2009-10 CHARTER SCHOOL CONTRACT BETWEEN EFFIE KOKRINE CHARTER SCHOOL INC. AND THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT.

Dr. Wagner introduced Linda Evans, Effie Kokrine Charter School (EKCS) principal, who would present the charter school report to the Board. Dr. Wagner stated EKCS had been working very hard on their enrollment. They had done some pre-registration in the spring and they would be continuing their recruitment efforts over the summer to ensure they had at least 150 students when school started and to maintain that through the count period in October.

Ms. Evans pointed out the Effie Kokrine Charter School was located on the Howard Luke Campus. The school opened in August 2005 with an enrollment of 169 students, with 97% Alaska Native students. The school presently served grades 7-12, with a staff of nine classroom teachers, one special education teacher and one aide, one JOM high school aide, one part-time ANE aide, two secretaries, one counseling technician, one early college coordinator, one day-custodian, and one administrator. Three of the positions were paid out of grant funds. Seventy-five percent of the staff was Alaska Native or American Indian descent. Presently, the student body makeup was 86% Alaska Native. The curriculum continued to integrate the indigenous cultures into the content areas, and they also used Learning Styles.

The school was named after Effie Folger Kokrine, a prominent Athabascan elder and leader who had spent over twenty years in the district teaching about her Alaska Native culture. As with all elders, Ms. Kokrine loved to share her indigenous knowledge and promote Native culture and values. Her legacy continued through Effie Kokrine Charter School.

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

Effie Kokrine Charter School just finished its fourth year of operation. Many changes had occurred since the school first opened in 2005. The school had been successful in helping bridge the gap between middle school and high school for many students who would have fallen through the cracks. The school had been able to help some students who may not have ever earned a diploma in a traditional educational setting and had opened the doors to higher education for many who may not have ever considered going to college.

As principal, Ms. Evans had witnessed a marked change in the attitudes of students who had walked through the doors at the beginning of the school year. At the beginning of the year, students had been reluctant to participate in school, but by the end of the year, students were proud of whom they were and able to let their voices be heard on issues that they felt strongly about. Students who had once been invisible were speaking up and out. There was a sense of pride, success, and self-confidence. Ms. Evans had witnessed the pride and self-confidence at the graduation ceremony. Although the charter school only had 8 students graduate, she could feel the sense of community in the gym. She thanked Mrs. Brophy and Mr. Rice for their attendance at graduation.

Effie Kokrine Charter School's staff turnover had been minimal, although the school still struggled with enrollment. The staff was working hard on recruitment and retention. Through the Early College grant, the school had produced a television commercial that would be playing through the summer. The school had adopted an online enrollment process that had made it easier for parents to enroll students. The staff had committed to recruit more students over the summer with a goal of having more than 150 students to begin the new school year. The school had a calendar of events over the summer where they would be participating and recruiting for new students.

Ms. Evans acknowledged the school was dealing with many factors outside of school that affected students. The school had experienced a high number of withdraws over the 2008-09 school year.

Effie Kokrine Charter School Student Population
2008-09 School Year as of June 1, 2009

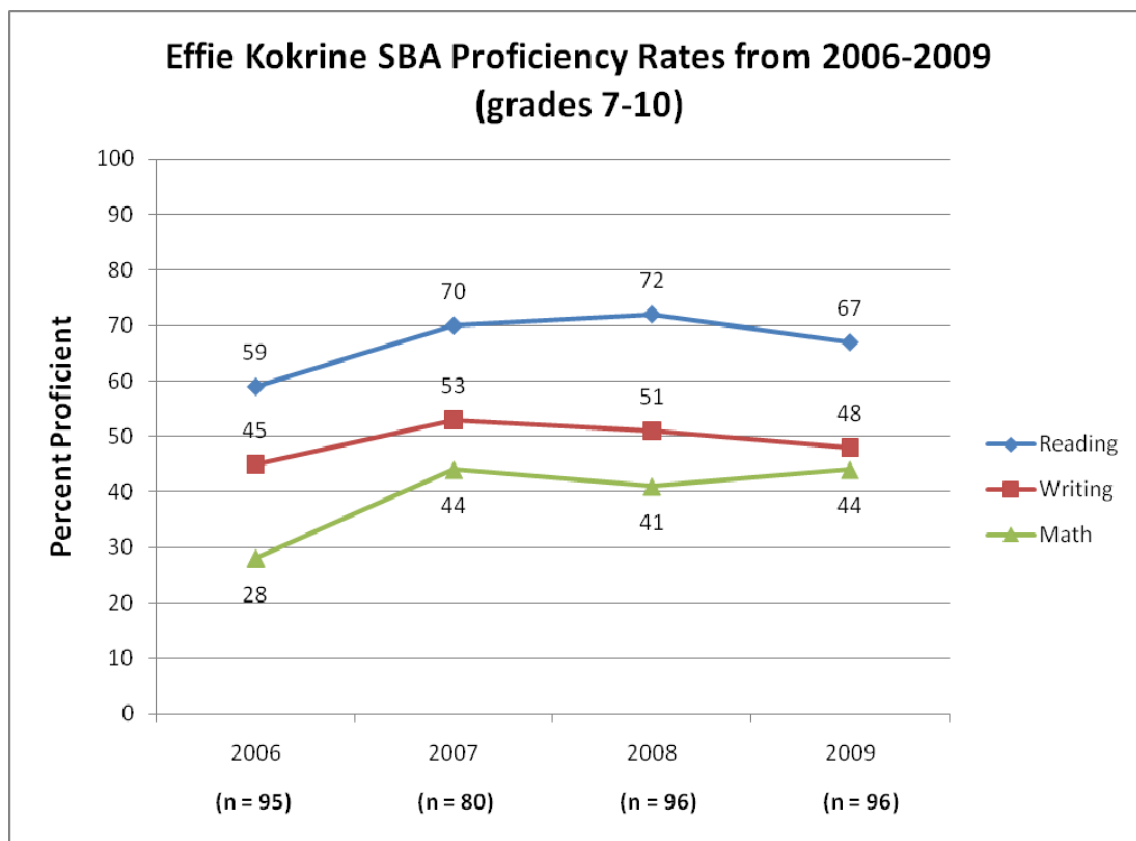
Grade	Total Students	New	Returning/ New	Returning	Withdraws
7 th	27	27	NA	NA	5
8 th	23	9	-	14	11
9 th	22	9	3	10	12
10 th	24	8	3	13	13
11 th	25	10	2	13	25
12 th	11	4	2	5	15
TOTALS	132	67	10	55	81

Ms. Evans noted the high number of student withdraws over the 2008-2009 school year – 81 students had withdrawn over the course of the school year. Ms. Evans voiced concern about the high number and said the school had to figure out what had been happening at the charter school to lose so many students. In her discussions on the issue, some had thought that once the student population went above 150, the school got crowded. Ms. Evans said the charter school did not have enough lockers for 150 students – which might be some of the reasons contributing to the high number of withdraws. She also thought it could possibly be contributed to what was going on in the school. Ms. Evans assured the Board the staff was looking into the issue and taking it very seriously.

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

Ms. Evans spoke on student success at Effie Kokrine Charter School. If students' success was graded on the statewide test scores, she thought EKCS's population of students was making slow progress towards meeting NCLB requirements. Taking into account where the students were when they walked through the doors, success could be measured by the fact the student was still in school. Effie Kokrine Charter School was a unique school serving a unique student population of the district.

Ms. Evans thought continued hard work and persistence would make a positive difference toward student success because students knew that the staff had faith in them and their ability to succeed and flourish in a culturally relevant, academically rigorous environment.



(Created by Ellis M. Ott, Ph.D.)

Ms. Evans pointed out that while the charter school had not improved in writing and reading in 2009, there had been a small improvement in math. She thought the student demographics made a big difference at Effie Kokrine Charter School.

The Early College program was started in the fall of 2005 with funds from the Bill and Melinda Gates Foundation. Effie Kokrine Charter School, in partnership with the Center for Native Education at Antioch University in Seattle, the Interior Aleutians Campus, and the University of Alaska Fairbanks was the only Early College high school in the state.

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

Core academic and elective courses offered by the charter school allowed students to fulfill general education requirements for associate and bachelor degrees. It was a fantastic opportunity for students and their families who might have limited financial means to enroll in university courses at no cost to the families.

The courses offered for the current year for grades 7-12 were:

- Alaska Native Dance
- Arctic Survival
- Developmental Math 060
- Climate Change
- Creative Expression

The core academic courses offered to students who had passed the Asset Test given to every student entering the university: English 111, English 211, and Bush Physics. Over the past year many students had signed up for courses through the Center of Distance Education. Those courses were Library Science, World History, and Economics.

Ms. Evans noted the Effie Kokrine Charter School community was growing. Community and parent involvement was vital to their educational program. Throughout the school year, they had participated in many events that built partnerships to benefit the students. Some events included:

- ♦ September Fall Harvest to celebrate the bounty of subsistence activities
- ♦ Birthday Potlatch for Howard Luke
- ♦ Hosted a recruitment visit from Dartmouth and Yale Colleges
- ♦ Participated in the Interior Education Summit sponsored by Tanana Chief Conference
- ♦ Performed "Bearsong on the Kanuti River" written by 8th grade students
- ♦ Sponsored Thanksgiving Native Basketball Tournament
- ♦ Participated in the Native Youth Olympics
- ♦ Sponsored EKCS's first prom
- ♦ Presentation by inspirational and motivational speaker, Keith Davis
- ♦ Senior Mentorship Group
- ♦ Parent committee sponsored many activities:
 - EKCS Holiday Bazaar
 - Two Barnes & Noble Book Fairs
 - Battle of the Books
 - Senior Graduation
 - EKCS Yard Sale
 - Raffle
 - Appreciation Breakfast

Effie Kokrine Charter School's partnerships with the community and beyond included:

- ♦ AINE Learning Styles for professional development
- ♦ TVC, UAF-IAC, UAF for Tech Prep program and college courses
- ♦ Doyon Foundation in offering scholarships for students taking college courses
- ♦ Doyon Limited with middle school students serving elders at the annual meeting
- ♦ Alaska Charter School Association

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

- ♦ Bard College for professional development
- ♦ Center for Native Education – Early College grant and technical assistance for grant
- ♦ 26th Annual Athabascan Fiddle Festival
- ♦ Inter-Tribal Dance Group
- ♦ Elders to share indigenous knowledge with staff and students
- ♦ Nulato Song group
- ♦ ANE program, after-school tutoring
- ♦ Upward Bound program
- ♦ Calipso Farms
- ♦ Farmers' Market

The charter school would like to broaden their partnerships with the University of Alaska, Denakkanaaga Elders Association, and other community organizations to develop a welcoming atmosphere where parents, community members, and others felt comfortable sharing their knowledge. They would also like to participate in more community service projects so students would learn the value of “giving back” and being active participants in their community.

In reviewing the school year, Ms. Evans believed EKCS was an important part of the Fairbanks community and educational system. As with any new organization, it took time to build a good program. Ms. Evans felt with the low staff turnover and if the student population could be stabilized, the school would begin to see more success in the statewide test scores.

On May 21, 2009, Sandy Hill, a coach of the Alaska Mentoring Program, facilitated a workshop at EKCS for staff to begin to “unpack the test scores.” The training had been very meaningful and helpful to staff helping them see where the students were and to begin to develop strategies for success. During the last week of school, the staff met with Terri Austin, the founder of Chinook Charter School, and reviewed portfolio development. The staff was very dedicated to the process and its implementation.

On May 26-29, 2009 the EKCS Early College grant funded a *Thinking and Writing Workshop*, facilitated by Bard College and Simon's Rock staff that was very successful in refocusing on student needs for EKCS and changing the culture of the school to develop a more rigorous and engaging educational program for the students, while still following the mission and vision of EKCS. The staff set some priorities and strategies for next year with a timeframe to revisit it during a professional development meeting.

Ms. Evans expressed her appreciation to the dedicated staff at Effie Kokrine. She had found her first year as the principal of Effie Kokrine to be very rewarding and challenging. She looked forward to the next school year and facing some of the challenges.

BOARD QUESTIONS

Mrs. Brophy had the privilege to attend Effie Kokrine Charter School's graduation and she had been impressed with the sense of family. But she was concerned about the 81 students who had withdrawn. She acknowledged Ms. Evans' possible reasons for the high number but asked what had been done to find out specifically why the 81 students had withdrawn. Ms. Evans explained that some of the students had been asked to leave because they were not engaging in the program. She added the school had started to survey the students and found many students had wanted to move on and some families had returned to the village after trying to live in Fairbanks. Ms. Evans said the school was working to get better at collecting data and keeping track of why students were leaving.

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

Mrs. Hull expressed her thanks for Ms. Evans' hard work during her first term as principal, as well as the entire Effie Kokrine staff – they were a great group of people. She appreciated all the work of everyone working on the program.

Mrs. Hull thought the Early College program was exemplary. It was a good example for the rest of the district, but more needed to be done with Early College to bring it to the other high schools to help students get dual credit.

As a Board member, Mrs. Hull was concerned about proficiency and asked if the school had specific plans on how to raise the number of students proficient in reading, writing, and math. Ms. Evans said the staff had been working on professional development including reviewing the test scores and GLEs to determine how to use the GLEs to guide their instruction. The staff had come up with some good strategies to implement for the next school year. With the *Thinking and Writing Workshop* with Bard College, the staff had also looked at their vision statement. Ms. Evans added the staff thought attendance was a big issue for the charter school students. Even with the school's late start time – 10:00 a.m., students were having a hard time getting to school on time and consistently.

Ms. Evans said the staff was looking at plans and strategies to put in place for the fall to address the issues. In order for students to be successful, they had to be in school, so that would be their number one focus. They would also be looking at classroom instruction to be certain it was culturally relevant with more hands-on activities to get students more engaged. The high school was changing from one hour classes to block scheduling. Ms. Evans felt the school was doing a lot of things they hoped would help the students. By focusing on student needs and putting the focus on students, Ms. Evans thought they would see some success.

Mrs. Hull asked how the school connected with families and how consistently it was happening. Ms. Evans noted it was the first year Effie Kokrine Charter School had used PowerSchool Premier. The school had followed the district's dates for the end of the quarters and held parent-teacher conferences at the end of the quarters. The school also held portfolio conferences twice a year – at the end of the semesters. Parents were invited in during the school day for the student-led portfolio conferences.

Mrs. Hull asked if the other conferences were parent-teacher conferences. Ms. Evans said yes. Mrs. Hull asked if Ms. Evans had a sense for the percentage of parents the school had been able to reach during the conferences. Ms. Evans stated only one class had 100% participation, so there was work to be done. She thought the middle school teachers did a better job getting parents into the classroom.

Ms. Rohn noted the developmental math class and asked if any of the students were progressing past the developmental math level. Ms. Evans answered yes, there were students taking calculus and other courses. She clarified developmental math was the only college math class offered for the year. Ms. Rohn asked if there was a teacher that taught calculus. Ms. Evans said yes, they had a teacher that taught the class. Ms. Rohn thought it was great that representatives from Yale and Dartmouth had visited the school. She thought it would be beneficial to expand subsistence classes to all schools.

Mr. Rice had also felt very privileged to attend Effie Kokrine Charter School's graduation. He had been able to see some people from his village, which had been exciting. He noted students who came to the school from the villages sometimes acted out because they were homesick and asked if they had experienced that at Effie. Ms. Evans stated it was like any school, there

Effie Kokrine Charter School Annual Report & Contract Approval (continued)

were students who acted out, but the students knew the staff really cared about them. With a small student population, Ms. Evans thought the small school setting made it easier to reach out to students especially during hard times.

In regards to the students from the villages, Mr. Rice was interested to know if the school dealt with local guardians who in turn updated the parents in the village, or did the school communicate directly with the parents in the village. Ms. Evans believed the school dealt with the guardians, as many students stayed with family in Fairbanks. But she had taken some calls from parents in the villages wanting updates on their student's progress.

PUBLIC COMMENTS

None

BOARD COMMENTS

After seeing all the nice vests the children were wearing at the graduation, Mr. Rice thought it might be fun to have the students make something for the next board member event. He would be sure to wear his kuspuk. He thought it would be nice if the students could make something the Board could wear in honor of the students. Ms. Evans said the students put on a regalia parade to honor their individual culture in one of the subsistence classes. Students paraded in full dress and were proud to represent their culture. She recalled one young man dressed in a full kilt. Everyone learned to respect each other's culture.

Mrs. Hajdukovich thanked Ms. Evans for the report. She wished Ms. Evans and the staff all the best with their recruiting and in their efforts for improvement.

Ms. Evans thanked the Board for their support; it was above and beyond what was called for. She felt Effie Kokrine Charter School was working hard for the students that attended.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

Policy 1067: Criminal Investigations (First Reading)

The Policy Review Committee had reviewed the administration's proposed revisions to Policy 1067: Criminal Investigations and had forwarded it to the Board for consideration.

BROPHY MOVED, HULL SECONDED, TO APPROVE FIRST READING,
PUBLIC HEARING, AND ADVANCEMENT TO SECOND READING POLICY
1067: CRIMINAL INVESTIGATIONS.

Dr. Wagner said the majority of the proposed policy changes were for consistency with the Family Educational Rights and Privacy Act (FERPA).

Bett Schaffhauser, employment and educational opportunity director, said the proposed policy changes were part of the continued revision of Chapter 10 in the district's policy manual. The policy had originally been adopted in 1983, with revisions done in 1997. Ms. Schaffhauser explained the administration had proposed some changes to policy and forwarded them to the Policy Review Committee. The committee had considered the changes and then sent it out for public input. From the public input, they had made some changes to the proposed policy prior to forwarding it in its present version to the Board.

Policy 1067: Criminal Investigations (First Reading)

In looking at the original version, Ms. Schaffhauser noted the policy lacked a policy statement. The language was reorganized to make a clear statement that the policy was to establish a balance between the school district's intent to cooperate with law enforcement in the investigation of criminal offenses involving students, while at the same time giving due regard to protecting the educational environment of the school and upholding the rights of students.

Some of the proposed revisions could be considered housekeeping. Throughout the policy, all current references to police had been changed to the broader statement of "law enforcement." A substantive change had been proposed for 1067.1 regarding the release of student records. The current policy referred only to student records. The proposed policy language drew a distinction between a student's educational records and records created by a law enforcement unit. Education records had protections under FERPA, such as the parent's right to inspect, review, and request corrections to inaccuracies and required written permission prior to release to third parties.

An amendment to FERPA had carved out an exception to the statutory protections. When a law enforcement unit record was not an education record, it could be disclosed to third parties without parental consent. So parents had no right to inspect the law enforcement record or request amendments to the law enforcement unit record. The distinction between educational and law enforcement unit records was provided by the amendment to FERPA, specifically to remove barriers to the disclosure of information to aid law enforcement efforts.

A law enforcement unit record was defined as one created by a law enforcement unit for a law enforcement purpose, which was further defined as either the investigation or enforcement of law be it federal, state, or local. The law enforcement unit record must be maintained by the law enforcement unit. A law enforcement unit was any individual office or department of a school district that was officially designated by the school district to enforce any local, state, or federal law or to maintain the physical security and safety of the school district. The unit could be a single person who may not necessarily be devoted exclusively to law enforcement. It could be non-district personnel, such as commissioned police officers or non-commissioned security guards.

The district would not be compelled to establish building level law enforcement units, but the policy would give it the authority to do so and therefore enhanced its ability to share information with local police, courts, and youth parole and probation officers. At the present time, the district did not have plans to establish a law enforcement unit, but the policy would give the administration the authority to do so.

Another section that was changed was 1067.4 which was reorganized to strengthen the statement that discouraged interviews of students at school when incidents were not school related. The major change was the proposed language that required the principal to inform the student of their right to refuse to speak to the law enforcement officer prior to the interview.

The administrative regulations for the policies would be revised in the future.

BOARD QUESTIONS

Mrs. Hajdukovich clarified that although law enforcement interviews of students at school were discouraged, they were allowed. Ms. Schaffhauser stated Mrs. Hajdukovich was correct. Mrs. Hajdukovich asked how the school would strongly discourage the interviews. Ms. Schaffhauser said the policy would help enforce it. She reiterated the need to have a balance between wanting to cooperate closely with law enforcement in the investigation of criminal offenses, but at the same time maintaining the educational environment of the school. If it was not a school-related incident, it would be better investigated outside of school.

Policy 1067: Criminal Investigations (First Reading)

Mrs. Hajdukovich asked if it was by law that a school must allow law enforcement to interview students at school. Mr. Gerke interjected the district had cooperated with law enforcement agencies for many years and the schools were not bombarded by requests from law enforcement agencies to interview students. On the rare occasions when they did ask to interview students at school, the principal or administrator questioned the officer to see if it was school-related or could be conducted off school grounds. Mr. Gerke said the only times the district typically allowed interviews was if it was an issue of timing; they had to speak to the student immediately. Mr. Gerke said the district did not have a problem with the local law enforcement agencies abusing their desire to speak to students at school.

Mrs. Hajdukovich understood the issue of law enforcement officers coming to the school especially if they believed they could locate the student there. Mr. Gerke said she was correct; many times an officer would come to the school if they had made several attempts outside of school and had been unable to locate the student. Mr. Gerke reiterated it was not abused by law enforcement.

Mrs. Hull liked that although the policy stated the interviews were discouraged, the policy did state under what circumstances the interviews would be allowed. She was pleased to see the policy made it clear when interviews could be conducted. The law enforcement officer would have to demonstrate some efforts had been made to contact the student outside of school or it was school-related; interviews would not be allowed without justification.

Mr. Gerke added that when law enforcement came to school to interview students, the schools made every reasonable attempt to contact parents. They didn't want anyone caught off guard. Sometimes parents granted their permission and sometimes they asked the interview to be delayed until they could get to the school.

Mrs. Hull noted the policy required principals to inform students prior to the interview about the student's right to refuse to talk to the law enforcement officer. She wanted to know if the principals were okay with the proposed policy changes. Ms. Schaffhauser stated it had been very important to the Policy Review Committee that the students were informed of their right to refuse to speak to law enforcement officers. She did not recall that principals had specifically responded to the requirement. Mrs. Hull noted oftentimes it was not the principal that dealt with directly with the law enforcement agency, but rather an assistant principal or counselor. Ms. Schaffhauser thought the intention when stating the principal included a designee. If that was the case, Mrs. Hull thought the policy should specifically state the principal and/or his or her designee.

PUBLIC COMMENTS

None

BOARD COMMENTS

It had been Mrs. Brophy's first year of chairing the Policy Review Committee and she had been very impressed with the critical eye that all the members turned to all the policies in making recommendations. The committee had a very healthy debate and discussion on this particular policy. Mrs. Brophy extended her thanks to Ms. Schaffhauser and Ms. Pierce for their patience with her in learning about the committee over the past year. It had been a great experience for her.

ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

Mrs. Hull left at 9:04 p.m.

INFORMATION AND REPORTS

Lobbyist Report

District Lobbyist John Ringstad presented an overview of the 2009 Legislative Session. The legislature had continued to support the Joint Legislative Educational Task Force recommendations in regards to education funding, which included an increase in the student base allocation and intensive needs funding. Outside of the task force recommendations, there hadn't been much change in education funding. In general terms, Mr. Ringstad felt the driving force of the session in regards to education was the federal stimulus money. Due to the state's budget situation, the answer to everyone's budget request had been the stimulus funding.

Mr. Ringstad felt there had been a change in the relationship between the legislature and the governor. Again in general terms, at the beginning of her term, the legislature had basically said yes to everything the governor had requested, but by the end of the current session, they had basically said no to the governor's requests. It had made for an entirely different working dynamic.

Mr. Ringstad reported the district had done well in the amount of stimulus funds, but had done poorly on the capital budget side. He believed all the large school districts in the state had been in the same situation. He recalled approximately \$40 million had gone to the rural districts and the large districts had received very little, if any.

Priorities changed with circumstances and that had been the situation with the district this year. Looking at the Board's priorities, Mr. Ringstad said most of the district's priorities entailed asking for more money. He thought some of the priorities would be addressed in the short-term through the stimulus funding.

Mr. Ringstad reviewed education legislation from the session, including raising compulsory attendance from 16 to 18, which had been on the district's interest list. The bill had been heard in both the House and Senate. The Senate bill had moved from one committee to another, but neither passed. Mr. Ringstad believed the bill would continue to be addressed next year.

Another Board priority was the consideration of a statewide general obligation bond package, as an alternative to general fund dollars. Mr. Ringstad felt the district had done a great job of politely introducing the idea and floating it around, without trying to push it down anyone's throat. There had not been a great ground swell of support from the other school districts in the state.

Mr. Ringstad felt the session had seen little legislation passed. But he noted the charter school bill had passed. Having been floating in the past three sessions, he felt the bill's time had finally come; opposition to it had gone away.

Looking at the bills that were introduced, there were several issues that would continue in subsequent sessions. The issue of returning PERS/TRS to a defined benefit was clearly on the table and would continue to be discussed. The compulsory age discussions would continue. There was some discussion about class sizes, although Mr. Ringstad did not think the effort would go far. Many legislators did not want to get into that level of school management. There was a continual discussion of early education programs, although in tight dollars, he didn't know how far it would go.

The Legislative Joint Education Task Force had recommended a standing education committee. Mr. Ringstad said as the committee conducted their work, they would most surely have ideas and legislation to bring forward during the legislative session.

Lobbyist Report (continued)

BOARD QUESTIONS

Mrs. Hajdukovich asked if the 90-day session seemed to be working. Mr. Ringstad thought legislators were mixed – some were happy about getting done and home in 90 days, others felt it wasn't enough time to make good decisions. Legislators felt that if they only had 90 days, they needed to move quickly which forced them to limit public input. Mr. Ringstad thought some of the concern was probably valid. He thought legislators were looking at ways to address their business. He believed part of the original intent of the shorter session was that hearings, public input, and work could be done during the interims. Mr. Ringstad had seen more anxiety about the shortness of the session than he expected.

Mrs. Hajdukovich hoped the capital funding piece would change for next year. It had been disappointing how little the district had received in capital funding. Mrs. Hajdukovich was hopeful it would be different next year. Mr. Ringstad believed the legislators wanted it to be different next year; they could not afford to come home during election year and say they hadn't put any money into capital funding. Aside from that, Mr. Ringstad's recommendation was for the Board to work aggressively to make sure it didn't happen again. He thought the Board should work over the next couple of months to develop a plan on how to move forward on the issue.

Website Report

Public Relations Director Bill Bailey, Communications Coordinator Robinson Duffy, and Website Manager Mark Laffoon updated the Board on the district's new website.

Dr. Wagner stated the new website was scheduled to be launched August 1, 2009. Launching the website in early August would allow time for problems or glitches to be worked out prior to school starting.

Mr. Bailey explained the website redesign had begun a couple of years ago. He thanked Kevin Heneveld and Leslie Fitzgerald for their help and research in the website redesign over the past couple of years. Mr. Bailey introduced Mark Laffoon, who had been hired as the web manager to help with the website redesign. They had been looking at data that had been collected using Google Analytics that had given them some very useful information. It had helped them to monitor user traffic – what documents people downloaded, what pages people looked at, what people were searching for, and more importantly, what they weren't finding.

Mr. Bailey noted the changes to the website had not been done "willy-nilly", but rather were based on a lot of research and data. He shared the website saw approximately 2,500 unique visitors per day. But if employees were included, it was approximately 10,000 visitors per day.

Mr. Laffoon and Mr. Duffy demonstrated the new website online for the Board. Mr. Duffy noted many visitors were getting frustrated trying to find things on the old website and they had wanted to make the new website as user-friendly as possible. Many new enhancements had been added to the website.

The current website was functional and had served its purpose well, but it was time for an updated site, to make it more user-friendly for the public. The new website would have more student pictures and relate more to the community. The enhancements would make it easier to find and search information, including bus routes, attendance area schools, documents, forms, recent district news articles and/or television spots, school sites, and email addresses. The new website would be much easier to navigate with its new search engine. It would index the data a couple of times each day to keep everything up-to-date.

Mrs. Hull returned to the meeting at 9:29 p.m.

Website Report (continued)

Mr. Bailey announced the district's new domain name - www.k12northstar.org. The old domain would remain active for a long time to come.

BOARD QUESTIONS

Mrs. Hull noted the PTA Central Council members had been very excited about the bus route information. She had heard some website suggestions through PTA and thought others might have suggestions and asked Mr. Bailey if people could contact him with their input. Mr. Bailey said the website could be changed and adjusted as needed. They would be tracking where people were going on the website and they would continue to be responsive to the needs of the public and staff.

Mrs. Dominique asked about Board member pictures. Mr. Bailey stated Board members pictures would definitely be part of the website.

Mrs. Hajdukovich appreciated the pictures of the students.

Dr. Wagner noted there was a training video on the website available for individual school web managers. It was very user-friendly and very convenient.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Colonel Jones thought the redesign on the website was terrific. He wished everyone a great summer and was looking forward to next year.

Mr. Rice, Mrs. Brophy, and Mrs. Dominique wished everyone a happy and safe summer.

Mrs. Hull thanked everyone for a great school year. She made a request to have a spotlight on a training she had recently seen at a conference called a *New Day of Learning* sometime next year.

Mrs. Hajdukovich thanked everyone for their hard work throughout the school year. She wished everyone a safe and happy summer.

Dr. Wagner announced there were 2,792 elementary students who still needed to get at least one chicken pox vaccination before school started. All schools were expected to follow the no shots, no school policy, which included the chicken pox vaccination. She encouraged parents not to wait to the last minute to have their children vaccinated.

Dr. Wagner said summer school was currently in session and going very well. The English Language Learner's Program met in the afternoons with 27 students in grades 6-12. There were 194 students registered for regular summer school – 177 students in teacher directed classes and 17 students enrolled for online classes. The intercession program at Star of the North had 30 students taking 50 classes so they could graduate on June 30. Intercession was a program to help seniors who lacked only 1-2 credits to graduate by June 30. Their graduation ceremony was scheduled for June 30 at 6:30 p.m. at the West Valley Performing Arts Center.

Dr. Wagner announced the district's school bond request would be on the borough's October 6 election ballot. She thanked Mayor Whitaker and the assembly for putting the bond on the ballot. The bond would total \$11.95 million consisting of five major construction/maintenance projects. The bond would be a 70/30 split, which would work out to \$4.13 per \$100,000 for taxpayers.

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

Dr. Wagner thanked the Board and management team, especially Traci Gatewood for her hours of work on the stimulus plans. She thought the projects would provide long-term opportunities for students.

There would be a new teacher orientation on August 7 from 8:30 a.m. -12:00 p.m. in the Board Room.

The meeting adjourned at 9:57 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.