

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Regular Meeting

MINUTES

May 24, 2011

Vice President McConnell called the meeting to order at 7:01 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. The Exhibition String Quartet from West Valley and Lathrop led the Pledge of Allegiance and performed for the school board under the guidance of Michele Jeglum, orchestra director.

Present:

Sharon McConnell, Vice President
Sue Hull, Treasurer
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member
Brooke Wilson, Student Representative

Absent:

Kristina Brophy, President
Leslie Hajdukovich, Member
Jesse Johnson, Base Representative
Timothy A. Jones, Post Representative

Staff Present:

Pete Lewis, Superintendent
Roxa Hawkins, Assistant Superintendent – Elementary
Wayne Gerke, Assistant Superintendent – Secondary
Dave Ferree, Assistant Superintendent – Facilities Management
Mike Fisher, Chief Financial Officer
Peggy Carlson, Executive Director of Curriculum & Instruction
Clarence Bolden, Executive Director of Human Resources
Bill Bailey, Director of Public Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Louise Anderl, Director of Federal Programs
Gayle Pierce, Director of Labor Relations
Katherine Sanders, Director of Library Media Services
Sharon Tuttle, Executive Assistant to the Board

PRELIMINARY ITEMS

Ford/AAA Student Auto Skills Competition Alaska State Champions

Kyle Evans and Calvin Gustafson, North Pole High students, captured first place in the state level Ford/AAA Student Auto Skills Competition held on April 30 in Anchorage. Kyle and Calvin would be traveling to Ford Motor Company Headquarters in Dearborn, Michigan in mid-June to represent North Pole High School and the State of Alaska for honors and prizes worth \$11.4 million. Jerry Million, North Pole High School automotive technology instructor, made the presentation.

2011 BP Teachers of Excellence

BP Representative John Ringstad introduced the 2011 BP Teachers of Excellence. Ronda Schlumbohm was selected as the 2011 BP Teacher of the Year.

Lyn Gilbert	Chinook Montessori Charter School
Toni Hawkins	West Valley High School
Ronda Schlumbohm	Salcha Elementary School
Robert Taylor	Lathrop High School
Mary Vail Butcher	Immaculate Conception School

Fairbanks Principals' Association's 2011 Elementary Principal of the Year

Badger Road Elementary School Principal Dan File was selected as the Fairbanks Principals' Association's 2011 Elementary Principal of the Year. University Park Elementary School Principal Kyra Aizstrauts made the presentation.

Fairbanks Principals' Association's 2011 Secondary Principal of the Year

North Pole Middle School Principal Richard Smith was selected as the Fairbanks Principals' Association's 2011 Secondary Principal of the Year. Randy Smith Middle School Principal Sandy Kowalski made the presentation.

Alaska Association of Secondary School Principals Region VI**2011 Assistant Principal of the Year**

Ben Eielson Junior-Senior High School Assistant Principal John Fink was selected as the Alaska Association of Secondary School Principals Region VI 2011 Assistant Principal of the Year. Mario Gatto, Ben Eielson principal, made the presentation.

Alaska Association of Secondary School Principals Region VI 2011 Principal of the Year

Hutchison High School Principal Jeanette Hayden was selected as the Alaska Association of Secondary School Principals Region VI 2011 Principal of the Year. Dan Domke, Hutchison assistant principal, made the presentation.

2011 National Distinguished Principal of the Year

Denali Elementary School Principal Tim Doran was selected as the Alaska Association of Elementary School Principals 2011 National Distinguished Principal of the Year. Leslie Campbell, Anne Wien Elementary principal, made the presentation, along with Representative Scott Kawasaki, on behalf of the Interior Delegation, who presented Mr. Doran with a Legislative Citation.

National Association of Secondary School Principals' 2011 Alaska Principal of the Year

Lathrop High School Principal Karen Gaborik was selected as the National Association of Secondary School Principals' 2011 Alaska Principal of the Year. Wayne Gerke, assistant superintendent of secondary, made the presentation, along with Senator Joe Paskvan, on behalf of the Interior Delegation, who presented Ms. Gaborik with a Legislative Citation.

Military Representative Recognition

The Board expressed their appreciation to the military representatives for their service to the school board. Unfortunately, neither representative was able to attend the meeting. Air Force Representative LTC Jesse Johnson was leaving the school board due to reassignment. Army Representative Colonel Timothy Jones was leaving the school board due to his retirement.

Board Ethnic Committee (BEC) Annual Report

Hadahra Ben-Israel, Board Ethnic Committee member, presented the Board Ethnic Committee's (BEC) annual report on its goals and activities during the 2010-2011 school year.

The committee's annual report helped the committee in their goal of publicizing the committee's existence. The committee's actions for the year included:

- revising the committee's purpose and vision,
- reviewing the proposed revisions to the English/Language Arts curriculum, particularly whether it met the needs of the English language learners, and
- training three members in advanced conflict resolution.

Board Ethnic Committee (BEC) Annual Report (continued)

Based on feedback received from parents, the committee examined its purpose and vision statements this year. The outcome of the review was the recommendation currently before the board for a policy change which would rename the Board Ethnic Committee the Board Diversity Committee. While the committee originated to address allegations of racial discrimination in the school district, it had always served as a forum for all aspects of diversity. The committee believed the name change better captured its vision but did not diminish its original purpose. Assuming the board adopted the policy change, the committee looked forward to being called the Board Diversity Committee.

The committee continued to function as a conduit of communication between diverse communities and the school board. Several avenues were available for students and parents to address their concerns:

- 1) The committee met the second Thursday of each month during the school year in the board room at 520 Fifth Avenue. A public comment period was on every agenda. The committee met eight times over the past year.
- 2) An interactive web page, titled Ethnic Interface, was accessible through parents' and students' PowerSchool Premier accounts. The site was translated into four languages, including Spanish, Russian, Korean, and Chinese. Thirty-four students or parents from 10 schools, primarily secondary, contacted the committee via the interface over the past school year. The most frequent visitors were Caucasians, followed by Hispanics, African Americans, and Alaska Natives. The most common theme expressed was the unkind things students said to each other. One concern launched an investigation into an allegation of national origin harassment. Another concern, also related to national origin, was resolved by a counselor's intervention and successfully restored a friendship.
- 3) Individual members could be contacted directly. Their names and contact information was on the district's web page and published in a pamphlet available at all schools.

The BEC continued to promote racial respect in the schools and the community. It endorsed the school district's sponsorship of Challenge Day at West Valley, Lathrop, North Pole High, and Ben Eielson this year and recommended the program's continuation. The BEC successfully produced two 30-second public service announcements (PSAs) modeling racial tolerance. District students acted in the PSAs, which were distributed to all schools and ran on local commercial television channels.

Committee members were pleased with Ellis Ott's presentation on the achievement gap from 2004 through 2010. His report presented an analysis of the achievement gap based on ethnicity, economic disadvantage, disability, English proficiency, and gender. While the report did not address the cause of the achievement gap, it presented its condition, which was the information the committee had requested.

The BEC appreciated the opportunity to bring the diversity viewpoint into the district's hiring process by the administration's invitation to participate in the principal screening committees.

Ms. Ben-Israel thanked the board for the opportunity to present the report and looked forward to her continued service on the committee.

Board Ethnic Committee (BEC) Annual Report (continued)

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

None

AGENDA

Vice President McConnell announced the purchasing department had requested the board pull item E12, IFB11-F0023: Absence Reporting & Sub-calling System, from the consent agenda to come before the board at another meeting.

HULL MOVED, RICE SECONDED, TO ADOPT THE AGENDA WITHOUT
CONSENT ITEM E12, IFB11-F0023: ABSENCE REPORTING & SUB-CALLING
SYSTEM.

The following consent items were moved:

accepted the Monthly Management Reports for April 2011.

approved the minutes from regular meetings March 1, April 19, and May 3; the work sessions March 3, April 4, April 19, May 9, and May 17; and the special meetings March 24, May 2, and May 16 & 17, 2011, as submitted.

approved submission of the Alaska Construction Academy grant in the amount of \$156,730.

approved submission of the three-year Carol M. White Physical Education Program grant in the amount of \$365,927.80.

approved submission of the Education Jobs Fund grant in the amount of \$2,155,402.

approved submission of the Indian Education Formula grant Part II in the amount of \$731,152.

approved submission of McKinney-Vento Homeless Competitive grant in the amount of \$25,000 per year for three years.

approved submission of Section 619 Preschool Disabled grant in the amount of \$125,979.

approved submission of Title VI-B grant in the amount of \$2,894,020.

awarded IFB #12-R0002 for Milk and Dairy Requirements, Nutrition Services for \$350,171.30.

approved Budget Transfer 2011-259: Facilities Maintenance Department in the amount of \$34,581.

approved Budget Transfer 2011-263: Certified Salaries in the amount of \$1,066,831.

approved Budget Transfer 2011-281: Administrative Center in the amount of \$30,392.

Consent Agenda (continued)

approved Budget Transfer 2011-293: Network Services in the amount of \$255,741.

approved Budget Transfer 2011-295: Districtwide Substitute Salaries in the amount of \$342,749.

approved Budget Transfer 2011-296: Watershed Charter School in the amount of \$49,055.

accepted the gift of six iPads, valued at \$9,900 from the Special Education Service Agency, to the special education department, for use by special education students in the district.

accepted the gift of \$1,100 from Alyeska Pipeline Service Company with \$1,000 to the art center to purchase portable art display panels and \$100 to Ticasuk Brown Elementary for the purchase of a large Alaska wall map.

accepted the gift of \$3,000 from the Fairbanks Volleyball Association to Ryan Middle School for the purchase of volleyball equipment.

accepted the gift of \$5,923.60 from Peggy and Jonathan McCoy to Lathrop High School for the school's boys' basketball program.

accepted the gift of \$2,500 from the Fred Meyer Stores to Lathrop High School for their school-wide activity fund.

approved the Personnel Action Report for the period April 26-May 17, 2011.

acknowledged the Personnel Information Report for the period April 26-May 17, 2011.

acknowledged the Superintendent's Budget Transfer Report for May 24, 2011.

acknowledged the Expulsions for the 2010-11 school year as of May 16, 2011.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Pam Samash, 1617 Bridgewater Road, spoke of her concerns with Harry Potter. Ms. Samash had previously sent the board a letter regarding her concerns with Harry Potter material being distributed and promoted by the schools and approved by the district. Ms. Samash was offended by the issue because she saw it as a direct act of religious discrimination. According to the McGraw Hills English Dictionary, the definition of religion was: belief in or worship of one or more gods or spirits. The definition of belief was: something that was thought to be true; an opinion. With regards to witchcraft, which was the main topic of Harry Potter books – it was a form of sorcery. Sorcery and witchcraft had been around for thousands of years. There were several different types of witchcraft. Pertaining to sorcery and magic, there were usually rituals performed and tools used in the casting of spells. The power typically came from spirits or demons. Upon Ms. Samash's research, it was a deep and whole hearted belief system within the sorcerer. They called upon spirits oftentimes in their rituals, to create whatever it was they were focused on doing, or to whomever they were casting a spell on.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Samash wanted to make the point witchcraft was a religion. According to the undisputed dictionary terminology, witchcraft – Harry Potter – was a religion. The school district needed to make a choice. If they let one religion in, they had to let them all in. If the district promoted witches, they had to promote Christianity and the rest. If they let in Ouija boards, they had to let in crosses – or take out religion altogether.

Ms. Samash encouraged the school board to see public schools as a learning environment for reading, math, English, languages, etc., not as a church environment. Schools should not be involved in teaching religion, due to the fact there were too many different beliefs in society and it caused strife. She said she would be lying if she didn't say she would love to see the Ten Commandments back on school walls and it would be wonderful to teach children they were loved by a Heavenly Father who created them special and unique. Ms. Samash thought several children could benefit from hearing they were loved by someone. However, that was her belief system and as healing and pleasant as she felt it could be for someone else, she could not inflict her beliefs on someone else in today's society and in public schools since the federal government took it out. Ms. Samash questioned having the Wiccan religion in schools when others weren't allowed. She asked the board to either let all religions in or keep them all out. Mrs. Samash also provided board members with a letter from an ex-witch who had written about Harry Potter.

Tonya Brown, PO Box 84872, a long-time district employee, spoke to the issue of the district's dress code. Ms. Brown had worked in different locations throughout her 15 years with the district and had seen issues at different sites through the years. There were clearly written policies and administrative regulations addressing the dress code, but there needed to be something in the regulations to help enforce the dress code, especially for male staff members. How was a male staff member supposed to tell a female student they were showing too much cleavage? She sometimes felt she was the dress code police, as oftentimes she had to speak to students about their attire – girls showing too much cleavage or males with their pants hanging down. Ms. Brown asked the board to empower teachers, especially male teachers, with tools to address the issue.

Father Isaac Farha, 2180 Goldstream Road, a 30-year old priest at St. Herman Orthodox Church, had heard concerns from parents about different issues from time to time. He had recently heard a concern, although not a new concern, about Harry Potter being taught in schools. Father Isaac had himself seen some of the Harry Potter movies and there were aspects he enjoyed and thought were cool. However, in the Orthodox Church, there was a canon in place that stated basically and fundamentally that whatever you tolerated was what you allowed yourself to be in communion with. Whatever you tolerated was what you accepted. If you listened to music with profligate words on the public radio station, only because you liked the beat, although you did not agree with the words, you would set yourself in communion with the music and message you allowed yourself to hear.

All things were pure as was heard from ancient Christian believers. But Father Isaac asked who was pure? Who was able to be rooted with a good sound mind and see what was good in all things, particularly in relation to the book or movie dealing with Harry Potter? Who was able to pick out the gems and get rid of that which was not right? Some might be able to see Harry Potter with pure eyes coming away from it with nothing but inspiration and goodness. Unfortunately, others would not be able to discern the good from evil. To fight evil was a good thing, as they had done in Harry Potter. They were united against the forces of evil in order for the overall good to prevail; that was clear to see. Father Isaac noted in Harry Potter evil had been fought with sorcery, wands, potions, and spells which were pulled from witchcraft and sorcery – a religion older than Christianity.

OLD BUSINESS

Policy 236: Committees of the Board (Second Reading)

The administration forwarded to the Board a recommendation from the Board Ethnic Committee for a change to Policy 236: Committees of the Board. The Board Ethnic Committee sought to change its name to Board Diversity Committee in recognition of its vision statement, which was inclusive for the diversity of students represented in the district. There were no changes from first reading.

DOMINIQUE MOVED, RICE SECONDED, TO APPROVE SECOND READING, PUBLIC HEARING, AND ADOPTION OF POLICY 236: COMMITTEES OF THE BOARD.

Superintendent Lewis noted, as was stated earlier in the Board Ethnic Committee's annual report, the administration supported changing the committee's name to Board Diversity Committee. The new name would more broadly represent the community's needs and would eliminate any confusion in regards to the focus and function of the committee.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

None

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

NEW BUSINESS

Star of the North Annual Report & Contract Approval

Included in the Board packet was the proposed 2011-12 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 \$1,891,050. After Star of the North Secondary Charter School representatives presented their annual report to the Board, the administration recommended approval of next year's contract.

RICE MOVED, HULL SECONDED, TO APPROVE THE 2011-12 CHARTER SCHOOL CONTRACT BETWEEN STAR OF THE NORTH SECONDARY CHARTER SCHOOL INC. AND THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT.

The year had been a year of major transitions for the charter school. Bao Do, high school science teacher, assumed head teacher duties at North Pole Academy. Mary Kavis Watson was the new head teacher at Career Education Center. Both Mr. Do and Ms. Kavis Watson acknowledged a debt of gratitude to Annie Keep-Barnes for her kind mentorship, assistance, and patience as she guided them in their first year of head teacher duties. Ms. Keep-Barnes, founder of Star of the North Secondary School (SON), was currently the principal at Salcha Elementary School, and was the outgoing head teacher at the North Pole campus. Ms. Keep-Barnes had spent the last six years at the helm of Star of the North. The current staff remained committed to the flexible student-centered model that had at its heart compassion and a respect for the individual learning style of each student that Ms. Keep-Barnes modeled so well.

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

The May 12, 2011 graduation was the largest in the history of Star of the North as eighty-two students came together from the two campuses, Career Education Center (CEC) and North Pole Academy (NPA). The charter school continued its early college program, purchasing university academic or career/technical classes for several students. Star of the North began the process for re-accreditation with the Northwest Association of Academic Schools using the STEPP (Steps Toward Educational Progress and Partnership) process, an Alaska Department of Education plan for statewide school improvement.

In the spring semester, Star of the North implemented a school-wide reading program to improve all students' reading skills. Results showed students improved on their reading fluency, vocabulary, and comprehension on an average of one grade level. The charter school planned to expand the workshop sessions to include writing next year.

As part of the charter agreement, the charter reported on their specific levels of achievement. As in past years, they had met or exceeded goals in some areas and had fallen short in others. Ms. Kavis Watson shared 86 percent of students surveyed reported a sense of belonging in their school. The percentage was higher than the charter school's 85 percent goal, but they wanted to work to have 100 percent of the students feel they had a sense of belonging. In surveying the parents, 100 percent of the parents surveyed reported satisfaction with the charter school.

The charter school was very proud of their students and their accomplishments at all grade levels. Many seniors were John Kelly Scholarship recipients. Seven students, the top 10 percent of the class were named Alaska Scholars. Many of the graduating seniors met the grade point requirements for the Alaska Performance Scholarship. All charter school ninth graders who had been with the school for a full year earned all their freshman credits.

The charter school's Intersession program was scheduled to begin the following day. The six-week program held at CEC assisted students in the completion of their high school graduation requirements. The program would end on June 30 with a graduation ceremony at West Valley's Performing Arts Center where each student would receive their high school diploma from their home school. It was anticipated approximately 25 Star of the North students would also earn their 2011 high school diploma during the Intersession.

The charter school recognized many community businesses and agencies, as well as district staff members who had helped the school throughout the year.

BOARD QUESTIONS

Mrs. Dominique asked for an overview of the Career Education Center (CEC). Ms. Kavis Watson explained CEC was the Fairbanks campus of the Star of the North Charter School. They had a very large classroom where they served approximately 100 students throughout the day. The program mostly dealt with students who were seventeen years of age with 14 or more credits. Students should be able to finish school in 3-4 semesters. The learning was primarily done independently, with all teachers in the classroom working with students one-on-one or in small groups.

Mrs. Dominique asked for Star of the North's enrollment for the current year. Mr. Do stated there were 105 students in grades 7-12. They graduated all their seniors, plus one junior, who completed all her junior and senior credits in one year. The charter school was a self-paced program where the only thing stopping a student was the student themselves.

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

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thought the program at Star of the North was very important to the community and thanked them for their work. She hoped the district could learn from Star of the North and CEC on how to keep students in school and on track.

Mrs. Dominique also thanked Mr. Do and Ms. Kovis Watson for their guidance at the charter school; she knew it required a lot of hard work. She also thanked them for keeping students in school.

Mr. Rice thought it was awesome all the freshmen were able to get their credits. He had a couple of cousins who had attended and benefitted from the charter school.

Ms. McConnell also added her thanks for everyone's hard work at the charter school.

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

Watershed Charter School Annual Report & Contract Approval

Included in the board packet was the proposed 2011-12 contract for Watershed Charter School. The contract language was unchanged from the current year except for next year's estimated budget for the charter school was \$1,825,020. After Watershed Charter School representatives presented their annual report to the Board, the administration recommended approval of next year's contract.

HULL MOVED, RICE SECONDED, TO APPROVE THE 2011-12 CHARTER SCHOOL CONTRACT BETWEEN WATERSHED CHARTER SCHOOL INC. AND THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT.

John Carlson, head teacher, and Moira O'Malley, a Watershed teacher, presented a PowerPoint on the charter school's achievements for the 2010-11 school year. Watershed was a school of choice. Although there were some activities and services the school did not offer, such as a lunch program, bussing, band or orchestra, counselors, or an afterschool program, there were many things the school did offer students that could not be found in any other district school. The charter school offered a small school setting, with a limit of 22 students per classroom, locally relevant curriculum, rigorous academics, a service learning program, outdoor education, and regular ski and hiking outings.

Watershed's enrollment at the official count in October had been 187 students. They have reached full capacity with an enrollment of 196 students for fall, with a waitlist in all classes. Their demographics for 2010-11:

White – 72%	African American – 2%
Hispanic – 8%	Asian – 1%
Alaska Native – 7%	Hawaiian – 1%
Multiethnic – 7%	Total Non-White – 28%

With Watershed's placed-based education model, students had to be willing to go outside in all weather conditions for physical education, science, and social studies curriculum activities. Students spent a lot of time outside and had to come to school with appropriate outside gear. The charter school followed the district's guideline of outdoor activities to -20. The school strived for double the district's requirement for physical education and outdoor activities with 75 percent of the physical education taking place outdoors.

Watershed Charter School Annual Report & Contract Approval (continued)

Instead of Everyday Math, the charter school utilized the Singapore Math program which required a higher level of thinking skills and applied math. They would be adding an Algebra I course next year. Fifty percent of the language arts instruction time would reinforce and relate to concepts covered in science and social studies. Centered on community and placed-based curriculum, it was important to make student-community connections. Science and social studies units were related to the local community. Every science and social studies unit included getting students out of the building into the community or outdoors. Instruction included the use of the community and natural landscape. Students experienced real-world learning, which enhanced student achievement. It was good for the kids and for the community.

Outdoor instruction required self-control, an ability to focus on the task at hand, a willingness to participate, and safe behavior. Students were expected and it was important for them to develop personal responsibility and a sense of community.

The charter school had met AYP for 2009-10 and by the preliminary scores it appeared they had also met it for 2010-11. The charter school had targeted 80 percent parent participation and had exceeded their goal with 83 percent of parents participating by either volunteering or car-pooling. The school had many exciting programs and activities scheduled for the summer – a schoolyard habitat, an initiative to “Develop Sustainability and Youth” program borough-wide, develop and maintain a school garden, and expand their use of technology.

BOARD QUESTIONS

Mrs. Dominique asked if it was difficult for students, specifically older students, to switch from Everyday Math to Singapore Math. Mr. Carlson did not believe there was a persuasive problem. Ms. O'Malley had a couple of students who had come from other district schools utilizing Everyday Math and she had worked with them to transition to the Singapore Math program. Mr. Carlson had not heard of any problems with the few students who had left the charter school and moved to a traditional school making the transition. Ms. O'Malley explained with the extra support in the classrooms and with kids grouped by ability they received extra help and support.

Mrs. Dominique asked about the school's capacity. Mr. Carlson stated the school's capacity was 196 students – 22 students per class. The school would be at capacity in the fall. It would take a change in the charter's policies to change the capacity level.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Dominique had thought the charter school was a great idea from the very beginning and it continued to get better. She thanked them for their hard work and wished them continued success.

Mrs. Hull echoed Mrs. Dominique's comments. The charter school was doing great things for kids.

Mr. Chord asked if it would be possible to get a hard copy of the presentation. Mr. Carlson would provide the board with hard copies.

Mr. Rice congratulated the school on the garden and would like to volunteer himself and his kids.

Watershed Charter School Annual Report & Contract Approval (continued)

Ms. McConnell appreciated the annual report and all they had done over the past two years. She mentioned a group of students had visited Doyon during the year and she had been impressed by their questions and knowledge of Native culture and corporations. She congratulated the charter on a successful year.

STUDENT ADVISORY VOTE. 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 2011-12 contract for Effie Kokrine Charter School. The contract language was unchanged from the current year except for a name change to "Effie Kokrine Early College Charter School" and next year's estimated budget for the charter school was \$1,558,810. After Effie Kokrine Charter School representatives presented their annual report to the Board, the administration recommended approval of next year's contract.

HULL MOVED, RICE SECONDED, TO APPROVE THE 2011-12 CHARTER SCHOOL CONTRACT BETWEEN EFFIE KOKRINE CHARTER SCHOOL INC. AND THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT.

Linda Evans, Effie Kokrine Charter School principal, reported on the charter school's accomplishments. Effie Kokrine Charter School (EKCS) was a school of choice and first opened its doors in August 2005. It was located on the Howard Luke Campus. The charter school was designed for Native and non-Native students in grades 7-12, who were looking for a small school focusing on rigorous academics, individual learning styles, and lessons integrating both traditional and contemporary knowledge. Any student who attended EKCS had to make a "C" or higher in order to receive a passing grade in any class on their school transcript.

Instruction was organized around six-week themes: Subsistence/health and wellness, family/tribe/community, language and cultural expression, ecology, health and wellness, energy/ecology and technology, living in place/survival, think globally/act locally, and exploring horizons. Students participated in hands-on projects and worked with Elders, parents, and community on real-life activities.

Effie Kokrine Charter School had a graduating class of ten young adults. It was the first class to graduate with students who had started with the charter school in seventh grade. Eight of the graduates would be attending college next year, with one going to Stanford University. One graduate would be going on to art school in New York and one would be interning this summer for Senator Lisa Murkowski in Washington, D.C.

Since 2007, the Effie Kokrine Charter School Early College Program had provided the college experience for 312 students. The program targeted the first year of college courses critical to building a strong foundation. The current cost of college was \$147 per credit, not including fees and books. Next year, the cost would be \$157 per credit, plus fees and books. Effie's costs for the current school year had been \$24,000. Early College was currently funded by the EKCS school budget, in-kind receipts from UAF and Interior Aleutians Campus, Doyon Foundation (for shareholders or descendants of shareholders only), NASA grant funding, and Migrant Education for qualified students. This year, EKCS applied for the "Pick. Click. Give" program through the Alaska Permanent Fund. The school would also be raffling a Yamaha 4x4 four-wheeler in August.

Ten Hunee Daal'oye Trailmarkers Upward Bound program was currently in transition due to the recent resignation of its director, but interviews had taken place and a new director would soon be selected. There were currently 23 students signed up for the summer program, including 11 from Effie Kokrine. The program could accommodate 50 students so students were encouraged to apply.

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

In December 2009, a small group of staff, partners, and parents met and worked through a strategic planning session. In February 2010, the EKCS Board of Directors adopted the strategic plan and objectives. In March 2010, the staff reviewed the plan and revised it to reflect the school goals.

Goal 1 – EKCS would offer a focused curriculum grounded in tradition and culture through blending western and traditional ways of knowing.

- added more cultural activities at the school and attended many in the community, performing community service activities for different community organizations
- offered three language classes
- 8th grade class spent two days at Howard Luke's Camp
- Native Youth Olympics
- more Elders were invited to share their wisdom and traditional knowledge
- wood carving class with Artist Kathleen Carlo
- Alaska Native Culture classes

Goal 2 – EKCS would strive to increase the number of students taking higher education courses each year.

- supporting the local Upward Bound program with students from EKCS
- adding a college study hall class with a certified teacher mentoring students taking college courses, giving them the support needed for success

Goal 3 – Eighty percent of students attending EKCS would graduate from high school at EKCS.

- ten out of twelve seniors graduated in the current year with eight of them planning to attend college and two going onto higher education
- EKCS continued to strive for student success by utilizing learning styles, CAPS, layered curriculum, place-based learning, and hands-on projects.
- improved attendance

Goal 4 – EKCS would strive to increase by 10 percent each year the number of students proficient in reading, writing, mathematics, and science based on the Standards Based Assessment (SBA).

- set AYP goals in reading, writing, and math
- low student-teacher ratio, small class sizes
- utilizing the thinking and writing strategies that promoted rigor in academics throughout the school
- utilizing the test data and GLEs/Standards to guide instruction
- continue with Learning Styles to help students know their best way to learn

Goal 5 – One hundred percent of the graduates from EKCS would have a clearly defined and developed life plan in place.

- ten out of twelve seniors graduated
- student life lists
- community involvement
- FFA Leadership Club
- recruitment

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

Goal 6 – EKCS's non-profit organization would be developed to its full potential.

- implementation of new goals, foundation fund
- positive media coverage through the Daily News-Miner, radio talk shows, and happy parents
- UAF/FFA gardening program

Effie Kokrine Charter School did not have a parent committee during the current year and felt the effects of not having that parent involvement. As a charter school, it was a critical component of the education program.

As always, the charter school's community and parent involvement continued to grow. Some of the many events that helped to build partnerships to benefit EKCS students included:

- ✓ August & May Open House and Ice Cream Social Events
- ✓ September Holly Harvest Celebration
- ✓ Howard Luke birthday party
- ✓ hosted educational groups from UAF to visit EKCS from Japan
- ✓ TCC Interior Education Summit participation
- ✓ Robotics competition at UAF
- ✓ NASA partnership in hosting 16 EKCS students to FFA Convention in Kodiak
- ✓ piloted Doyon Job Employment Curricula with high school and junior high students
- ✓ participated in Native Youth Olympics
- ✓ AFN Convention, TCC and Doyon Conferences
- ✓ Soaring Eagle Drum performance at the school
- ✓ sports program
- ✓ AINE Learning Styles professional development
- ✓ University of New Mexico computer science grant partner
- ✓ CTC, UAF-IAC, & UAF for tech prep and college courses
- ✓ UAF School of Education partner on an AIM High grant
- ✓ Future Farmers of America (FFA) EKCS local chapter
- ✓ Bard College – professional development
- ✓ TCC Language and Culture program
- ✓ Annual Athabascan Fiddle Festival & Young Athabascan Fiddlers
- ✓ respected Elders to share indigenous knowledge with staff and students
- ✓ Calypso Farms
- ✓ Alaska Native Language Center

In reviewing the school year, the charter school had made some good changes that had affected student success – improving the integration of thinking and writing strategies in the classroom, setting specific goals in reading, writing, and math, adopting a high school plan for improvement in attendance, integrated Native values and topics across the curriculum, added three Alaska Native Language classes, acquiring additional grant funds to add more cultural activities, developing meaningful and relevant classroom instruction, setting up a more structured advisory period for high school, continued striving to change the culture of EKCS to develop a more rigorous and engaging educational program, and building a warm and caring atmosphere at the school.

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

Areas the school would like to see improvement or continued work on in the next year included:

- student success across the board
- parent involvement
- increase grant funding
- more elders in the school
- professional development
- continue accreditation process

The charter school administration had requested the name of the charter school be changed to “Effie Kokrine Early College Charter School” to reflect its early college program, which it had started in 2005.

The past year had been another great year for Effie Kokrine Charter School. There had been some very good improvements and they would continue to implement their vision, mission, and goals.

BOARD QUESTIONS

Mrs. Dominique asked about the math issues – was it more male than female. Ms. Evan’s didn’t have the information available to answer the question at the current time.

Mrs. Hull asked about the charter school’s enrollment. Ms. Evans stated there were 128 students currently enrolled and they would be recruiting over the summer.

Ms. McConnell asked if there were specific steps the school was taking to improve parent involvement. Ms. Evans stated they were preparing a letter to parents and reaching out to them individually. The automatic roll call helped get information to parents.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked Ms. Evans for her report. She thought EKCS had a unique place in the district, the community, and the state. The board had been supportive of the concept and thanked Ms. Evans for the work she did to bring it all together at the school level. Mrs. Hull was hopeful the charter school would make their enrollment targets and achieve their goals. She was sorry she had missed the charter school’s graduation; it was always a very unique and enjoyable program. The charter school offered a lot to the community and state. Mrs. Hull was hopeful some of the students enrolled in the summer Upward Bound program would continue with the charter school in the fall to help with enrollment.

Ms. Evans thanked her staff for all their work. The success and growth was a group effort. She was very appreciative to her staff’s dedication and the support of the school board.

Mr. Rice loved attending EKCS’s graduation and hearing each of the student’s individual stories. The school was doing a great job.

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

Suspend Policy 264: Cancel July 5, 2011 Meeting

RICE MOVED, DOMINIQUE SECONDED, TO SUSPEND THE RULES, POLICY 264 – TYPES OF MEETINGS, AND CANCEL THE JULY 5, 2011 REGULAR MEETING.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

None

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 5 AYES

INFORMATION AND REPORTS

Included in the Consent Agenda.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Mr. Rice thanked the String Quartet for their performance. He congratulated all the principals and thanked the legislators for the citations. Mr. Rice also extended his congratulations to all the recent graduates. Attending graduations was the highlight for board members every year and all the night meetings, work sessions, and committee meetings were worth it to see the kids walk across the stage.

Mr. Rice thanked Ms. Samash, Father Isaac, and Ms. Brown for their comments. He felt they had raised issues that had to be looked into. They had convictions they felt needed to be heard and he felt rightfully so. It was the board's task to make certain their concerns were looked into.

Mrs. Hull noted the Budget Review Committee had not met since the last meeting. Regarding the Career Technical Education Advisory Committee, she thanked Ruth Keator, the district's CTE coordinator for her work on career-tech education. Ms. Keator had submitted her resignation and would be leaving the district in June. Mrs. Hull noted the board's recent work session on CTE and how productive it had been and hoped the progress would continue and Ms. Keator's resignation would not slow down things.

Mrs. Hull applauded and congratulated the principals. Excellence in administration meant excellence in the classroom. She had been planning to attend the school board member training offered in Anchorage on the following day, but had been unable to change her previously planned arrangements, but was hopeful it might be offered at an upcoming Association of Alaska School Board (AASB) conference. She thought the training would be beneficial for the board as they focused on goal setting and reform through policy development. Change could happen in the buildings, but the school board needed to be involved in setting goals. Mrs. Hull had been and would be thinking about goals and hoped other board members would too. She had noted the board's three work sessions scheduled on priorities and goal setting and was looking forward to the discussions.

Earlier in the day, Mrs. Hull had attended Leadership Fairbanks, where there had been a guest speaker on the importance of leadership and how it was the only force for change. It was the vision creation that led to change.

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

Mrs. Dominique dittoed everyone's previous comments. She congratulated the principals and thought it was good to recognize them for the great work they were doing.

Mrs. Dominique hoped the administration was looking into the Harry Potter issues. She had appreciated the earlier email on the subject and the people who had testified about it. It was good on one end and bad on another end. She thought it was something the district should set criteria, policy, or do whatever had to be done to make certain it was not in the schools. As Mrs. Samash stated, it was a part of religion. The district had to be certain they followed their policies when bringing stuff like that into the district.

Ms. Wilson congratulated all the recent graduates, as well as all the students who completed their finals. She also congratulated the principals, teachers, and two students who were recognized for their achievements.

Ms. McConnell added her congratulates to all the awardees of the evening. The Policy Review Committee had met the previous evening and there had been discussions on the attendance policy, which would probably be brought before the board around November. Attendance was an important issue and she encouraged the public to weigh in on the subject. Ms. McConnell had also enjoyed attending the graduation ceremonies. It was the fun part of being on the board.

Ms. McConnell announced next winter would mark the 40th anniversary of the passing of the Alaska Native Land Claims Settlement Act and the following year, 2012, would mark the 40th anniversary of Doyon's incorporation. The Native Claims Settlement Act had a huge impact on the city, community, region, state, and economy. Doyon was now the 10th largest Alaska owned business in the State of Alaska. The Native corporations throughout the state employed thousands of people and poured millions, possibly billions into the economy. She hoped the district would keep the anniversaries in mind and plan activities to commemorate them.

Superintendent Lewis noted it had been the last contract day for teachers. It had been an incredible school year. He thanked all the teachers, support staff, and administrators for their hard work throughout the year and making it such a successful year. The University of Alaska, Fairbanks, along with the district's human resources department had hosted a reception for the district mentor teachers who had worked with UAF students through the year.

Superintendent Lewis mentioned there had been many professional development activities over the past couple of days. Summer programs and activities were gearing up. Track season had just concluded but soccer, baseball, and tennis were still going strong.

Superintendent Lewis reported the administration hoped to have the career-technical education report, in draft form, in the hands of board members on or before June 1. He had met and had some wonderful conversations with Jim Whitaker and Jim Sampson earlier in the day at the Pipeline Training Center. Mr. Gerke was working hard to get the program going.

Superintendent Lewis spoke on the board's upcoming joint meeting with the borough's finance committee on June 2 to discuss the district's 2011 bond request. He noted work on the bond request and conversations with the Mayor would continue.

Superintendent Lewis wished everyone a great summer!

The meeting adjourned at 9:27 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.