# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



# BOARD OF EDUCATION REGULAR MEETING

Tuesday, December 6, 2011

**School District Administrative Center** 

# **OUR VISION... Excellence and Equity for All**

**OUR MISSION** is to provide an excellent and equitable education in a safe, supportive environment so all students can become productive members of a diverse and changing society.

# **Core Values**

- Student learning is at the center of everything we do.
- High achievement evolves from high expectations and educational opportunities.
- Quality education requires highly motivated, skilled, supportive teachers, administrators, and support staff.
- Active partnerships with the family and community support successful student learning.
- Respect for the diversity and dignity of individuals and groups is essential.

# **Primary Performance Goals**

- A. Improve overall performance for all students.
  - Indicator: An increase in student achievement on statewide assessments (e.g. Terra Nova, SBA's, and HSGQE).
- B. Increase the graduation rate and reduce the dropout rate.
  - Indicator: The district's graduation rate and dropout rate, as computed by the state, will continue to improve.
- C. Improve math skills of African American students, Alaska Native/American Indian students, and Students with Disabilities (SWD) to meet or exceed the state Annual Measurable Objectives (AMO) in math.

Indicator: African American students, Alaska Native/American Indian students, and Students with Disabilities (SWD) will score at proficiency levels to meet or exceed the Annual Measurable Objective (AMO) of 66.09% on the state Standards Based Assessment.

D. Improve writing skills of Alaska Native/American Indian students, Students with Disabilities (SWD),
Limited English Proficient students (LEP), and Economically Disadvantaged students to increase the percent proficient
and advanced, and/or meet or exceed the state Annual Measurable Objectives (AMO) in language arts.

Indicator: A higher percentage will be proficient and advanced and/or will meet or exceed the Annual Measurable Objectives (AMO) of 77.18% in language arts on the state Standards Based Assessment.

# **Ongoing Commitments**

- Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap.
- Support class sizes that are conducive to learning.
- Invest in quality professional development to meet district goals.
- Recognize and respect multicultural perspectives.
- Use data-supported decision making and annual school planning.
- Provide graduation success strategies and challenging courses and instruction, which are inspirational and innovative.
- Provide educational options to families and students.
- Engage families to promote student success.

- Continue implementation of the Technology Blueprint.
- Increase communication with, and support for, students and families of diverse cultures.
- Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, enhance communication, and maintain efficient district operations.
- Enhance school safety and student wellness.
- Recruit, hire, and retain a diverse workforce with the talents and abilities to fulfill the district's mission.
- Maintain excellent school facilities and manage capital improvement projects.

# Initiatives to Improve Student Performance

- 1. Implement recommendations from the Secondary Review Process (e.g. Career Pathways, Professional Learning Communities, Middle School Concept).
- 2. Develop a plan to address North Pole attendance area K-8 overcrowding.
- 3. Implement Response to Instruction and Intervention (RTI).
- 4. Implement a plan for using formative assessment to improve writing skills (e.g. Thinking Maps/Write...from the Beginning/Write...for the Future, MY Access!, and Six Traits Writing).

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION

# December 6, 2011

# 7:00 P.M. - REGULAR BOARD MEETING

Board Room - 520 Fifth Avenue School District Administrative Center

## **AGENDA**

<b>A.</b>	PRELIMINARIES  1. Call to Order  2. Pledge of Allegiance  3. Music: Barnette Magnet School's Band & Orchestra  4. Roll Call  5. ESP of the Month: Terry Wolf, Day Custodian, Administrative Center	Reference Pages
	6. Spotlight: Military Student Transition Consultant (MSTC) & Student 2 Student	(S2S) 3
В.	AGENDA	
	1. Adoption of the Agenda	3-4
	2. Presentation on Agenda Items	4
C.	PUBLIC COMMENTS ON NONAGENDA ITEMS	
D.	ACTION ITEMS - OLD BUSINESS	
	* 1. Grant Acceptance: Title VI-B Special Education Disabled	4 & 10-11
	* 2. Grant Acceptance: No Child Left Behind Consolidated Application	4 & 13-21
	* 3. Grant Acceptance: Title I, Part D, Subpart 2, Neglected and	
	Delinquent Competitive Grant	4 & 22-23
	* 4. Grant Acceptance: Alaska Community Learning Centers Program	4 & 24-25
	* 5. Grant Acceptance: Alaska Career and Technical Education FY12	5 & 26-27
	Implementation Grant	5 & 28-33
	* 6. Monthly Management Reports	
	* 7. Minutes	See minutes
E.	ACTION ITEMS – NEW BUSINESS	
	1. Resolution 2012-06: Honoring Dr. Martin Luther King, Jr.	5 & 34
	2. Policy 1062.4: Concussions (First Reading)	5 & 35
	* 3. Budget Transfer 2012-057: Elementary School Substitute Salaries	5 & 36-37
	* 4. Budget Transfer 2012-058: Middle School Substitute Salaries	5, 36, & 38
	* 5. Budget Transfer 2012-059: High School Substitute Salaries	6, 36, & 39
	* 6. Budget Transfer 2012-060: District Substitute Salaries	6, 36, & 40
	* 7. IFB 12-R0007: Copy Paper	6 & 41
	* 8. IFB 12-R0008: Classroom Paper	6 & 42
	* 9. Gift Acceptance: District	6 & 43
	*10. Gift Acceptance: North Pole Elementary School	6 & 44
	*11. Personnel Action Report	6 & 45-46

## F. INFORMATION & REPORTS

1. Recruitment Report & Analysis of Hires for 2011-12	7 & Separate Cover
2. Graduation Success Program Evaluation	7 & Separate Cover
* 3. Personnel Information Report	7 & 47
* 4. Superintendent's Budget Transfers	7 & 48
* 5. Board's Reading File	7-8
* 6. Coming Events and Meeting Announcements	8

# G. BOARD AND SUPERINTENDENT'S QUESTIONS/COMMENTS/COMMITTEE REPORTS

## H. ADJOURNMENT BY 10:00 P.M. UNLESS RULES SUSPENDED

Board of Education Regular Meetings are broadcast live on KUAC-FM, 89.9 and televised live on GCI Cable channel 14, and audio streamed live from the district's web page www.k12northstar.org

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION

## 7:00 P.M. – REGULAR BOARD MEETING December 6, 2011 AGENDA

#### A. PRELIMINARIES

Reference Pages

#### A. 1. Call to Order by President

## A. 2. Pledge of Allegiance, led by Barnette Magnet School's Band & Orchestra Students

#### A. 3. Music

Barnette Magnet School's Band and Orchestra will perform for the Board under the direction of Gwen Brazier, director.

## A. 4. Roll Call

Kristina Brophy, President
Sharon McConnell, Vice President
Sue Hull, Treasurer
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member
John Thies, Member
Thomas Daack, Base Representative
Ron Johnson, Post Representative
Brooke Wilson, Student Representative

#### A. 5. ESP of the Month

Terry Wolf, Administrative Center day custodian, will be recognized as the Extra Special Support Staff Person for December 2011. Pat Kougl, custodial and facilities management manager, will make the presentation.

A. 6. Spotlight: Military Student Transition Consultant (MSTC) & Student 2 Student (S2S)
Kim Hall, Military Student Transition Consultant (MSTC), will give a brief description of the unique MSTC position and the partnership funded through the Department of Defense and facilitated by the Military Child Education Coalition (MCEC).

Additionally, Lathrop Counselor Judy Murphy and students Hannah Ekblad, Colleen Mertes, and Sun-Young Pak will provide an overview of the S2S program at Lathrop High School and highlights from their recent refresher training outside of Alaska.

## B. AGENDA

#### B. 1. Adoption of the Agenda

Consent agenda items marked with an asterisk are considered routine items not requiring public discussion by the Board. Unless removed from the consent agenda, asterisked items will be automatically approved when the agenda is adopted. Questions concerning these items should be directed to the administration before the meeting.

If the superintendent or a member of the public wishes to have an item removed from the consent agenda, the request must be made to a Board member any time prior to the start of the meeting. The Board member has the discretion to accept or deny the request. Only a Board Member may remove an item from the consent agenda. If an item is removed from the consent agenda, it shall be considered separately as the last item of new business. Asterisked items will then be adopted by one single motion.

## B. 1. Adoption of the Agenda (continued)

■ MOTION is to adopt the agenda with co	nsent items.		
Motion by	Seconded by		
Advisory Vote	Vote		_

#### B. 2. Presentation on Agenda Items

Any person wishing to speak on an agenda item—action items or information and reports—will have three minutes to testify when that item is before the Board for discussion. There is a limit of one hour total testimony per item.

#### C. PUBLIC COMMENTS ON NONAGENDA ITEMS

Public comments on nonagenda items are limited to three minutes per person for a maximum of one hour. People on the sign-up list will be called first. If there is time, people who did not sign up may address the Board. A person testifying must state their name and address for the record. Board members may ask questions for clarification. Although there is time at the end of each meeting for Board and superintendent comments, some concerns may not be able to be addressed immediately, as additional information may need to be gathered.

#### D. ACTION ITEMS - OLD BUSINESS

D. \* 1. Grant Acceptance: Title VI-B Special Education Disabled

The district has received an award in the amount of \$2,989.028 through Amendment Three of the Title VI-B Special Education Disabled Grant. This "October Allocation" represents the remaining 80% of the total original award.

MOTION is to accept the FY12 Title VI-B Special Education Disabled Grant award in the amount of \$2,989,028, per Fiscal Note 2012-39.

D. \* 2. Grant Acceptance: No Child Left Behind Consolidated Application

The district has received an award in the amount of \$3,373,024 through Amendment One to the No Child Left Behind Consolidated Application.

MOTION is to accept the FY12 No Child Left Behind Consolidated Application award in the amount of \$3,373,024, per Fiscal Notes 2012-40 through 2012-42 and Fiscal Notes 2012-45 through 2012-47.

# D. \* 3. Grant Acceptance: Title I, Part D, Subpart 2, Neglected and Delinquent Competitive Grant

Ref. Pgs. 22-23

The district has received a Title I, Part D, Subpart 2, Neglected and Delinquent Competitive Grant award in the amount of \$133,334. This award amount includes additional funds from the State's carryover.

MOTION is to accept the FY12 Title I, Part D, Subpart 2, Neglected and Delinquent Competitive Grant award in the amount of \$133,334, per Fiscal Note 2012-43.

D. \* 4. Grant Acceptance: Alaska Community Learning Centers Program

The district has received an award in the amount of \$137,956 through Amendment Two to the Alaska Community Learning Centers Program grant.

MOTION is to accept the FY12 Alaska Community Learning Centers Program grant award in the amount of \$137,956, per Fiscal Note 2012-44.

# D. \* 5. Grant Acceptance: Alaska Career and Technical Education FY12 Implementation Grant

Ref. Pgs. 26-27

The district has received an Alaska Career and Technical Education FY12 Implementation Grant award in the amount of \$43,403.

MOTION is to accept the Career and Technical Education FY12 Implementation Grant award in the amount of \$43,403, per Fiscal Note 2012-48.

## D. \* 6. Monthly Management Reports

Ref. Pgs. 28-33

The Monthly Management Reports for November 2011 are provided.

MOTION is to accept the Monthly Management Reports for November 2011.

D. \* 7. Minutes

See Minutes

MOTION is to approve the minutes from the special meeting on November 14; the work sessions on November 14 and 29; and the regular meeting on November 15, 2011, as submitted.

#### E. ACTION ITEMS – NEW BUSINESS

E.	1.	Resolution 2012-06: Honoring Dr. Martin Luther King, Jr. Ref. Pg. 34
		School Board Resolution 2012-06 honors Dr. Martin Luther King, Jr., and proclaims the
		week of January 16, 2012, for Dr. Martin Luther King, Jr. activities throughout the district.

MOTION is to approve Rese	olution 2012-06: Honoring Dr. Martin Luther King, Jr.	
Motion by	Seconded by	14.
Advisory Votes	Vote	

## E. 2. Policy 1062.4: Concussions (First Reading)

Ref. Pg. 35

The administration forwards School Board Policy 1062.4: Concussions with a recommendation for the school board to approve this original policy. State law mandates the school district adopt a policy on this student health and safety issue. Bett Schaffhauser, employment and educational opportunity director, is available to answer questions.

■ MOTION is to approve first reading, public	c hearing, and advancemen	t to second reading
of Policy 1062.4: Concussions.		
Motion by	Seconded by	
Advisory Votes	Vote	

E. \* 3. Budget Transfer 2012-057: Elementary School Substitute Salaries

Budget transfer 2012-057 aligns elementary school substitute salaries in the amount of \$205,378.

MOTION is to approve Budget Transfer 2012-057: Elementary School Substitute Salaries in the amount of \$205,378.

**E.** \* **4.** Budget Transfer 2012-058: Middle School Substitute Salaries

Budget transfer 2012-058 aligns middle school substitute salaries in the amount of \$64,535.

MOTION is to approve Budget Transfer 2012-058: Middle School Substitute Salaries in the amount of \$64,535.

## E. \* 5. Budget Transfer 2012-059: High School Substitute Salaries

Ref. Pgs. 36 & 39

Budget transfer 2012-059 aligns high school substitute salaries in the amount of \$42,513.

MOTION is to approve Budget Transfer 2012-059: High School Substitute Salaries in the amount of \$42,513.

## E. \* 6. Budget Transfer 2012-060: District Substitute Salaries

Ref. Pgs. 36 & 40

Budget transfer 2012-060 aligns district substitute salaries in the amount of \$165,247.

MOTION is to approve Budget Transfer 2012-060: District Substitute Salaries in the amount of \$165,247.

## E. \* 7. IFB 12-R0007: Copy Paper

Ref. Pg. 41

Competitive sealed bids for classroom paper were opened in the purchasing department on November 10, 2011, at 4:30 p.m. The abstract of bids and complete bid file is available for review in the purchasing department. If approved, award will be made to the following:

Vendor Name

**Total Award** 

Frontier Paper, Inc.

\$615,281.80

MOTION is to award IFB 12-R0007 for Copy Paper to Frontier Paper, Inc. for \$615,281.80.

#### E. \* 8. IFB 12-R0008: Classroom Paper

Ref. Pg. 42

Competitive sealed bids for classroom paper were opened in the purchasing department on November 14, 2011, at 5:00 p.m. The abstract of bids and complete bid file is available for review in the purchasing department. If approved, award will be made to the following:

Vendor Name

**Total Award** 

Unisource

\$76,954.16

MOTION is to award IFB 12-R0008 for Classroom Paper to Unisource for \$76,954.16.

#### E. \* 9. Gift Acceptance: District

Ref. Pg. 43

The administration is requesting gift acceptance of \$2,500 from the Actus Community Fund to be used towards the purchase of automated external defibrillators (AED) for district schools.

MOTION is to accept the gift of \$2,500 from the Actus Community Fund to the school district to be used towards the purchase of automated external defibrillators (AED) for district schools.

## E. \*10. Gift Acceptance: North Pole Elementary School

Ref. Pg. 44

North Pole Elementary School is requesting gift acceptance of a riding tractor with removable plow/mowing deck, valued at \$3,000, from the North Pole Elementary PTA, for snow removal around the building and mowing during the summer.

MOTION is to accept the gift of a riding tractor with removable plow/mowing deck, valued at \$3,000, from the North Pole Elementary PTA to North Pole Elementary School for snow removal around the building and mowing during the summer.

#### E. \*11. Personnel Action Report

Ref. Pgs. 45-46

MOTION is to approve the Personnel Action Report for the period November 9-29, 2011.

#### F. INFORMATION AND REPORTS

# F. 1. Recruitment Report & Analysis of Hires for 2011-12 Clarence Bolden, executive director of human resources, and Elizabeth Schaffhauser, director of employment and education opportunity, will present a report on the teacher, classified, and exempt applicant pools and provide an analysis of hires that have occurred to date for the 2011-12 school year.

# F. 2. Graduation Success Program Evaluation

Separate Cover

This report presents information about the implementation of the Graduation Success Program and outcomes of the students served by the program in the 2010-11 school year. Kathy Hughes, executive director of alternative instruction & accountability, and Heather Rauenhorst, program evaluator & research analyst, will make a brief presentation.

## F. \* 3. Personnel Information Report

Ref. Pg. 47

The Personnel Information Report for the period November 9-29, 2011 has been provided.

#### F. \* 4. Superintendent's Budget Transfers

Ref. Pa. 4

The Superintendent's Budget Transfer Report for December 6, 2011 has been provided.

#### F. \* 5. Board's Reading File

11-10-11	Letter from Cook & Haugeberg to Board RE: Communication of Internal Control Related Matters
11-10-11	Letter from Cook & Haugeberg to Board RE: Letter to the Audit Committee
11-10-11	Board Diversity Committee Meeting Minutes October 13, 2011
11-11-11	Email from B. Schaffhauser to All Staff RE: Important Policy Notice
11-11-11	Email from N. Schaeffer to Board RE: Revised Interior Education Summit Agenda
11-14-11	Email from B. Whicker to Board RE: Is It Possible to be Revenue Positive with Technology in Schools?
11-14-11	AASB Report from S. Hull to Board November 2011
11-15-11	Handout from L. Ehnert to Board RE: Relative Changes in Budget and Salary
11-16-11	Email from L. Whisenhant to Board RE: Bob Lenz Assembly Schedule
11-16-11	Letter from Board to Exxon Mobile RE: Gift Thanks
11-16-11	Letter from Board to Alyeska Pipeline Service Company RE: Gift Thanks
11-16-11	Letter from Board to Pavva Inupiaq Dancers RE: Music Thanks
11-16-11	Email from Superintendent to Board RE: Air Quality Advisory
11-17-11	Email from S. Schultz to Board RE: State Fails to Warn Residents About Current High Air Pollution and Other Posts
11-21-11	Email from Superintendent to Board RE: Thoughts and Prayers

# F. \* 5. Board's Reading File (continued)

11-22-11	FEAdback Volume 30, #10
11-22-11	Email from Superintendent to Board RE: Air Quality Advisory: Cancelled
11-22-11	Email from Superintendent to Board RE: Senator Begich Visit
11-23-11	Email from Superintendent to All Staff RE: Happy Thanksgiving
11-28-11	Email from Superintendent to Board RE: Air Quality Advisory: Unhealthy for Sensitive Groups
11-28-11	Email from H. Stewart to Board RE: Invitation to Fine Arts Friday
11-29-11	Email from Superintendent to Board RE: PSA Request – Air Quality Advisory
11-29-11	Email from W. Lentz to Board RE: Flag at Half-Staff on Pearl Harbor Day
11-29-11	Email on Behalf of Superintendent to Board RE: Bus Accident
11-29-11	Email from Superintendent to Board RE: Accident Update
11-30-11	FNSBSD Enrollment & Ethnicity Report October 1, 2011
11-30-11	Email from L. Ehnert to Board RE: Divergence
11-30-11	Email from Board to L. Ehnert RE: Divergence
12-01-11	Memo from D. Ferree to All Principals RE: 2012 Legislative Grant Opportunity
12-01-11	Email from S. Battles to Board RE: Question

# F. \* 6. Coming Events and Meeting Announcements

12/07/11	6:00 pm	Citizen's Budget Review Committee Meeting
12/08/11	5:30 pm	Board Diversity Committee Meeting
12/9-10/11		AASB Winter Boardsmanship Academy (Captain Cook Hotel, Anchorage)
12/12/11	5:15 pm	Policy Review Committee Meeting
12/15/11	6:00 pm	Career Technical Education Advisory Committee Meeting (Pipeline Training Center)
12/19/11	5:30 pm	Special Meeting: Executive Session for Student Discipline
12/20/11		Regular Meeting Has Been Cancelled
1/03/12	5:30 pm	Special Meeting: Executive Session for Student Discipline (if needed)
1/03/12		Regular Meeting Has Been Cancelled
1/09/12	5:30 pm	Special Meeting: Executive Session for Student Discipline (if needed)
1/17/12	5:30 pm	Special Meeting: Executive Session for Student Discipline (if needed)
1/17/12	7:00 pm	Regular Meeting

All meetings are at 520 Fifth Avenue unless noted otherwise.

G.	BOARD AND SUPERINTENDENT'S QUESTIONS/CON	IMENTS/COMMITTEE REPORTS

H. ADJOURNMENT BY 10:00 P.M. UNLESS RULES SUSPENDED

**GRANT TITLE:** 

Title VI-B Special Education Disabled

**FUNDING AGENCY:** AWARD AMOUNT:

Federal Dept. of Education via Alaska Dept. of Education & Early Development

**AWARD TYPE:** 

Amendment Three, remaining 80% of FY12 total award (\$3,584,550)

STATUS:

Acceptance

SUBMISSION DEADLINE: **REVIEWED BY:** 

N/A **Grant Review Committee** 

TIME PERIOD:

July 1, 2011 - June 30, 2012

GRANT PROGRAM GOAL: The district receives federal funds to assist in the provision of specialized curriculum and instruction for students with one or more of the following disabilities: autism, deafness, emotional disturbance, hearing impairment, specific learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, preschool developmental delay, communicative disorders, traumatic brain injury, or visual impairment.

POPULATION TO BE SERVED: Any student, ages 3-21, with a disability (according to one of the federal definitions above) that affects educational performance.

PROPOSED ACTIVITIES AT SUBMISSION: Special education is specially designed instruction, at no cost to the parent, to meet the unique needs of a child with disabilities. This proposal provides funds for staff to deliver special education instruction; supplies and equipment necessary for children with disabilities to achieve their educational goals (such as communications boards for students with motor/speech impairments); training for special education staff to better prepare them to deliver instruction or give them new methods of instruction for children experiencing disabilities; additional and/or specialized evaluations and services; data collection services to compile information helpful to the efficient and effective operation of special education programs; transportation to ensure access to community learning sites (including work experience); temporary aide assistance to ensure uninterrupted services to new-to-the district severely disabled students; and training for all teachers and administrators in the implementation of IDEA regulations, State alternative assessments and exemplary programs and methods (including the use of technology) to teach students with disabilities.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT Goal: 1) Improve overall performance for all students. 2) Improve math skills of African American students. Alaska Native/American Indian students, and Students with Disabilities (SWD) to meet or exceed the state Annual Measurable Objectives (AMO) in math. 3) Improve writing skills of Alaska Native/American Indian students, Students with Disabilities (SWD), Limited English Proficient students (LEP), and Economically Disadvantaged students to increase the percent proficient and advanced, and/or meet or exceed the state Annual Measurable Objectives (AMO) in language arts.

BENEFITS TO STUDENTS: The provision of a free, appropriate, public education for students with disabilities.

ACTIVITIES CHANGED UPON ACCEPTANCE: N/A.

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): VI-B funds must be used to supplement, not supplant, district funds. The district must spend at least as much on special education programs from one year to the next or risk losing VI-B funds (100% maintenance of effort), with four exceptions: retirement of senior, and therefore costly, special education teachers; decrease in enrollment of children with disabilities; a child served by an especially costly program moves away; or the end of other costly expenditures such as computers or construction.

BUDGET:

See fiscal note.

oject Director:	Bob Hadaway, E	xecutive Di	rector of	Special Educa	tion				
oject Information:	Dob Hadaway, L.	ACCURATE D		opoolul Luuda		i e e e e e e e e e e e e e e e e e e e	<u> </u>		
District Fund Name	e:	Title VI-B S	pecial Ed	ucation Disab	ed				
State Function Cla	assification:	Special Ed	ucation			· · · · · · · · · · · · · · · · · · ·			
This Budget Award	d:	\$	2,989,02	B.00 Period	l:	July 1, 2011 1	o June 30, 20	12	
Matching Requirer	ments:	None							
Indirect:		6.20%							_
Future Liabilities/C	- Comments:	None					·		
			T	his Budget		Previous			turii immuu mpimuu
				Award		Award			
						FN#11			Total
						FN#27			Funding
				0044.40					•
FUNDING SOURCE	:Q.			2011-12		2011-12			Award(s)
	ssed thru State DEI	≣D	\$	2,989,028	\$	2,656,374		\$	5,645,40
Total fundi	ng sources		\$	2,989,028	\$	2,656,374		\$	5,645,40
APPROPRIATIONS									
Certificated salarie	•				\$	712,170	· <u>-</u>	\$	712,17
Non-certificated sa	= = 1 .				<b>.</b>	956,230	_	₹	956,23
Employee benefits						752,407			752,40
Professional and t						215,000	_		215,00
Staff travel	technical services					30,000	_		30,00
Student travel						2,000	_		2,00
Purchase services						13,000	· _		13,00
Supplies, material						44,259			44,25
Pending carryove	r and unallocated fu	ınds		-		- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1			-
Indirect costs				174,501		155,080			329,58
Unallocated funds	3			2,814,527		1,940,539	- ·		4,755,06
Unallocated reduc	ction					(2,164,311)	<del>-</del>		(2,164,31
Total appro	opriation		\$	2,989,028	\$	2,656,374		\$	5,645,40
Position control fo	or new positions:	<del>I 2 </del>	<u> </u>					-	
	Position Title			Position I	<u>D</u>	Est Ann	ual Budget	FT	E
	ERTIFIED SALARII	ES	:						<u> </u>
Coordinators		1. 1. 1. 1. 1. 1.	· · · · · · · · · · · · · · · · · · ·	<u> </u>			322,109		
Certified Teacher			·				365,135		
Certified Extende		DIES	<del> </del>				24,926	7777	<del>-</del>
Specialists	N-CERTIFIED SALA	ILIEO	<u> </u>		<u> </u>	<u>u. – Mandalanda</u>	14,879	<u> </u>	<u></u>
Aides					-	<u> </u>	334,212		
Support Staff	<u> </u>	<u> </u>	<del> </del>			<del>-</del> -	475,066		
Substitutes/Temp	oraries				-		132,073		
		itoma in a single agence							···
strict review/appro Grants/Special Proj									
CFO	MŤ		Approve	ed by School B	oard				

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GRANT TITLE: No Child Left Behind Consolidated Application

FUNDING AGENCY: Federal Department of Education

STATUS: Acceptance AWARD AMOUNT: \$3,373,024

AWARD TYPE: Amendment One, remaining 80% of total award (\$6,587,667)

SUBMISSION DEADLINE: NA

REVIEWED BY: Grant Review Committee
TIME PERIOD: July 1, 2011 to June 30, 2012

GRANT PROGRAM GOAL: The federal No Child Left Behind Act (NCLB) of 2001 is a landmark in education reform designed to improve student achievement for all children, with an emphasis on those children who lag behind their peers. The act embodies four key principles:

stronger accountability for results

greater flexibility for states, school districts and schools in the use of federal funds

more choices for parents of children in poverty

• an emphasis on teaching methods that have been demonstrated to work well

Districts are required to submit a consolidated application for NCLB funds. The application must show how all the federal programs work in concert to ensure that every child learns. The act also places an increased weight on reading, enhancing the quality of teachers, principals and paraprofessionals, and ensuring that all children in America's schools learn English.

POPULATION TO BE SERVED: The NCLB formula programs this district is eligible to apply for affect every student and staff member in some way. These programs are:

- Title I-A Improving the Academic Achievement of the Disadvantaged
- Title I-C Migrant Education
- Title II-A Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II-D Enhancing Education Through Technology (carryover only)
- Title III-A Language Instruction for Limited English Proficient and Immigrant Students
- Title IV-A Safe and Drug Free Schools (carryover only)

PROPOSED ACTIVITIES AND BUDGET AT SUBMISSION: The federal government or the State has set performance goals, performance indicators and performance targets in five areas: academic achievement, English language proficiency, teacher quality, safe schools and high school completion. Given these goals, indicators and targets, our district is required to develop a plan that:

- 1. Sets a performance target for each area stating the progress we expect to make each year.
- 2. Lays out an action plan describing what we will do to reach our performance targets.
- 3. Identifies who does what in order to accomplish our action plan.
- 4. Develops a budget for using NCLB funds to carry out the action plan.

All the above is evaluated in terms of gains in student achievement, and all the action plans —be they for professional development, or teaching reading— must employ strategies that are shown to be effective by scientifically-based research.

This year's NCLB consolidated application contains the district's performance targets, action plans, responsibilities and NCLB program budgets. Each NCLB program budget is developed with an eye

to supporting the overall NCLB action plans. The district's complete application will be available in the district grants office. The following is a summary of each program's activities and proposed budget for the 2011-2012 school year:

Title I – Improving the Academic Achievement of the Disadvantaged

- Part A, Education for the Disadvantaged FY12 allocation is \$3,184,447. Provides funds for supplemental academic assistance to schools with high numbers of students in poverty: Anne Hopkins Wien, Arctic Light, Denali, Hunter, Joy, Nordale, Salcha and Two Rivers. This assistance is distributed according to the number of students in poverty in the school and is used to buy additional teachers, tutors, materials, professional development and parental involvement activities. Some funds are set aside for district management of the program, professional development, and translation of documents.
- Part C, Migrant Education-FY12 allocation is \$247,451. This provides tutoring and academic materials and enrichment support for migrant youth.

Title II - Preparing, Training and Recruiting High Quality Teachers and Principals

- Title II Part A, Teacher and Principal Training and Recruiting Fund-FY12 allocation is \$1,606,042. Funds will be used to deliver high quality, scientifically-based professional development to our teachers and administrators through workshops, classes, and coaching. Coaching provides professional development in school, in classrooms, and at district and school professional development days. This year Title II-A will fund five (5) teachers to lower class size, four (4) teachers (content coaches) to provide professional development and Tier 1 classroom support to K-12 teachers in specific content areas focusing on curriculum & instruction. One coordinator will facilitate interaction among teachers allowing exchange of information on advances in content and pedagogy, and support for curriculum.
- Title II Part D, Enhancing Education Through Technology American Recovery and Reinvestment Act carryover to FY12 is \$15,309. These funds will allow for the purchase of hand-held devices, supplies and computer applications.

Title III-A Grant for English Language Acquisition, and Language Enhancement -FY12 allocation is \$35,329. Funds will be used for summer school teachers, tutors and teaching supplies.

Title IV-A-Safe and Drug Free Schools and Communities (S&DFS&C) – FY11 carryover to FY12 is \$4,703. These monies will be used for travel for professional development.

Title X – Repeals, Redesignations, and Amendments to Other Statutes-Part C, Education for Homeless Children and Youths, \$0. The district receives no specific funds for this program but is allowed to spend some Title I, Part A funds to accomplish this program's mandates. The district budgets for a full-time liaison to identify homeless youth and ensure they receive educational services as required by law, and to purchase supplies to assist youth in transition to stay in school.

PRIMARY PERFORMANCE GOALS, ON-GOING COMMITMENTS, AND/OR INITIATIVES TO IMPROVE STUDENT PERFORMANCE SUPPORTED BY THIS GRANT:

Goals: A) Improve overall performance for all students. B) Increase the graduation rate and reduce the dropout rate. C) Improve math skills of African American students, Alaska Native/American Indian students, and Students with Disabilities to meet or exceed the state Annual Measurable Objectives in math, and D) Improve writing skills of Alaska Native/American Indian students, Students with Disabilities (SWD), Limited English Proficient students (LEP), and Economically Disadvantaged students to increase the percent proficient

and advanced, and/or meet or exceed the state Annual Measurable Objectives (AMO) in language arts.

Commitments: Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap. Support class sizes that are conducive to learning. Invest in quality professional development to meet district goals. Recognize and respect multicultural perspectives. Use data-supported decision making and annual school planning. Provide graduation success strategies and challenging courses and instruction, which are inspirational and innovative. Provide educational options to families and students. Engage families to promote student success. Continue implementation of the Technology Blueprint. Increase communication with, and support for, students and families of diverse cultures. Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, enhance communication, and maintain efficient district operations. Enhance school safety and student wellness. Recruit, hire and retain a diverse workforce with the talents and abilities to fulfill the district's mission.

# ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS: (i.e., in-kind services): District obligations are numerous. They include, but are not limited to, making Adequate Yearly Progress in reading and math for students in general, and ethnic students, poor students, etc. in particular; ensuring all staff are highly qualified as defined by the federal government ("federally qualified"); using only practices and materials that are proven to be effective by scientifically-based research; providing choices in public schools and supplemental programs for students in Title I schools that fail to make adequate yearly progress, developing a district improvement plan in the event all our schools do not make adequate yearly progress, and having schools that do not make adequate yearly progress develop school improvement plans. Details about the requirements of NCLB can be obtained from the district's director of grants and special projects.

BUDGET: See fiscal note.

#### FN 2012-40

**Project Title:** Title I-A, Basic **Project Purpose:** Improve academic achievement of the disadvantaged **Project Director:** Louise Anderl, Director of Federal Programs **Project Information:** District Fund Name: Title I-A Basic State Function Classification: Instruction \$ July 1, 2011 to June 30, 2012 This Budget Award: 1,514,977.00 Period: Matching Requirements: None Indirect: 6.20% Future Liabilities/Comments: None Pending This Budget **Previous Award** Award Award FN#13 Total **Funding** Award(s) 2011-12 2011-12 2011-12 **FUNDING SOURCES:** 3,184,447 1,514,977 Federal Funds Passed thru State DEED 1,669,470 Total funding sources 1,514,977 1,669,470 \$ 3,184,447 **APPROPRIATIONS:** \$ 631,203 \$ 631,203 Certificated salaries 748,431 748,431 Non-certificated salaries 641,867 641.867 Employee benefits 62,732 62,732 Professional and technical services Staff travel 102,882 102,882 Student travel 17,750 17.750 4,642 Purchase services 4,642 153,940 Supplies, materials, and media 153,940 1,000 **Dues & Fees** 1,000 Pending carryover and unallocated funds 185,909 88,445 Indirect costs 97,464 1,426,532 Unallocated funds 1,426,532 (792,441)Unallocated reduction 3,184,447 Total appropriation 1,514,977 1,669,470 Position control for new positions: Est Annual Budget **FTE** Position Title Position ID CERTIFIED SALARIES Principal 95,644 Director 112,367 \_ **Certified Teachers** 414,492 \_ Certified Stipends 8,700 NON-CERTIFIED SALARIES Coordinator 182,045 Support Staff 508,885 Substitutes/Temporaries 57,501 District review/approvals Grants/Special Projects CFO Approved by School Board WY Date 8303

## FN 2012-41

Project Purpose:									
Project Director:	Peggy Carlson, Execut	ive Director of C	Curriculum						
Project Information:									
District Fund Name:	Title II	-A, Teacher & F	rincipal Train	ing &	Recruitmer	nt			
State Function Classi	fication: Suppo	ort Services - Ins	struction						
This Budget Award:	\$	872,390.	00 Period	:	July 1, 201	11 to J	une 30, 2	012	
Matching Requirement	nts: None								
Indirect:	6.20%								
Future Liabilities/Con	nments: None								
			is Budget Award		revious Award				
			0044 40		FN#21				Total Funding
FUNDING SOURCES:			2011-12		2011-12				Award(s)
Federal Funds Passe Total funding	ed thru State DEED	<u>\$</u>	872,390 872,390	<u>\$</u>	733,652 733,652	\$		\$	1,606,042 1,606,042
APPROPRIATIONS:									
Certificated salaries				\$	579,153	\$	. <del>-</del>	\$	579,153
Non-certificated sala	ries				126,000 296,494		<u>-</u>		126,000 296,494
Employee benefits Professional and tec	nnical services				10,000		- <del>-</del>		10,000
Staff travel	IIIICai SEIVICES				6,310		_		6,310
Supplies, materials, a	and media				25,000				25,000
Indirect costs			50,930		42,831		, · -		93,76
Unallocated funds			821,460		-		-		821,460
Unallocated reductio	n de la companya de En la companya de la				(352,136)		_		<u>-</u>

Position control for new positions:

Total appropriation

Position Title	Position ID	Est Annual Budget	<u>FTE</u>
CERTIFIED SALARIES			
Certified Teachers		563,133	-
Certified Stipends	<u> </u>	16,020	_
NON-CERTIFIED SALARIES			
Director	_	85,000	
Specialists		41,000	_

872,390

District review/approval	S
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Grants	/Special Projects	
CFO		MF

Approved by School Board

Date

\$

1,606,042

8335

Project Title: Project Purpose:	Title I-A, Highly Improve acade		ment of the	disadvantage	ed				
Project Director:	Louise Anderl,	Director of F	ederal Prog	rams					
Project Information:									
District Fund Nam	ne:	Title I-A, Hi	ighly Qualifi	ed			4		
State Function Cla	assification:	Instruction							
This Budget Awar	rd:	\$	139,976.	00 Period	:	July 1, 201	1 to June 30,	2012	
Matching Require		None							
Indirect:		6.20%							·
Future Liabilities/	Comments:	None							
				s Budget Award	1	revious Award			Total
				•		FN#14			unding
			2	011-12	2	011-12			ward(s)
FUNDING SOURC			•	420.076	•	22.477		œ	172,453
	assed thru State [ ling sources	DEED	\$	139,976 139,976	\$	32,477 32,477		<del>\$</del>	172,453
						- /			
APPROPRIATIONS  Professional and	S: technical services				\$	81,385		\$	81,38
Supplies, materia		•			•	81,000	, <b>-</b>	<b>₹</b>	81,000
Indirect costs				8,172		1,896	<b>-</b>		10,068
Unallocated redu Total appr			\$	131,804 139,976	\$	(131,804) 32,477		\$	172,453
Position control f	for new positions Position Title			Position I	<u>D</u>	Est Anı	nual Budget - =	FTE	
District review/appr Grants/Special Pro CFO		<u> </u>	Approved	l by School B	oard	Dai	te.		

oject Director:	Louise Anderl,	Director of F	ederal Prog	disadvantage Irams					
oject Information:	200,007,0001,								
		Title IA 20	0/ Chaina/S	unalomontol	Educ	otion Soni	cos (SES)		
District Fund Name			% Choice/S	Supplemental	Educ	ation Service	ces (SES)		
State Function Class		Instruction							
This Budget Award		\$	559,903.0	00 Period	:	July 1, 20	11 to June	30, 2012	
Matching Requiren	nents:	None	<u> </u>			<u> </u>			
Indirect:		6.20%							
Future Liabilities/C	omments:	None							
				s Budget Award		eviously warded			
				1		FN#15			Total Funding
			2	011-12	2	2011-12	· ·		Award(s)
FUNDING SOURCE		EED	<b>e</b>	559,903	\$	129,908		. \$	689,81
Federal Funds Pas Total fundin		EED	\$	559,903	\$	129,908		\$	689,81
						;			
APPROPRIATIONS	-				\$	505,974		\$	505,97
Professional and to Student travel	echnical services				Ф	143,566	_	· Φ	143,56
Indirect costs				32,687		7,584	· _		40,27
Unallocated reduct	tion			527,216		(527,216)			
Total appro	priation		\$	559,903	\$	129,908	_	- \$	689,81
Position control fo	Position Title			Position II	<u>D</u>	Est Ar	nnual Budg	<u>jet F</u>	<u>TE</u>

oject Purpose:	Improve acade	mic achieve	ment of the	e disadvantage	ed				
oject Director:	Louise Anderl,	Director of F	ederal Pro	grams		. La missa e de la companya de la co			
oject Information:									
District Fund Nam	ie:	Title I-A, 1	0% Profes	sional Develor	oment				
State Function Cla			ervices - In						
		\$				July 1 201	1 to June 30,	2012	
This Budget Awar			259,798	5.00 Period	·	July 1, 201	i i to June 30,	2012	
Matching Require	ments:	None	·					ř.	- <del> </del>
Indirect:		6.20%							
Future Liabilities/0	Comments:	None							
			11	nis Budget Award		eviously warded			
				Awaiu		FN#16			Total
						. 1 <del>1π</del> 10		F	unding
				2011-12	9	2011-12			ward(s)
FUNDING SOURC	ES:			2011-12		.011-14			
	assed thru State D	EED	\$	259,798	\$	273,390	<u>-</u>	\$	533,18
	ing sources	*	\$	259,798	\$	273,390		\$	533,18
enteres de la companya de la company La companya de la co									
APPROPRIATION					\$	30,000		¢	30,00
Certificated salari					Ф	30,000 112,688	-	\$	30,00 112,68
Non-certificated s						50,442	. <del>-</del>		50,44
Employee benefit	เร technical services					85,000	- -		85,00
Staff travel	technical services					16,500	- -		16,50
Purchase service	<b>:</b> S					1,500	· <u>-</u>		1,50
Supplies, materia						28,640	<del>-</del> ,		28,64
Indirect costs				15,167		15,961	<b>-</b>		31,12
Unallocated fund				244,631			· · · · · ·		244,63
Unallocated redu				050 700	-	(67,341)		<u> </u>	F00 40
Total appi	ropriation		\$	259,798		273,390		<u> </u>	533,18
Position control f								·	
	Position Title			Position I	<u>D</u>	Est An	<u>nual Budget</u>	FTE	
Certified Stipend	CERTIFIED SALA	RIES					30,000		<u></u>
Cerunea Supena	<b>3</b>					<del>-</del>	- 30,000		-
NO	N-CERTIFIED SA	LARIES				I IIIII			
Admin Staff					_		6,000		-
Specialists					-		77,688		-
Substitutes		· <del>Linearia estado</del>		times la	-	_	29,000		-
istrict review/app	rovale			· · · · · · · · · · · · · · · · · · ·					
		1							
IGrants/Special Pro									
Grants/Special Pro	ME		Approve	ed by School B	oard				

# FN 2012-47

Project Title:	Title I-A, 1% F	Parent Involver	ment						
Project Purpose:		emic achiever		isadvantage	d				
Project Director:	Louise Anderl								
Project Information:	:								
District Fund Name		Title I-A, 19	% Parent Inv	olvement			<u> </u>		· · · · · · · · · · · · · · · · · · ·
State Function Clas	ssification:	Support Se	rvices - Stud	dents					
This Budget Award	•	\$	25,980.0	0 Period:		July 1, 201	1 to June 30, 2	2012	
Matching Requirem	nents:	None							
Indirect:		6.20%	4.						
Future Liabilities/Co	omments:	None							
				Budget ward	Av	viously varded			<del>-</del>
			20	011-12		<b>N#17</b> )11-12			Total Funding Award(s)
FUNDING SOURCE	S:		<u> </u>					-	
Federal Funds Pas Total fundin		DEED	\$	25,980 25,980	\$	13,233 13,233	<u> </u>	\$	39,213 39,213
APPROPRIATIONS									
Certificated salarie Non-certificated sa	S		\$	<u>-</u>	\$	7,350 4.300	- 	\$	7,350 4,300
Employee benefits				-		1,970	-		1,970
Professional and to		es		-		4,500	<b>-</b>		4,500
Supplies, materials	s, and media			- 1,517		14,679 773	-		14,679 2,289
Indirect costs Unallocated funds				24,463		, 113 -	-		24,463
Unallocated reduc	tion			2-1,-100		(20,339)	· · · · · · · · · · · · · · · · · · ·		, .50
Total appro			\$	25,980	\$	13,233	_	\$	39,213

	positions:

FTE	Est Annual Budget	Position ID	Position Title
-1			CERTIFIED SALARIES
_	7,350		Stipends
*1*1*1*1*1*1*1*1*1*1*1*1*1			NON-CERTIFIED SALARIES
_	2,080		its
-	2,220	-	es
	2,220		es

District review/approvals	
Grants/Special Projects	1
CFO	MF

Approved by School Board

Date

8674

**GRANT TITLE:** 

Title I, Part D, Subpart 2 Neglected and Delinquent Competitive Grant

**FUNDING AGENCY:** 

AK Department of Education and Early Development

STATUS: AMOUNT:

Acceptance \$133,334.00

AWARD TYPE:

Increase from original acceptance; includes additional funds from State's

carryover

SUBMISSION DEADLINE:

N/A

REVIEWED BY:

**Grant Review Committee** 

TIME PERIOD:

July 1, 2011-June 30, 2012

GRANT PROGRAM GOAL: The Title I, Part D, Subpart 2 Neglected and Delinquent grant provides funds for competitive projects to facilitate the orderly and productive return of incarcerated youth to society, work and school. These funds can support the operation of local educational agency (LEA) programs that involve collaboration with locally operated correctional facilities to 1) carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education; 2) provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and, 3) operate programs in local schools for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

POPULATION TO BE SERVED: Youth released from the Fairbanks Youth Facility (FYF) entering local schools.

PROPOSED ACTIVITIES AT SUBMISSION: Students incarcerated at FYF often are released in the middle of a school semester. This makes it difficult for them to pick up on the class assignments at their new high school. In addition, some of the youth have been out of school for up to two years, and adjustment can be difficult.

Working in cooperation with detention staff, the district will maintain the transitions coordinator position at the Fairbanks Youth Facility. This coordinator will assist the students with transitioning to their receiving school by connecting them with teachers and counselors, planning class schedules, providing tutoring in areas of academic weakness, and connecting students and their families to other community support resources. Career Technical Education training, such as culinary arts and small engine repair, will be offered.

PRIMARY PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVES SUPPORTED BY THIS GRANT <u>Commitments</u>: Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap. Provide graduation success strategies and challenging courses and instruction, which are both inspirational and innovative.

ACTIVITIES CHANGED SINCE SUBMISSION: None

DISTRICT OBLIGATIONS: (i.e., in-kind services): Additional transitional support may be provided through the SMART or BEST programs.

BUDGET: See fiscal note.

Project Title: Project Purpose:	Title I, Part D, S							d schoo	<u> </u>
Project Director:	Tom Richards,				,,,,,,,	. yourn to oc	oloty, work an	<u>u 00,,00</u>	
Project Information:									
District Fund Name	<b>e</b> :	Title I, Part	D, Subpart	2, Negleted	and [	Delinquent			
State Function Cla	ssification:	Instruction					Lui, vi atavinim marana		
This Budget Award	d:	\$	21,507.0	0 Period	:	July 1, 20	11 to June 30,	2012	
Matching Requirer	ments:	None							
Indirect:		6.20%							
Future Liabilities/C	Comments:	None							
		· ·				_			
				Budget ward	-	revious FN#09			
						1 14#05			Total
									Funding
			20	011-12	2	2011-12		<u> </u>	Award(s)
FUNDING SOURCE				- 1					100.001
State Department			\$	21,507	\$	111,827		<u>\$</u> \$	133,334 133,334
Total fundi	ng sources		\$	21,507	\$	111,827		_Ψ	100,004
APPROPRIATIONS	<b>3</b> :								
Non-certificated sa	alaries		\$	-,	\$	61,460	<del>-</del>	\$	61,460
Employee benefits	s			1		34,417	-		34,418
Professional and	technical services	•		7,000		6,500			13,500
Staff travel				2,035		225			2,260
Purchase services	S			2,000		-	- · · · ·		2,000
Supplies, material	ls, and media			4,003		2,697	<b>-</b>		6,700
Indirect costs				1,256		6,528	<u>-</u>		7,784
Unallocated Fund	ls			5,212		<u> </u>			5,212
Total appro	opriation		\$	21,507		111,827		\$	133,334

-	61,460	1.00 1.00
roved by School Board	Date	·
,	roved by School Board	

**GRANT TITLE:** 

Alaska Community Learning Centers

**FUNDING AGENCY:** 

Federal Department of Education via Alaska Department of Education

STATUS:

Acceptance

AWARD AMOUNT:

\$137,956 Amendment Two, carryover

AWARD TYPE: SUBMISSION DEADLINE:

: N/A

REVIEWED BY:

Grant Review Committee

TIME PERIOD:

July 1, 2011-June 30, 2012

GRANT PROGRAM GOAL: The purpose of the Alaska Community Learning Center (ACLC) competitive grant program is to provide funds to organizations that are working in partnership within their community and schools to provide expanded learning and enrichment opportunities for children and adults outside of the regular school hours.

POPULATION TO BE SERVED: Students most in need of academic assistance at Lathrop high school; Randy Smith, Ryan, and North Pole middle schools; and Anne Wien, Anderson, Barnette, Denali, Ladd, North Pole and Hunter elementary schools.

PROPOSED ACTIVITIES AT SUBMISSION: Each of the participant schools provides direct academic instruction by certificated teachers in the core academic areas of reading, math and writing. In addition, academic enrichment activities such as book clubs, tutoring and parent involvement activities are conducted and led by paraprofessionals and other community groups. The academic instruction uses research-based materials and techniques and helps students meet State achievement standards.

Centers run a minimum of 2 hours per day, four or five days a week and each school with a full time coordinator serves 70-80 students each day. Middle schools are staffed with a half time coordinator and serve 30-40 students on a daily basis. Students with low academic performance are the first priority for these programs. Each school developed its own after school center based on the needs of its students and selected appropriate community partners to assist in providing center activities. Seven of our most involved partners are Big Brothers/Big Sisters, Boys and Girls Club, Food Bank, 4H/Cooperative Extension-UAF, Fairbanks Tennis Association, Fairbanks Soil and Water, and Fairbanks Arts Association. Program funds also support a summer program.

PRIMARY PERFORMANCE GOALS, ON-GOING COMMITMENTS, AND/OR INITIATIVES TO IMPROVE STUDENT PERFORMANCE SUPPORTED BY THIS GRANT: <u>Goals:</u> 1) Improve overall performance for all students; 2) Increase the graduation rate and reduce the dropout rate; 3) Improve math skills of African American students, Alaska Native/American Indian students, and Students with Disabilities (SWD) to meet or exceed the state Annual Measurable Objectives (AMO) in math. <u>Commitments:</u> Provide educational options to families and students. Engage families to promote student success.

#### ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS: (i.e., in-kind services): Programs must be after-school and must have access to the building, some school equipment, and some supplies. The district has committed to providing funds to partially support the program director's and the program secretary's salaries.

Budget: See fiscal note.

Project Title: Alaska Community Learning Centers Program									
Project Purpose:	Expand learning & enrichment opportunitites outside of regular school hours								
Project Director:	Julie Wild-Curry,	Director o	f After Scho	ol Programs			<del></del>		
Project Information:									
District Fund Nam	e:	Alaska Co	mmunity Le	earning Cente	ers		· · · · · · · · · · · · · · · · · · ·		
State Function Cla	assification:	Support S	ervices - St	udents	dynamica a color a color				·
This Budget Awar	d:	\$ 137,956.00 Period: Jul					1 to June 30,	2012	
Matching Require	ments:	None							
Indirect:		6.20%	·	and the same of the same				:	
Future Liabilities/0	Comments:	None							
				is Budget Award	Awa	ously rded			
				•		#03			Total
						#30			Funding
FUNDING COURS	-a-		. <u> </u>	2011-12	201	1-12	i		Award(s)
FUNDING SOURCE	E <b>S:</b> assed thru State DE	ED	\$	137,956	\$ 1 44	43,496		\$	1,581,452
	ng sources	0	\$	137,956		43,496	<u> </u>	\$	1,581,452
APPROPRIATIONS	<b>3</b> :								
Certificated salari	es					70,000	<del>-</del>	\$	270,000
Non-certificated s	alaries					21,013	-		621,013
Employee benefit	S					97,952	= :		297,952
Professional and	technical services			-	,	37,500	- ,		37,500
Staff travel						33,495	-		33,495
Student travel						52,000	_		52,000
Purchase service	9					2,000	_		2,000
Supplies, materia						45,264	_		45,264
	is, and incula			8,054		84,272			92,326
Indirect costs	1- "				,	04,212			129,902
Unallocated Fund				129,902	<u> </u>	40.400		<u> </u>	1,581,452
Total appr	opriation			137,956	<del>\$ 1,44</del>	43,496			1,561,452
Position control fo	or new positions: Position Title			Position I	D	Est Anı	nual Budget	FT	E
C	ERTIFIED SALAR	IES							
Certified Teacher							270,000		
	N-CERTIFIED SAL	ARIES							
Director							83,467		<u>.</u> .
Specialists Stoff							338,546		
Support Staff Substitutes and 1	Temporaries						14,000 185,000		<del>-</del>
<u>Cabolitates and 1</u>	remperance						100,000		
District review/appr	ovals	_			at <del>y faren mai ama</del>			and the second second	
Grants/Special Pro									
CFO	FW		Approve	d by School E	Board				
						Dat	te		

**GRANT TITLE: FUNDING AGENCY:**  AK Career and Technical Education FY12 Implementation Grant State of Alaska Department of Labor and Workforce Development/

Alaska Workforce Investment Board

**GRANT AMOUNT:** 

\$43.403

AWARD TYPE:

Initial award of all expected funds

STATUS:

Acceptance

SUBMISSION DEADLINE:

N/A

REVIEWED BY:

**Grant Review Committee** 

TIME PERIOD:

September 20, 2011-June 30, 2012

GRANT PROGRAM GOAL: Grant funds support local educational entities' implementation of specific strategies and actions identified in the Alaska Career and Technical Education Plan. These funds are not intended to support ongoing operations. Successful applications will identify matching funds that will be used in implementing the project.

POPULATION TO BE SERVED: Secondary students districtwide

PROPOSED ACTIVITIES AT SUBMISSION: Funds for this project are fundamental to improving the district's CTE program and will be used to:

- Formalize and strengthen partnerships with CTC, industry, and business and community leaders;
- Strengthen current curriculum by expanding health occupations pathway and developing process technology pathway;
- Improve communication structure and develop/refine artifacts to effectively disseminate information about CTE programs and to aid in student transitions; and
- Develop formal agreements for federally registered apprenticeship programs.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT Goal: 1) Improve overall performance for all students. Commitments: 1) Focus instruction and resources on areas of need, such as career and technical education, math and writing improvement, and the gender achievement gap. 2) Provide educational options to families and students. 3) Invest in quality professional development to meet district goals.

**ACTIVITIES CHANGED UPON ACCEPTANCE:** N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): The district will provide in-kind match through the salaries of the director of grants and special projects, executive director of curriculum, materials development specialist, and secondary curriculum coordinator.

BUDGET: See fiscal note.

roject Title: roject Purpose:	AK Career & Techni Support local educa			entation of s	pecifi	c strategies	s identified in	CTE plan	
roject Director:	Traci Gatewood, Dir	ector of G	rants and Sp	ecial Projec	cts				
roject Information:									
District Fund Name	e: <u>AK</u>	Career &	Technical Ed	ducation (C	TE)				· ·
State Function Clas	ssification: Ins	truction		S					-
This Budget Award:  Matching Requirements:			(16,350.00)	Period:	July 1, 2011 to June 30			), 2012	
		ne							
Indirect:	6.2	0%							
Future Liabilities/Co	omments: No	ne			.:		* 		
Ame	ended Funding Source		Redu Amen	Budget action adment - 1-12	A <sup>1</sup>	eviously warded FN#31		F	Total unding ward(s)
FUNDING SOURCES	S:			1-12		011-12			vara(3)
Federal Funds Pas Total fundin	ssed thru State Dept. Ing sources	_abor	\$	(16,300) (16,300)	\$	59,753 59,753		\$	43,450 43,450
APPROPRIATIONS: Non-certificated sa Employee benefits Professional and te Staff travel Supplies, materials Total appropriation	alaries echnical services s, and media		\$	(15,000) (1,350) - - - (16,350)	\$	15,000 1,350 3,000 403 40,000 59,753		\$	3,00 40 40,00 43,40
Position control for	r new positions: Position Title			Position ID		Est An	nual Budget -	FTE	
District review/approdictions of the Control of the		,	Approved by	School Boa	rd	Da	ate		

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

# Monthly Management Reports

Through Month Ended November 2011

# **Report Descriptions**

# Report #1 - Summary Expenditure Budgets - All Funds

Presents total original annual budgets, total working budgets, and actual expenditures through the current month for all seven of the districts funds budgeted on an annual basis (excludes capital project funds). The original budget includes estimates for grant funds and the working budget reflects those grant awards accepted by the board through the current period and any remaining budget on projects authorized in a previous year.

# Report #2 - Operating Fund Revenues

Presents a more detailed view of operating fund budgeted and actual revenues, indicating where there are favorable or unfavorable variances.

# Report #3 - Operating Fund Expenditures by Function and Line Item

Presents a more detailed view of operating fund budgeted and actual expenditures, by state required function and object codes.



## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT REPORT #1 - SUMMARY OF EXPENDITURES - ALL FUNDS THROUGH NOVEMBER 2011

	Original Budget	Working Budget	Actual	Outstanding Orders	Remaining Available Balances
Operating Fund					
Expenditures	206,615,390	212,294,395	74,502,954	7,389,432	130,402,009
Pupil Transportation					
Expenditures	12,329,580	12,329,580	3,025,152	8,912,951	391,477
<b>Nutrition Services</b>					
Expenditures	5,953,470	5,954,785	1,170,110	129,940	4,654,735
School Activity Funds					
Expenditures	2,460,420	2,460,420	804,697	277,610	1,378,113
Local Programs					
Expenditures	215,390	215,390	36,627	3,323	175,440
State Funded Programs					
Expenditures	582,650	867,705	229,331	547	637,827
Federally Funded Programs					
Expenditures	14,360,860	19,519,016	5,479,459	1,083,029	12,956,528
Grand Totals				en e	
Expenditures	242,517,760	253,641,291	85,248,331	17,796,832	150,596,128

Spending Authorization	
Per Borough Ordinace 2011-20	\$ 242,900,550
Encumbrance carryforward	5,776,844
Spending Authorization	248,677,394
Current Year Activity	
Expenditures	85,248,331
Encumbrances	17,796,832
Spent or Committed	103,045,163
Amount Over(Under) Spending Authority	\$ (145,632,231)

## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT REPORT #2 - OPERATING FUND REVENUES THROUGH NOVEMBER 2011

Revenue line item description	Original Budget	Revised Budget	Actual Revenues	Favorable (Unfavorable) Variance
Revenue from Local Sources	and the state of t	en de la company en de la company de la comp	and the second of the second o	Section 2 galact Section Leaves Londing Language Configure Londing
Borough appropriation	\$ 47,359,30	00 \$ 47,359,300	\$ 46,760,700	\$ (598,600)
Building rentals and facility use fees	264,0	00 264,000	115,333	(148,667)
Correspondence fees	24,0	00 24,000	385	(23,615)
E-rate reimbursement	750,0	00 750,000	288,956	(461,044)
Misc local sources	69,0	00 69,000	26,448	(42,552)
Print shop fees	2,0	00 2,000	294	(1,706)
Local revenues	48,468,3	00 48,468,300	47,192,116	(1,276,184)
Revenue from State Sources				
Foundation program	112,429,1	50 112,429,150	47,099,455	(65,329,695)
Quality schools initiative	418,4	00 418,400		(418,400)
School Improvement Grant	2,137,89	90 2,137,890		(2,137,890)
Contract for on-base schools	1,450,0	00 1,450,000	1,450,000	
TRS On-behalf Payments	22,182,4	80 22,182,480	9,242,700	(12,939,780)
PERS On-behalf Payments	3,464,10	00 3,464,100	1,443,375	(2,020,725)
State revenues	142,082,0	20 142,082,020	59,235,530	(82,846,490)
Revenues from Federal Sources				
Title VIII Impact Aid	13,334,2	30 13,334,230	360,391	(12,973,839)
Other direct federal	651,0	20 651,020	684,129	33,109
Federal revenues	13,985,2	50 13,985,250	1,044,520	(12,940,730)
Fund Balance Utilization				
For subsequent years budget	2,079,8	2,079,828	Tanananan ara	(2,079,828)
Encumbrance carry forward		5,678,997	<u> </u>	(5,678,997)
Fund balance utilization	2,079,82	20 7,758,825		(7,758,825)
Total Revenues	\$ 206,615,39	90 \$ 212,294,395	\$ 107,472,166	\$ (104,822,229)

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM THROUGH NOVEMBER 2011

	111110001111	OVENIDEN 201	• Articles		
	Original Budget	Working Budget	Actual Expenditures	Outstanding Orders	Available Balance
Expenditures by Function	An alternative and the section of th			· ·	
Function 100 - Regular Instruction					
Certificated salaries	\$ 50,521,803	\$ 50,537,803	\$ 16,110,531	\$ -	\$ 34,427,272
Non-certificated salaries	3,673,646	4,518,571	1,549,560	_	2,969,011
Employee benefits	36,728,814	36,897,165	13,327,234	· · · · · · · · · · · · · · · · · · ·	23,569,931
Professional and technical services	725,507	1,110,649	59,524	370,373	680,752
Staff travel	32,650	33,150	4,407	370,373	100000000000000000000000000000000000000
The property of the second				- - 275	28,743
Student travel	95,750	102,039	21,961	5,375	74,703
Utility services	7,000	7,000	3,121	- -	3,879
Other purchased services	1,566,919	721,018	153,474	4,671	562,873
Supplies, materials, and media	3,440,105	5,060,035	2,603,320	79,470	2,377,245
Other expenses	300	29,385	39	grande i de la companya de la compan	29,346
Equipment	i i i i i i i i i i i i i i i i i i i	18,311	18,311		0
Interest on long term debt	6,490	6,490		i e	6,490
Principal on long term debt	479,990	479,990	· · · · · · · · · · · · · · · · · · ·		479,990
Total Function 100	97,278,974	99,521,606	33,851,482	459,889	65,210,235
Function 200 - Special Education Instru	ction				
Certificated salaries	\$ 6,931,999	\$ 6,931,999	\$ 2,176,496	\$ -	\$ 4,755,503
Non-certificated salaries	5,579,793	5,582,293	1,720,884		3,861,409
Employee benefits	8,714,753	8,714,978	2,903,952		5,811,026
Professional and technical services	2,119,450	4,239,797	2,185,595	325	2,053,877
Staff travel	2,119, <del>1</del> 00	500	189	323	311
			100		
Student travel	- - 00F	82		eger i <del>"</del> zee	(18
Utility services	6,825	6,825	2,104		4,721
Other purchased services	121,840	121,840	68,375		53,465
Supplies, materials, and media	540,167	516,856	56,022	3,580	457,254
Other capital expenses	11,200	11,200	-	-	11,200
Total Function 200	24,026,027	26,126,370	9,113,718	3,905	17,008,746
Function 220 - Special Education - Supp					
Certificated salaries	3,195,825	2,765,847	985,775		1,780,072
Non-certificated salaries	834,604	834,604	273,906	· •	560,698
Employee benefits	2,663,730	2,491,524	953,519	-1. A	1,538,005
Professional and technical services	566,330	1,168,514	309,920	715,663	142,931
Staff travel	54,200	51,910	12,338		39,572
Student travel	· · · · · · · · · · · · · · · · · · ·	2,624	435	2,188	1
Utility Services		** · · · · · · · · · · · · · · · · · ·	28		(28)
Other purchased services		13,791	3,117	3,853	6,821
Supplies, materials, and media	115,000	99,831	28,381	9,093	62,358
Other expenses		1,400	1,225	200	(25)
Total Function 220	7,429,689	7,430,045	2,568,643	730,997	4,130,405
Function 300 - Support Services - Stude		- , ,,,,,,,,	_,555,546	. == 1 × × .	*************
Certificated salaries	3,023,045	3,023,045	1,112,659		1,910,386
Non-certificated salaries	3,462,858	3,423,483	1,268,782		2,154,701
Employee benefits	4,533,916	4,511,686		<b>=</b>	
			1,716,476	44 040	2,795,210
Professional and technical services	180,000	158,411	8,848	11,342	138,221
Staff travel	15,450	17,700	1,508		16,192
Student travel	2,000	2,000	420	219	1,361
Other purchased services	2,600	13,309	4,897	7,650	762
Supplies, materials, and media	148,868	162,272	64,978	5,858	91,436
Other expenses	300	300	287	126	(113)
12/1/2011 Total Function 300	11,369,037	11,312,206	4,178,855	25,195 Monthly Financi	7,108,156
12/ 1/2011		31		working Financi	ai nepolis_ong

31

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM THROUGH NOVEMBER 2011

	Original Budget	Working Budget	Actual Expenditures	~	
Function 350 - Support Services - Instruc	tion				
Certificated salaries \$		\$ 1,834,044	\$ 709,143	\$ -	\$ 1,124,901
Non-certificated salaries	3,144,661	3,121,721	1,089,488	_	2,032,233
Employee benefits	3,713,934	3,712,622	1,433,344		2,279,278
Professional and technical services	767,793	776,617	216,169	111,776	448,672
Staff travel	77,845	92,845	28,305	3,395	61,145
Student travel	7,650	7,650	1,341	507	5,802
Utility services	126,000	198,000	198,000	-	0,002
Other purchased services	10,500	16,038	4,666	4,869	6,503
Supplies, materials, and media	1,063,946	1,109,143	391,584	123,796	593,763
Other expenses	1,500	1,500	331,304	125,790	1,365
Equipment	147,500	156,272	8,772	100	147,500
Other capital expenses	147,300	5,000	0,772	5,000	147,300
Total Function 350	10,899,718	11,031,452	4,080,812	249,478	6,701,162
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Function 400 - School Administration					
Certificated salaries	4,443,706	4,443,706	1,458,290	, <del>=</del>	2,985,416
Employee benefits	3,083,581	3,083,581	1,126,710	-	1,956,871
Professional and technical services	1,927	1,927	424	<del>-</del>	1,503
Staff travel	98,000	98,000	9,669	<del>9</del>	88,331
Other purchased services	5,000	5,000	53	<del>-</del>	4,947
Supplies, materials, and media	· · · · · · · · · · · · · · · · · · ·	411	2	205	204
Other expenses	26,354	27,476	27,127		349
Total Function 400	7,658,568	7,660,101	2,622,274	205	5,037,622
Function 450 - School Administration - School	upport Service	<b>es</b>			
Non-certificated salaries	2,886,467	2,884,467	1,061,715	· · · · · · · · · · · · · · · · · · ·	1,822,752
Employee benefits	1,813,891	1,812,771	674,083	<u>-</u>	1,138,688
Professional and technical services	52,820	33,652	1,174	1,047	31,431
Staff travel	2,800	2,800	293	.,	2,508
Student travel	500	500		227	273
Utility Services	655,591	897,980	620,160	2,400	275,420
Other purchased services	23,000	28,046	7,263	5,038	15,745
Supplies, materials, and media	167,230	498,192	372,591	1,063	124,538
Other expenses	1,000	3,811	4,205	1,000	(394)
Equipment	1,000	12,710	12,709		(334)
Total Function 450	5,603,299	6,174,929	2,754,192	9,776	3,410,961
	0,000,000	3) <del></del>	स्था क्या श्रह्म स	-1. · -	el ciales :
Function 510 - District Administration					
Certificated salaries	556,530	556,530	226,919	· <del>-</del>	329,611
Non-certificated salaries	608,996	608,996	228,686		380,310
Employee benefits	779,623	779,623	324,534	· -	455,089
Professional and technical services	99,800	113,292	48,940	8,775	55,577
Staff travel	43,800	44,311	11,359	6,242	26,710
Other purchased services	45,500	50,735	17,340	11,318	22,078
Supplies, materials, and media	56,468	73,122	32,533	6,924	33,665
Other expenses	202,432	193,006	3,720	425	188,861
Total Function 510	2,393,149	2,419,615	894,031	33,683	1,491,900

## FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT REPORT #3 - OPERATING FUND EXPENDITURES BY FUNCTION AND LINE ITEM THROUGH NOVEMBER 2011

	Original Budget	Working Budget	Actual Expenditures	Outstanding Orders	Available Balance
Franklau FFO District Advalationation	O				
Function 550 - District Administration -			20.722		(0.070)
Certificated salaries	34,660	34,660	36,733	<del>.</del>	(2,073)
Non-certificated salaries	4,547,859	4,547,859	1,972,224		2,575,635
Employee benefits	2,993,545	2,992,142	1,270,617	43,478	1,678,047
Professional and technical services	686,460	771,238	319,978	340,871	110,389
Staff travel	113,700	114,168	25,731	4,105	84,332
Utility Services	370,565	578,038	297,372	22,260	258,406
Other purchased services	242,320	261,871	66,379	538,437	(342,945
Insurance and bond premium	1,023,000	1,023,000	· · · · · ·	<del>-</del>	1,023,000
Supplies, materials, and media	213,743	260,740	120,624	11,830	128,286
Other expenses	22,545	22,545	5,137		17,408
Indirect Costs	(670,000)	(670,000)	(156,607)	- -	(513,393
Equipment	39,000	46,420	7,420	· <del>-</del>	39,000
Total Function 550	9,617,397	9,982,681	3,965,610	960,981	5,056,091
Function 600 - Operations and Maintena	ance of Plant				
Non-certificated salaries	9,297,724	9,297,724	3,565,858	<del>-</del>	5,731,866
Employee benefits	5,824,545	5,824,545	2,318,621	. i <del>.</del>	3,505,924
Professional and technical services	123,500	157,005	56,969	76,461	23,575
Staff travel	18,000	18,200	3,204	4,203	10,793
Utility Services	1,130,100	1,130,320	294,464	593,875	241,982
Energy	6,636,021	6,680,943	1,670,727	3,549,019	1,461,197
		1,133,732			
Other purchased services	1,093,731		986,116	82,823	64,793
Insurance and bond premium	448,000	442,500	-	070 444	442,500
Supplies, materials, and media	1,255,400	1,305,452	630,329	378,414	296,709
Other expenses	450	450	225	•	225
Equipment	100,000	182,320	82,320	62,613	37,387
Total Function 600	25,927,471	26,173,191	9,608,832	4,747,408	11,816,950
Function 700 - Student Activities					
Certificated salaries	1,269,877	1,262,687	137,163		1,125,524
Non-certificated salaries	130,885	153,349	189,623	-	(36,274
Employee benefits	677,896	682,446	240,988		441,458
Professional and technical services	223,401	203,063	42,288	79,540	81,235
Staff travel	5,000	5,000	1,925	-	3,075
Student travel	336,487	322,397	128,831	22,625	170,941
Other purchased services	20,000	42,990	15,695	49,260	(21,965
Supplies, materials, and media	110,825	138,237	60,888	16,490	60,859
Other expenses	29,000	35,340	39,104	-	(3,764
Equipment	20,000	8,000	8,000		(3,704)
Total Function 700	2,803,371	2,853,509	864,505	167,915	1,821,089
Function 900 - Transfers to Other Fund					
Transfers to Other Funds	s 1,608,690	1,608,690			1 600 600
	The state of the s	<del></del>	ाः 😎 पुरुष्याः कृत्यसम्बद्धियः ए एक्क्स्युः । सम्बद्धिः ।	<del>यः</del> चत्रकाराम् संस्कृतः व्यक्तसम्बद्धाः स्टब्स्	1,608,690
Total Function 900	1,608,690	1,608,690	. <b>-</b>	<del>.</del>	1,608,690
otal Operating Fund	\$ 206,615,390	\$212,294,395	\$ 74,502,954	\$ 7,389,432	\$130,402,009

#### FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

#### **RESOLUTION 2012-06:**

## HONORING DR. MARTIN LUTHER KING, JR.

WHEREAS, the vision of the Fairbanks North Star Borough School District is excellence and equity for all; and

WHEREAS, Dr. Martin Luther King, Jr. dreamed of an outstanding education for all children; and

WHEREAS, Dr. King believed education transmitted the accumulated knowledge of the human race, as well as the accumulated experience of social living; and

WHEREAS, Dr. King was a dynamic leader in the continuing struggle for the American dream of freedom, justice, and equality; and

WHEREAS, Dr. King gave his life so others might more fully participate in the American dream; and

WHEREAS, our nation will interpret its history and shape its destiny by the heroes it chooses; and

WHEREAS, the United States Congress recognized Dr. King's tremendous contributions by establishing a national holiday in his honor; and

WHEREAS, the principles, oratory, and achievements of Dr. King are worthy educational studies;

NOW, THEREFORE, BE IT RESOLVED the Fairbanks North Star Borough Board of Education proclaims the week of January 16, 2012, in honor of Dr. Martin Luther King, Jr. with activities throughout the Fairbanks North Star Borough School District and encourages teachers and students to conduct special studies of Dr. King's life and achievements.

PASSED AND APPROVED:

Kristina Brophy, President Board of Education

ATTEST:

Sharon Tuttle Secretary to the Board



#### SCHOOL BOARD POLICY 1062.4: Concussions December 6, 2011 (First Reading)

1	1062.4 Concussions
2	
3	It is the policy of the Fairbanks North Star Borough School District to comply with Alaska
4	Statute 14.30.142 regarding the prevention and reporting of traumatic brain injury in
5	student athletes. This shall include:
6	
7	1) The development and publication of guidelines regarding the nature and risks o
8	concussions and other traumatic brain injuries in consultation with the Alaska
9	School Activities Association, in order to educate coaches, student athletes, and
0	their parents.
1	
2	2) The guidelines shall:
3	
4	a) include a description of the risks of return to play and standards for return to
5	play;
6	b) require the immediate removal from practice or game of a student suspected
7	of sustaining a concussion or other traumatic brain injury;
8	c) allow return to play only after the student has been evaluated and cleared for
9	participation in writing by a licensed heath care provider properly trained in
20	the evaluation and management of concussions and other traumatic brain
21	injuries; and
22	d) require all student athletes with a concussion successfully complete a
23	supervised, progressive, incremental physical and cognitive exertion program
24	prior to resuming full athletic activities.
25	
26	3) The superintendent shall develop regulations for the implementation of this
27	policy.
28	
29	Legal reference: Alaska Statute 14.30.142

#### MEMORANDUM

DATE:

December 2, 2011

TO:

Board of Education

FROM:

Mike Fisher, Chief Financial Officer

RE:

Summary of budget transfers requiring School Board approval

By Board policy, budget transfers between programs in excess of \$20,000 or any transfer in excess of \$25,000 requires Board authorization. Included in the December 6th Board packet are four budget transfers requiring School Board approval. Below is a short summary for the purpose of each requested transfer.

2012-057 \$205,378.

2012-058 \$ 64,535.

2012-059 \$ 42,513.

2012-060 \$165,247.

To allocate district wide substitute salaries. When budgeting it is difficult to predict actual expenses for schools and department's therefore historical data is used. The above transfers allocate additional funds for these expenses.

TO:

School Board

FROM:

Mike Fisher, Chief Financial Officer, Administrative Services

**SUBJECT:** 

Budget Transfer, Board Approval

DATE:

November 29,2011

	FROM			ТО	
Fund/Account/Center	Account Name	Amount	Fund/Account/Center	Account Name	Amount
98030.3690	General Programs, Certified Subs	-188,440	16xxx.xxxx	Anderson, Salary & Benefits	8,175
98030.3720	General Programs, Unemployment	-264	44xxx.xxxx	AWE, Salary & Benefits	55,591
98030,3730	General Programs, Workers Comp	-2,261	43xxx.xxxx	ALE, Salary & Benefits	6,324
98030.3740	General Programs, FICA	-14,413	34xxx.xxxx	Badger, Salary & Benefits	6,870
			08xxx.xxxx	Barnette, Salary & Benefits	6,324
			46xxx.xxxx	Crawford, Salary & Benefits	2,180
			03xxx.xxxx	Denali, Salary & Benefits	4,907
			06xxx.xxxx	Hunter, Salary & Benefits	6,540
			09xxx.xxxx	Joy, Salary & Benefits	9,376
			42xxx.xxxx	Ladd, Salary & Benefits	8,722
		9.25	04xxx.xxxx	Nordale, Salary & Benefits	43,056
			12xxx.xxxx	NPE, Salary & Benefits	5,996
	2		36xxx.xxxx	Pearl Creek, Salary & Benefits	6,652
		1 1 2	10xxx.xxxx	Salcha, Salary & Benefits	218
			39xxx.xxxx	Tic Brown, Salary & Benefits	13,408
			37xxx.xxxx	Two Rivers, Salary & Benefits	2,071
			07xxx.xxxx	University Park, Salary & Benefits	4,797
			38xxx.xxxx	Weller, Salary & Benefits	9,266
		2	29xxx.xxxx	Woodriver, Salary & Benefits	4,905
	TOTAL	-205,378		TOTAL	205,378

REASON: Align elementary substitute	salaries.	
Administrative Services Office Review		Board Approval
Budget		
Chief Financial Officer		Signature:

	•	

School Board

FROM:

Mike Fisher, Chief Financial Officer, Administrative Services

SUBJECT:

Budget Transfer, Board Approval

DATE:

November 29,2011

	FROM		ТО		
Fund/Account/Center	Account Name	Amount	Fund/Account/Center	Account Name	Amount
98030.3690	General Programs, Certified Subs	-59,206	22xxx.xxxx	NPM, Salaries & Benefits	31,067
98030.3720	General Programs, Unemployment	-89	47xxx.xxxx	Randy Smith, Salaries & Benefits	5,452
98030.3730	General Programs, Workers Comp	-711	13xxx.xxxx	Ryan, Salaries & Benefits	9,485
98030.3740	General Programs, FICA	-4,529	27xxx.xxxx	Tanana, Salaries & Benefits	18,531
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					52.1
***************************************	TOTAL	-64,535		TOTAL	64,535

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TOTAL	-64,535	14,		TOTAL	64,535
REASON: Align middle school substitut	e salaries.				
	•				
Administrative Services Office Review			Board Approval		<del> </del>
Budget					
Chief Financial Officer			Signature:		
<u>MF</u>					
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School Board

FROM:

Mike Fisher, Chief Financial Officer, Administrative Services

**SUBJECT:** 

Budget Transfer, Board Approval

DATE:

November 22,2011

	FROM			то	
Fund/Account/Center	Account Name	Amount	Fund/Account/Center	Account Name	Amount
98030.3690	General Programs, Certified Subs	-39,000	05xxx.xxxx	Lathrop, Salaries & Benefits	15,261
98030.3720	General Programs, Unemployment	-59	28xxx.xxxx	West Valley, Salaries & Benefits	13,626
98030.3730	General Programs, Workers Comp	-469	23xxx.xxxx	NPHS, Salaries & Benefits	9,266
98030.3740	General Programs, FICA	-2,985	14xxx.xxxx	Hutch, Salaries & Benefits	1,635
			20xxx.xxxx	BEHS, Salaries & Benefits	2,725
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	TOTAL	-42,513		TOTAL	42,513

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		T	OTAL	-42,513		TOTAL	42,513
REASON:	Align high so	chool substi	tute sa	laries.			er er
		\$ .					
Administrativ	e Services Office	Review			Board Approval		
Budget	2						
Chief Financial	l Officer				Signature:		
,	MF						
					×		

TO:

School Board

FROM:

Mike Fisher, Chief Financial Officer, Administrative Services

**SUBJECT:** 

Budget Transfer, Board Approval

DATE:

November 22,2011

	FROM		ТО			
Fund/Account/Center		Amount	Fund/Account/Center	Account Name	Amount	
97055.xxxx	DW Special Ed, Salaries & Benefits	-103,551	84200.xxxx	DW Sr.Special Ed, Salaries & Ben.	43,70	
98030.xxxx	DW General Prgms, Salaries & Ben	-61,696	82200.xxxx	DW Middle Spec Ed, Salaries & Ber	38,15	
76030.XXX	D W General Lights, Same		81200.xxxx	DW Elem Spec Ed, Salaries & Ben.	79,57	
			98016.xxxx	BEST Instruction, Salaries & Ben.	3,27	
			98075.xxxx	Youth Facility, Salaries & Ben.	54	
72.00	10 to					
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r de la companya de l						
	TOTAL	-165,247		TOTAL	165,24	

TOTAL	-165,247		TOTAL 165,247
REASON: Align substitute salaries.			
		And the second s	
	As a second second		
Administrative Services Office Review		Board Approval	
Budget			
Chief Financial Officer		Signature:	
mf_		8 <u> </u>	
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#### MEMORANDUM

DATE:

November 30, 2011

TO:

Mike Fisher, Chief Financial Officer of

FROM:

Bart Grahek, Director, Procurement and Warehousing

RE:

IFB # 12-R0007, COPY PAPER

Competitive sealed bids for the above cited solicitation were opened in the Purchasing Department on 11/10/11 at 4:30 PM. The Purchasing Department evaluated the bids received and recommends award to the low, responsive bidder(s) as follows:

Vendor Number	Vendor Name	Total Award
45250	FRONTIER PAPER, INC.	615,281.80
		\$615,281.80

The abstract of bids and complete bid file is available for review in the Purchasing Department.

#### MEMORANDUM

DATE:

November 16, 2011

TO:

Mike Fisher, Chief Financial Officer

FROM:

Bart Grahek, Director, Procurement and Warehousing

RE:

IFB # 12-R0008, CLASSROOM PAPER

Competitive sealed bids for the above cited solicitation were opened in the Purchasing Department on 11/14/11 at 5:00 PM. The Purchasing Department evaluated the bids received and recommends award to the low, responsive bidder(s) as follows:

Vendor Number	Vendor Name	Total Award			
47087	UNISOURCE	76,954.16			
in the state of th	\$ 12 miles 1 m	\$76,954.16			

The abstract of bids and complete bid file is available for review in the Purchasing Department.

Fairbanks North Star Borough School District

#### MEMORANDUM

DATE:

November 18, 2011

TO:

Fairbanks North Star Borough Board of Education

FROM:

Pete Lewis Superintendent

SUBJECT:

**GIFT ACCEPTANCE** 

Donation from:

The Actus Community Fund

1801 West End Ave. Ste 1700

Nashville, TN 37203

Item(s) donated:

\$2,500

Items(s) to be used for:

Towards the purchase of automated external defibrillators (AEDs)



### North Pole Elementary

250 Snowman Lane - North Pole, Alaska 99705 - Ph.(907)488-2286 - Fax (907)488-1232

Rosita Wilburn, Principal

http://npe.k12northstar.org/

#### **MEMORANDUM**

DATE:

November 17, 2011

TO:

Roxa Hawkins, Assistant Superintendent – Elementary

FROM:

Rosita Wilburn, Principal

North Pole Elementary

Subject:

**GIFT ACCEPTANCE** 

Donation from:

North Pole Elementary PTA

Item(s) donated:

Riding Tractor with removable Plow/Mowing Deck

Item(s) to be used for:

Tractor will replace existing one that is very old and currently not in working condition. Tractor is used to remove snow from sidewalks, doors and entrance to the school building and in the summer to mow

the grounds.

Value of Donation:

\$3,000.00

#### PERSONNEL ACTION REPORT

#### **EMPLOYMENT OF BUILDING ADMINISTRATION**

#### None

#### **EMPLOYMENT OF CERTIFIED PERSONNEL**

Eiseman, Nicole

Education:

B.A., 2001, University of Alaska,

Fairbanks

Experience:

None

Ms. Eiseman is being recommended to serve as a kindergarten/first grade teacher at Arctic Light Elementary School effective November 03, 2011. Her annual salary of \$30,099 is based on 123 days a year.

(Bachelor, Step 0, \$44,679, 190 days)

Hammond, Carol

Education:

M.A., 2000, The University of

Idaho, ID

Experience:

None

Ms. Hammond is being recommended to serve as a (.2 FTE) part-time speech pathologist at Chinook Charter School effective November 16, 2011. Her annual salary of \$6,271 is based on 1.4 hours a day, 121 days a year.

(Master, Step 0, \$49,244, 190 days)

#### **TERMINATION OF CERTIFIED PERSONNEL**

For the period: 11/9/11-11/29/11

Hammond, Carol

Date of Hire:

November 16, 2011

Position:

Speech pathologist at Chinook Charter School

Effective Date:

November 16, 2011

Reason:

Resignation

Hirtz, Sarah

Date of Hire:

August 13, 2008

Position:

Social studies teacher at Ben

Eielson High School

Effective Date:

December 21, 2011

Reason:

Resignation

Murphy, Robert

Date of Hire:

August 28, 1978

Position:

Special education intensive resource teacher at Hutchison

High School

Effective Date:

December 21, 2011

Reason:

Resignation

**TERMINATION OF** PRINCIPAL PERSONNEL

None

CERTIFIED PERSONNEL REQUEST FOR **LEAVE OF ABSENCE** 

NONE

Johnson, Connie

Date of Hire:

August 23, 1999

Position:

Physical education teacher at

Lathrop High School

Effective Date:

Second semester 2011/12

school year

Reason:

Personal

TRANSFER OF **EXEMPT PERSONNEL** 

None

**EMPLOYMENT OF EXEMPT PERSONNEL** 

None

#### **PERSONNEL ACTION REPORT**

For the period: 11/9/11-11/29/11

TERMINATION OF EXEMPT PERSONNEL

None

CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

None

#### PERSONNEL INFORMATION REPORT

### EMPLOYMENT OF CLASSIFIED PERSONNEL

#### Jaeger, Brigitte

Date of Hire: November 21, 2011

Position: Response to intervention assistant

at University Park Elementary School

Reason: New position

#### Lien, Nicole

Date of Hire: November 21, 2011

Position: Secretary at Ladd Elementary

School

Reason: Replaces Amber Zellweger,

resigned

#### Novy, Karen

Date of Hire: November 21, 2011
Position: Classroom tutor at Woodriver

Elementary School Reason: New position

#### Pippin, Kimberlee

Date of Hire: November 28, 2011

Position: Teacher aide-intensive resource

at Ladd Elementary School Reason: New position

#### Porter, Charlotte

Date of Hire: November 21, 2011

Position: Response to intervention assistant

at Badger Road Elementary School

Reason: New position

#### Roley, Trina

Date of Hire: November 21, 2011

Position: Teacher aide-intensive resource with signing skills at Joy Elementary School

Reason: New position

#### West, Erica

Date of Hire: November 28, 2011

Position: Teacher aide-special education at

Weller Elementary School Reason: New position

### TERMINATION OF CLASSIFIED PERSONNEL

For the Period: 11/9/11-11/29/11

#### Behr, David

Date of Hire: August 20, 2007

Position: Teacher aide-extended resources at

Woodriver Elementary School Effective Date: December 21, 2011

Reason: Retired

#### Phillips, Elaine

Date of Hire: August 23, 2010

Position: Response to intervention assistant at

Crawford Elementary School

Effective Date: December 16, 2011

Reason: Resign

# Superintendent Approved Budget Transfers Board Meeting December 6, 2011

DESCRIPTION	Assit Supt Elem, align account balances for webinars, dues, bldg rentals & supplies.				,500 Lathrop, advertising expenses and accreditation dues.		Two Rivers, expenses for counselor to attend state conference.	Tic Brown, whiteboard for music teacher.	-	
	275	574	300	8	1,500	643	250	102	8,319	
입	97010.4010	97010.4815	97011.4401	97011.4600	05450.4401	05450.4815	37310.4210	39107.5130	16300.3462	
	849	380			2,143		250	102	1,129	7,190
FROM	97010.4810	97011.4010			05450.4600		37310.4810	39107.4600	16100.4215	16800.3250

## MINUTES

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

**Special Meeting** 

**MINUTES** 

November 14, 2011

President Brophy called the meeting to order at 5:30 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Absent:

None

Kristina Brophy, President Sharon McConnell. Vice President

Sue Hull, Treasurer Sean Rice, Clerk Silver Chord, Member

Wendy Dominique, Member

John Thies, Member

Staff Present:

Pete Lewis, Superintendent

Mike Fisher, Chief Financial Officer

Karen Gaborik, Interim Assistant Superintendent – Secondary

Bett Schaffhauser, Hearing Officer

Sandy Kowalski, Randy Smith Middle School Principal

Sharon Tuttle, Executive Assistant to the Board of Education

#### **Executive Session**

An executive session was called to discuss student discipline and negotiations.

MCCONNELL MOVED, CHORD SECONDED, TO CONVENE IN EXECUTIVE SESSION TO DISCUSS STUDENT DISCIPLINE ISSUES THAT TEND TO PREJUDICE THE REPUTATION AND CHARACTER OF ANY PERSON, PROVIDED THE PERSON MAY REQUEST A PUBLIC DISCUSSION AND NEGOTIATION MATTERS, THE IMMEDIATE KNOWLEDGE OF WHICH, WOULD CLEARLY HAVE AN ADVERSE EFFECT UPON THE FINANCES OF THE GOVERNMENT UNIT AND MATTERS WHICH BY LAW. MUNICIPAL CHARTER. OR ORDINANCE ARE REQUIRED TO BE CONFIDENTIAL.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

The Board convened to executive session at 5:31 p.m.

Mrs. Hull arrived at 5:32 p.m. Mr. Rice arrived at 5:42 p.m.

The executive session ended at 7:20 p.m.

HULL MOVED, DOMINIQUE SECONDED, TO:

POSTPONE ACTION ON STUDENT 11-14-11-01 UNTIL THE BOARD'S NEXT SPECIAL MEETING ON DECEMBER 5, 2011.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 7 AYES

MCCONNELL MOVED, RICE SECONDED, TO:

EXPEL STUDENT 11-14-11-02 FOR A PERIOD OF TWENTY-THREE (23) SCHOOL DAYS AND STUDENT MAY RETURN TO SCHOOL ON NOVEMBER 11, 2011.

EXPEL STUDENT 11-14-11-03 FOR A PERIOD OF THIRTY (30) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN ASSESSMENT BY A STATE APPROVED ASSESSMENT AGENCY/ PROVIDER AND COMPLY WITH ALL RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT: STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; FURTHER STUDENT MUST COMPLY WITH THE SCHOOL BOARD REQUIREMENTS OF **ADMINISTRATIVE** REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS: AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON DECEMBER 2, 2011.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 7 AYES

MCCONNELL MOVED, DOMINIQUE SECONDED, TO UPHOLD THE ADMINISTRATION'S RECOMMENDATIONS ON THE CONSENT AGENDA TO:

\*\* EXPEL STUDENT 11-14-11-04 FOR A PERIOD OF ELEVEN (11) SCHOOL DAYS AND MAY RETURN TO SCHOOL ON OCTOBER 17, 2011.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 7 AYES

Board Comments/Discussion None

The meeting adjourned at 7:24 p.m.

Submitted by Sharon Tuttle, executive assistant to the board of education.

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

Work Session MINUTES November 14, 2011

President Brophy called the work session to order at 7:32 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. The work session was called to discuss priorities and budget.

Present:

Kristina Brophy, President
Sharon McConnell, Vice President
Sue Hull, Treasurer
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member

Absent: None

Staff Present:

John Thies, Member

Pete Lewis, Superintendent of Schools
Mike Fisher, Chief Financial Officer
Roxa Hawkins, Assistant Superintendent – Elementary
Dave Ferree, Assistant Superintendent – Facilities Management
Karen Gaborik, Interim Assistant Superintendent – Secondary
Sharon Tuttle, Executive Assistant to the Board of Education

#### 2012-14 Priorities

Board members, at previous work sessions, had outlined draft goals and priorities. From those earlier discussions, Superintendent Lewis had developed a fourth draft of the 2012-14 priorities and goals for the board's review, comments, and input, including revised indicators for the performance goals.

The board's discussions on the priorities and the indicators centered mostly on career technical education (CTE) and parent involvement. Topics of discussion included expanding career technical (CTE) education offerings, associated costs, and increased student participation; parent recognition and increased involvement; the parent involvement policy, sustainability; Professional Learning Communities (PLCs); and Response to Instruction/Intervention (RTI). Board members and the administration also discussed the realities of the priorities in light of the budget shortfalls the district faced.

After a lengthy debate on the priorities, the board reached consensus on the following changes:

- 1. add "expand offerings" to Performance Goal B, second indicator of "Increase student participation" to read Increase student participation and expand offerings.
- 2. add the word "raise" to Performance Goal D, second bullet of "Recognize parent participation on an ongoing basis at the school and district level" to read Raise and recognize parent participation on an ongoing basis at the school and district levels.
- 3. delete the phrase "volunteering in schools" and replace with "in support of schools and students: to Performance Goal D, first indicator of "Increase the number of and time spent volunteering in schools by parents and community members" to read Increase the number of and time spent in support of schools and students.

#### **2012-14 Priorities (continued)**

The administration had asked for Response to Instruction/Intervention (RTI) and Professional Learning Communities (PLCs) to be added to the performance goals. The board had no objection to having them included. Superintendent Lewis would work on including them in the next draft.

President Brophy had conducted some online research online with school districts across the country and it appeared the board's priorities were right in-line with what other districts were doing.

Mrs. Hull left the meeting at 8:05 p.m.

#### 2012-13 Budget

Superintendent Lewis had gathered input from the recent budget forums. He provided board members with copies of the input forms to review as they began work on formulating their 2012-13 budget goals. Concerns were voiced on whether the district would be able to maintain or lower class size targets given the projected budget shortfalls. They discussed keeping cuts as far away from the classroom and keeping class size as low as possible. The board would continue discussions on the issue as they began to draft their budget goals for the upcoming year.

With the projected budget shortfalls the board would be faced with many challenges and tough decisions. Thinking outside the box, the board had suggested the possibility of an education endowment. Superintendent Lewis noted there would be many issues associated with an endowment. The administration, in trying to be as innovative as possible, had started to look into the possibility of the district looking at its technological products as a revenue source.

Superintendent Lewis would draft budget priorities for the board's review.

Mrs. Dominique left the meeting at 8:21 p.m.

#### Legislative Priorities

The board's meeting with the Interior Delegation was scheduled for Tuesday, November 29 from 4:00-5:00 p.m. Board members discussed scheduling a Legislative Committee meeting prior to Interior Delegation briefing. Ms. McConnell, legislative chair, would work with President Brophy and Superintendent Lewis, and if needed, schedule a committee meeting.

Superintendent Lewis had drafted 2012 legislative priorities including:

#### Base Student Allocation:

The Joint Legislative Education Funding Task Force (JLETF) of the 25th Alaska State Legislature recommended an annual increase of \$100 to the base student allocation (BSA) through 2010-2011. Last year the state did not provide an increase to the (BSA); there was an increase in energy money equivalent to \$84 per student in one time money. The Fairbanks North Star Borough School District urges the Legislature to increase the BSA and forward fund for a three-year period.

#### Student Transportation:

The current method of funding for student transportation must undergo critical adjustments to support increased costs in fuel and transportation contracts. The Fairbanks School District transports students to and from school in a Borough the size of New Jersey State. To continue supporting the current level of service, the School Board and administration are requesting the state fully fund student transportation by adjusting the transportation grant program to offset support transportation mandates and increased operating expenses.

#### **Legislative Priorities (continued)**

#### Energy:

The increasing cost of energy impacts our budget in many of ways. The most obvious is in our heating and electrical. Utility costs have escalated 66% (\$2.7 million) from FY06 to FY 11. Last year, our average heating oil cost was \$3.03 per gallon, the highest we had ever seen. Presently we are paying \$3.57 per gallon. The cost of snow removal has more than doubled in six years. Freight cost escalation has added to everything from the cost of school lunches, to textbooks, to paper towels. Last year, the legislature provided a one-time energy grant of \$2.1 million, which greatly helped, but did not cover cost increases. The School Board and administration are requesting the state again consider some way to help offset these rising business costs.

#### Capital Improvement:

It is imperative the Legislature support the School Board's efforts to address district-wide maintenance and construction. While the School District spends \$20M annually on school maintenance and low-level construction projects, without the state's support, additional major maintenance will be deferred.

Residents of the Fairbanks North Star Borough currently support school construction at a property tax rate of .65 mills for major school construction. In order to support and enhance the delivery of educational programs and services for students and teachers, major maintenance must be addressed. Well-maintained school facilities have a direct and indirect impact on the teaching and learning process.

Effective facilities management contributes to the longevity of each building and the success of every student in every school.

#### Early Childhood:

Cognitive development occurs during the formative early childhood years. Children without access to early childhood learning opportunities are at risk for delayed development and failure in school. The Fairbanks Board of Education supports legislation to add additional funding for early learning and programs for all pre-school children as an investment in student achievement and Alaska's future workforce. Allowing pilot programs with the private sector would enable districts to close the achievement gap and prepare young students to start kindergarten ready to learn. Once these public/private partnerships are proven successful, we should establish a sustainable funding source.

#### Career Technical Education:

The Board of Education urges the Legislature to expand the categorical funding for Career and Technical Education (CTE), which was generously provided in the 27<sup>th</sup> Legislature, to include the allowable use of funds be expanded to middle school students.

It was important all board members were well versed on the board's priorities and how to lobby for the priorities. President Brophy suggested a work session with the board's lobbyist, John Ringstad, might be helpful to better understand the legislative priorities and system. Board members were asked to review the legislative priorities and direct any questions to Superintendent Lewis.

#### **Miscellaneous Discussion**

The board's special meeting scheduled for Thursday, November 17, for the Board Curriculum Advisory Committee (BCAC) and Board Diversity Committee (BDC) at-large member interviews had been cancelled. No applications had been received.

#### **Miscellaneous Discussion (continued)**

President Brophy asked for a volunteer to cover Thursday's borough assembly meeting. No one was available.

President Brophy asked board members if anyone had any concerns about their seating assignment in the board room. Board members stated they did not. She asked if there were any objections to the board committee assignments and there were no objections.

President Brophy asked board members to direct constituents who contacted them with problems or concerns to Superintendent Lewis. He would work with the individuals to address the issue.

The meeting adjourned at 8:32 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board of Education.

#### **BOARD OF EDUCATION**

#### FAIRBANKS, ALASKA

Regular Meeting

**MINUTES** 

November 15, 2011

President Brophy called the meeting to order at 7:01 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. Ms. McConnell led the Pledge of Allegiance. The Pavva Inupiaq Dancers of Fairbanks performed for the Board under the guidance of Amy Topkok and Flora Roddy.

Present:

Kristina Brophy, President Sharon McConnell, Vice President Sue Hull, Treasurer Sean Rice, Clerk Silver Chord, Member Wendy Dominique, Member John Thies, Member Thomas Daack, Base Representative Absent:

Colonel Johnson, Post Representative Brooke Wilson, Student Representative

#### Staff Present:

Pete Lewis, Superintendent

Roxa Hawkins, Assistant Superintendent - Elementary

Karen Gaborik, Interim - Assistant Superintendent - Secondary

Dave Ferree, Assistant Superintendent - Facilities Management

Mike Fisher, Chief Financial Officer

Peggy Carlson, Executive Director of Curriculum & Instruction

Bill Bailey, Director of Public Relations

Elizabeth Schaffhauser, Director of Employment & Educational Opportunity

Louise Anderl, Director of Federal Programs

Katherine Sanders, Director of Library Media Services

Sharon Tuttle, Executive Assistant to the Board

#### PRELIMINARY ITEMS

Mr. Thies arrived at 7:09 p.m.

### Alaska Association for Health, Physical Education, Recreation, and Dance (AKAHPERD) Physical Education Teachers of the Year

Teresa Ponder, Nordale Elementary School, and Cheryl Severns, Two Rivers K-8 School, received the Physical Education Teacher of the Year for elementary and middle school awards from the Alaska Association for Health, Physical Education, Recreation, and Dance (AKAHPERD). Brian Powell, Nordale principal, and Dana Evans, Two Rivers principal, made the presentations.

#### **School Board Member Recognition**

Ms. McConnell was recognized for her service to the board by the National School Boards Association. President Brophy made the presentation.

#### **AGENDA**

HULL MOVED, MCCONNELL SECONDED, TO ADOPT THE AGENDA WITH CONSENT ITEMS.

The following consent items were moved:

accepted the Construction Education Foundation, Inc. Grant award in the amount of \$156,730, per Fiscal Note 2012-38.

accepted the Monthly Management Reports for October 2011.

approved the minutes from the special meeting October 31, and the regular meeting November 1, 2011, as submitted.

accepted the gift of \$2,600 from Exxon Mobile to the school district to be used towards the purchase of automated external defibrillators (AEDs) for district schools.

accepted the gift of \$5,000 from Alyeska Pipeline Service Company to Lathrop High School to be used for the First Tech Challenge Robotics for Lathrop and West Valley students.

approved the Personnel Action Report for the period October 25 – November 8, 2011, including the list of tenured teachers for 2011-12.

acknowledged the Personnel Information Report for the period October 25 - November 8, 2011.

acknowledged the Superintendent's Budget Transfer Report for November 15, 2011.

acknowledged the Expulsions for the 2011-2012 school year, as of November 9, 2011.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

#### PUBLIC COMMENT ON NONAGENDA ITEMS

Chrya Sanderson, 2118 South Cushman, speaking as president of the Education Support Staff Association (ESSA), said she was sometimes challenged trying to come up with ways to recognize ESSA members. Ms. Sanderson had drafted a proclamation recognizing ESP Day, November 16, 2011. Mayors Luke Hopkins, Jerry Cleworth, and Doug Isaacson had all signed in support of the proclamation. Ms. Sanderson stated the education support professionals did their job often in relative anonymity and it was important they knew how much the community appreciated their work. The education support professionals were critical to every student's success.

As the president of the Education Support Staff Association, Ms. Sanderson was proud to represent and serve the Fairbanks North Star Borough School District's 900+ education support professionals who made it possible for staff and students to teach and learn in a safe, sanitary, and technology advanced environment each day. Ms. Sanderson read the proclamation proclaiming November 16, 2011 as the National ESP Day throughout Fairbanks, North Pole, and the Fairbanks Borough, recognizing and acknowledging the importance of education support professionals in the public schools, colleges, and universities. Ms. Sanderson thanked the board for their time.

President Brophy, on behalf of the entire school board, thanked all ESSA professionals for their hard work to support the district.

Charles Matthew Rogers, 2443A Sundog Court, came before the board with a plea for help. Mr. Rogers had read the board's number one core value was that student learning was at the center of everything they did. He asked the board to remind the district's superintendents and the principal of Crawford Elementary of that core value. Mr. Rogers' son was in sixth grade at Crawford Elementary, noting it was the family's first year at Eielson Air Force Base. His son had always been an exemplarily student. He received mostly As with a few Bs, with commendable performance on all standardized tests. His son use to love going to school.

Mr. Rogers stated his son's grades had plummeted. His classroom environment was stifling. Tyrannical discipline made him afraid to ask questions of his teacher. When his son did find the courage to ask questions, sarcasm and belittling responses shut him down. His son was not learning and he no longer loved going to school.

Mr. Rogers and his wife had attended parent/teacher conferences where the teacher had told them she did not know why their son was not doing his school work. The teacher told Mr. and Mrs. Rogers there must be something wrong in their home. Mr. Rogers stated there was nothing wrong in their home. After having his son tell him about the teacher's policies, Mr. Rogers went to the school to question the policies, specifically the teacher's policy of positioning herself where she could watch and see the male students in the restroom because they could not be trusted.

Mr. Roger was told, as a parent questioning a teacher's policy, "don't tell me how to my job and I won't tell you how to do yours." At that point, Mr. Roger recognized regular two-way and meaningful communication, as required by Fairbanks North Star Borough School Board Policy 1154, was not possible with his son's teacher. She was incapable of providing a healthy learning environment for his son and Mr. Rogers removed his son from the class.

During a one-on-one meeting with the school principal, Mr. Rogers had been told that the numbers made a permanent move from the classroom impossible. Mr. Rogers had also been told because it was a union-bargaining year the principal had to be careful with "these things." Since that time, Mr. Rogers had met with both the principal and teacher together where the teacher accused Mr. Rogers of teacher bashing and harassing her, with a statement from the teacher not to blame her if his son was not doing well. Those were the words from a professional educator in the Fairbanks school district in response to a parent's concerns.

Mr. Rogers had had several more conversations over the phone with Mrs. Mingo, the principal, and Mrs. Hawkins, the assistant superintendent of elementary, and the answers had always been the same – the logistics did not work out. On just the previous day, Mr. Rogers had been told he hadn't given the teacher a chance.

Mr. Rogers' request was still the same. He wanted to give his son a different teacher. He asked the school board for their help in getting the school administration to move his son to a classroom where he could thrive and grow. Also, for them to remind the principal the mission of her school was to guide, motivate, and inspire students and to move his son to allow for that to happen. He asked the board to remind the principal her school policy stated placement was made based on, among other things, learning style, social, and behavioral information and have her do the right thing to achieve the board's first core value. He asked the board to have the administration stop debating what constituted several attempts, as the Crawford policy directed to resolve the problem, and just resolve it immediately.

Since beginning the process of having his son moved, Mr. Rogers had learned there were several other parents with the same problem. He thanked the board for their time.

President Brophy thanked Mr. Rogers for his time and assured him Superintendent Lewis would follow up and hoped for a satisfactory resolution.

Keri Riggs, 2137D Polar Wind Court, came before the board on behalf of her daughter, a sixth grade student at Crawford Elementary on Eielson Air Force Base. She was also speaking on behalf of other families for whom she had spoken to that had the same issues as the Rogers' family. Ms. Riggs was disheartened and incredibly sad her daughter could not enjoy sixth grade, when most of those in attendance could recall the fun they had during elementary school.

Ms. Riggs had six children and had seen many teachers through the years. She had seen her other children enjoy their education, excel, and love their teachers. She now had a daughter who was petrified and literally scared of her teacher. Ms. Riggs stated her daughter had been belittled, bullied, and had "cards pulled" for hanging something on the wrong hook. Her daughter was yelled at from across the room. Students were told they would receive a zero if something was turned in late. When they turned something in late, the teacher would mark and state aloud for the entire class to hear that the student was receiving a "big fat zero." Ms. Riggs stated her daughter would rather rip up her own paper, redo it, and get a better score, but instead she received no credit. When Ms. Riggs refused to sign her daughter's paper, the teacher asked her daughter why her mom was not signing it. Ms. Riggs' daughter had told the teacher her mom thought the zero policy was unfair. In response, the teacher had told Ms. Riggs' daughter, she would not receive special treatment.

Ms. Riggs had found it sad that sixth graders were held accountable for things they could not correct. Yet, in college, points were deducted for each day late. Students were still held accountable for the lateness of the paper with a reduced grade, but sixth graders were held to a more stringent standard and received a zero. Ms. Riggs noted her daughter struggled in school, but worked very hard. She had spent four days doing her homework to midnight, not being able to see her friends. On the Friday she was to turn in her assignment, she had been rushed to the bus by her brother. When she got on the bus she realized she had forgotten her assignment and had a complete melt-down because she was scared of what her teacher was going to do to her. Her daughter had begged and pleaded with the bus driver to please stop so she could get her homework. Of course, the bus driver could not stop. Her daughter was so afraid the teacher was going to yell at her. Her daughter had come home that evening with a slip from the teacher stating she was going to get a zero.

Ms. Riggs was not only begging and pleading with the school board for her child to be removed from the class, but also asked that the zero mandate policy for those sixth graders be removed.

President Brophy thanked Ms. Riggs for her testimony and promised the concerns would be looked into.

Larry Ehnert, 901 Airport Way, Room 169, stated when he had started teaching over 25 years ago, the district had not had a curling program, so he had started working as a basketball coach. He did not have a very good record and he kind of blamed the players for being too short – they were only in seventh grade. But during that time, Mr. Ehnert had learned an important lesson, when there was only a minute timeout – keep the message simple – "you throw the ball to him and you shoot." Mr. Ehnert's point was he was before the board with a short amount of time and had a lot to say. He had a few questions for the board and wanted to leave them with a short message.

Mr. Ehnert asked the board what their priorities were for the new negotiated agreement with Fairbanks Education Association (FEA) members. He asked because he had just spent a very long time in the Interest Based Bargaining (IBB) process and he was totally clueless as to what it would take to settle the contract. He stated the board needed to send a very clear message of what they wanted in the next agreement.

Mr. Ehnert had a hard time believing that for \$900,000 the board could not agree on the many things that come out of the IBB process. They would have made Fairbanks the leader in education throughout the state of Alaska. He asked if the board knew there was a controversial agreement to restructure the teacher work day to allow for more time giving direct instruction to students and also time for elementary Professional Learning Communities (PLC). He asked if the board was aware they would have known sooner which positions would need to be hired for, allowing them to hire teachers before other school districts. Mr. Ehnert stated there was another significant and controversial issue in the IBB agreement – there could have been concrete movement towards a restructured pay system that would have eliminated the step and columns pay increases and replaced those with a system that instead rewarded excellence in teaching. A similar, highly touted system in Denver took ten years to develop and could only work after a \$25 million bond had been passed. Fairbanks could have had it for roughly the cost of 1800 iPads.

Mr. Ehnert reiterated his question of what the board wanted. It appeared the board's single biggest priority was to stick, no matter what, to a one percent base salary increase. He asked what education in Fairbanks stood to gain by hanging on to that single value. Mr. Ehnert guessed many board members would say they would like to see salary increases keep up with the rate of inflation, but they did not believe the budget could afford them the opportunity to do that.

Mr. Ehnert stated the last contract had not brought about an unsustainable budget. The total available revenue had gone up about 24 percent since 2007, while the average teacher salary had gone up by 11 percent in that same time period. He stated the ratio of average teacher salary to the total operating budget was significantly less than what it was five years ago. If the superintendent was indeed positioned at the edge of a budget cliff, then teachers were certainly looking at a large salary "if" – which was less than half of a cliff. Mr. Ehnert went on to state if salaries had increased at the same rate as the revenue increased, the salary increases would have been double what they were in the last agreement and then progress would have been made in closing the cost of living gap that had developed over the past ten years and then there could be discussions over unprecedented raises.

Mr. Ehnert stated there was an okay deal on the table for everyone at the table. Not great for either side; that was why it would have worked. Mr. Ehnert provided the board with a budget summary handout.

President Brophy thanked Mr. Ehnert. The board appreciated his testimony.

Lisa Villano, 237 Toga Lane, spoke in celebration of American Education Week. Ms. Villano stated, according to the National Education Association (NEA), American Education Week was started after World War II to strengthen the public education system, in a time when 25 percent of the American population was illiterate.

Ms. Villano shared the first American Education Week celebration was held in 1921. Among the important goals of the week was the desire to show the community what public schools could accomplish. Today, the goal of American Education Week remained the same.

Ms. Villano was before the board as a proud product of the Fairbanks school district. From preschool to her high school graduation day, she had attended Hutchison Career Center, Denali Elementary, Joy Elementary, Tanana Middle, and graduated from Lathrop High School in 1995. She shared some examples of hard working teachers in the district who had influenced her through the years.

In third grade, Ms. Villano had attended Joy Elementary School where her teacher had been Ms. Kuntz. Every evening, students were required to complete a creative writing piece at home. What had been important about this to Ms. Villano was the discovery to her that writing was enjoyable and she could be good at it. Ms. Kuntz had brought that out in her.

In high school, Ms. Villano's drama teacher had been Carolyn Hoover. Without Ms. Hoover, Ms. Villano might not be sitting before the board speaking in public with such candor.

In middle school, Ms. Villano's English teacher, Ms. Vignola, had made learning fun. Ms. Villano asked board members to imagine a 12 year old girl, during a critical period of her life, where for one of the first times in her life, she had felt like she had something to give to her education. Realizing that what she put into it affected what she got out of it.

Ms. Villano stated it was due to the women noted and many others in the district, who had inspired her to become a special education teacher to try to inspire and improve the lives of young people as others had done for her. She believed one week of celebration was too short to recognize the important women she had mentioned.

Tammy Smith, 2118 South Cushman, appreciated the work of the board. As the Fairbanks Education Association (FEA) president, Ms. Smith echoed the thanks her colleague, Chrya Sanderson, had presented earlier regarding the National Education Support Professional Day. Ms. Smith extended her thanks to the educational support professionals for all they had done to support students in the district. She specifically thanked the support professionals who had worked with her and supported her classroom; she was very grateful for their work and support. She thanked her Nordale colleagues, without whom she would not have been the teacher she was, particularly Marilyn Wenzlick who had worked at Nordale for 35+ years. Ms. Wenzlick had helped Ms. Smith so much. Ms. Smith recognized she had been able to get so much more done for her students and parents because of the support she received from the ESPs working in the district.

Ms. Smith, speaking as an individual, congratulated Teresa Ponder, as well as Ms. Severns, for their awards earlier in the evening. She was appreciative of their service to the district. They were examples of quality teachers in the district. Ms. Smith felt it was important to speak on the ESPs and the physical education teachers.

Tim Parker, 1716 Reed Circle, taught at Lathrop High School and served as the English Department Head, and was the proud father of a Lathrop freshman. Mr. Parker wished a Happy American Education Week to everyone. He also thanked the ESPs for all the good work they did on a daily basis.

Mr. Parker thought about, lived, and breathed school almost non-stop. If he was not teaching, grading papers, or preparing lessons, he was working with his son trying to help him become the best student he could be.

Mr. Parker was a little frustrated with the current state of affairs in the school district. It seemed like the focus had shifted away from the things it should be on – great schools and great teaching. Teachers in the district needed the school board and superintendent to step up and

champion great education ideas. The FEA bargaining team had proposed numerous ways to improve teacher quality and student learning in the district. Mr. Parker stated it didn't seem the school board was interested. He would love to talk about all the ideas, especially the alarming problem of teacher retention, but with only three minutes, he had to limit his thoughts, this time, to just one.

Mr. Parker recalled two years ago, the district had begun to implement Professional Learning Communities. Although originally, he was not certain the district would provide the time and support needed to implement the program, he offered thanks for doing the right thing in that area. Modifying the schedule and offering some training had not only helped him improve what he did, but because it encouraged collaboration, PLCs had spread good ideas to all corners of the district. The one hour provided each week had been a good investment by the district. Because of that, Mr. Parker had put in literally hundreds of hours of his own time reading materials about how to make PLCs work and molding his teaching practices to better fit within the model. Mr. Parker and many of his colleagues had done that because PLCs led to more student learning. There was more to be done and it would likely take contract changes to enable that to happen.

The FEA bargaining team had brought ideas to the board, but they had been pushed aside. The district needed quality teachers in Fairbanks and for the board to care about the topic as much as the teachers did. Mr. Parker wanted a school board that recognized great teaching mattered and they would do everything in their power to make it happen. The school board needed to talk to, honor, and listen to teachers about how to improve classrooms. There needed to be champions on the school board who would stand up for what was best for the children of Fairbanks.

Mr. Parker suggested the board take a look at the education leaders at the University of Alaska. They relied on many of the same funding sources the district did. Instead of painting a picture of a funding catastrophe, they were boldly stepping forward and stating what they needed in order to do the job right. They were leading the way because they knew children were a cause worth fighting for.

Mr. Parker had lived in Fairbanks for over 20 years and he could tell the board the sky was not falling. He looked back at school boards and superintendents in the past and he had seen champions of education who were willing to invest in the Fairbanks economy by producing top notched graduates ready to work in the community. They had valued teacher quality over programs. They knew teaching took place in the classroom, with real teachers and real kids.

Being a great teacher was something Mr. Parker tried to live up to every day. He would continue to do his best in the classroom, but he needed a supportive school board and superintendent. He closed with one of his favorite new quotes from a pair of education researchers, "The quality of an education system cannot exceed the quality of its teachers." Mr. Parker asked the board to please champion the cause.

President Brophy thanked Mr. Parker and the others for their testimonies.

#### **OLD BUSINESS**

Included in the Consent Agenda.

#### **NEW BUSINESS**

#### **Annual Audit Report**

The school district's Fiscal Year 2010-11 Financial Statement Audit was complete. The Board's Audit Committee had met with the auditors and administrative services' staff to review the Comprehensive Annual Financial Report (CAFR) and discuss the results of the audit.

MCCONNELL MOVED, RICE SECONDED, TO APPROVE THE FY 10-11 FINANCIAL STATEMENT AND AUDITOR'S REPORT.

Colleen Fitzgerald, director of accounting services, and Kara Moore, partner with Cook & Haugeberg CPAs, presented the audit report. Ms. Fitzgerald reviewed the transmittal letter which introduced the CAFR and explained responsibility for the accuracy and completeness of the data rested with the district's management. It included a profile of the district and discussion of economic condition information, such as the state of the local economy, projected enrollment, and school district initiatives.

All the financial transactions and other information reported in the document, except the supplementary information in the back of the report, were required by generally accepted accounting principles. The standards setting body for the principles/rules was the Government Auditing Standards Board. When the standards board revamped the governmental financial statements about ten years ago, they had the foresight to know the leaders of governmental financial statements needed more information than what could be found in typical financial statements. It wasn't enough to be able to see what had changed during the year or by how much. Readers needed to know why. They needed to know whether or not the organization was better or worse off than in the previous year. The standards board began requiring Management's Discussion and Analysis (MD&A) – a document that was required to accompany the basic financial statements.

Ms. Fitzgerald explained the district's MD&A contained condensed information about the financial results for the year and narrative explanations about what the results meant. It was packed with a lot of information regarding what had taken place in fiscal year 2011.

Ms. Moore, along with Mike Cook, were representing Cook & Haugeberg, LLC CPAs to report on the school district's audit for the year ended June 30, 2011. Ms. Moore began by reviewing the Independent Audit Report. It was the responsibility of the auditors to express opinions on the district's financial statements and schedules based on the audit procedures they performed. The audit was performed in accordance with generally accepted auditing standards of the United States and in accordance with government auditing standards. The auditors performed certain test work to attain reasonable assurance the financial statements were free of material misstatement in order to support the auditors' opinions.

In the opinion of the auditors, based on the results of audit procedures performed, the financial statements were presented fairly, in accordance with generally accepted accounting principles. It was referred to as an unqualified or clean opinion. It was significant to note the unqualified opinion in the report indicated the high level of financial accountability attained by the school district. Further evidence of the high standard of quality financial accounting and reporting were the certificates the district had received from the Association of School Business Officials and the Government Finance Officers Association for their Comprehensive Annual Financial Report for the fiscal year ended June 30, 2010. The qualifications for the certificates were very extensive; receiving them was no small feat.

The district implemented Governmental Accounting Standards Board Statement No. 54 – Fund Balance Reporting and Government Fund Type Definitions during the period ended June 30, 2011. Fund balances were classified as Nonspendable, Restricted, Committed, Assigned, and Unassigned. When both restricted and unrestricted amounts of fund balance were available for use for expenditures incurred, it was the district's policy to use restricted amounts first and then unrestricted amounts as they were needed. For unrestricted amounts of fund balance, it was the district's policy to use fund balance in the following order: committed, assigned, and unassigned.

Ms. Moore reviewed the section of the audit containing the schedules of expenditures of federal and state funding for the fiscal year and the auditor's reports on the results of single audit procedures performed related to the funds. The auditors did not audit or express an opinion on the Management's Discussion and Analysis. Both the federal and state audit reports identified what was audited and had considered the district's internal controls over financial reporting in order to develop their auditing procedures, but had not audited or expressed an opinion on the internal controls.

A deficiency in internal control existed when the design or operation of a control did not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness was a deficiency, or a combination of deficiencies, in internal control such that there was a reasonable possibility a material misstatement of the district's financial statements would not be prevented, or detected and corrected on a timely basis.

The auditors had performed tests of the district's compliance with provisions of laws, regulations, contracts, and grant agreements to attain reasonable assurance about whether the financial statements were free of material misstatement. The auditors did not audit or express an opinion on the compliance of the agreements. The results of the auditors' tests disclosed no instances of noncompliance or other matters that were required to be reported under Government Auditing Standards.

Ms. Moore reviewed the reports on the district's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the district's major federal and state programs. It was the auditors' responsibility to express an opinion on the district's compliance based on their audit.

In the auditors' opinion, the district complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011. However, the results of their auditing procedures disclosed an instance of noncompliance with those requirements, which was required to be reported in accordance with OMB Circular A-133, but was not considered to be an instance of material noncompliance.

Ms. Moore addressed the federal single audit finding regarding the U.S. Department of Agriculture National School Lunch Program grant. Single audit sampling procedures performed to determine compliance with eligibility requirements had identified three instances where documentation indicating the process for determining the applicant was eligible to participate in the program was incomplete. Due to the lack of retention of documentation in the files, the eligibility assessments could not be verified. The auditors recommended the district develop and implement a process to ensure all required documentation was maintained in the verification files. Documentation should include information received from and notes about discussions held with applicants that could provide support for eligibility determinations made by nutrition services personnel.

To immediately rectify the issue, the nutrition services department director and secretary assumed responsibility for the documentation process to ensure information was documented accurately and completely. Notes were being written which clearly identified what occurred and why. They utilized a tracking document which recorded notification dates, income documentation, verification results, and action documentation including reason for any changes. All documentation received during the verification process was date stamped when received by the nutrition services department.

Ms. Moore reported no findings had been indentified for the state single audit. The auditors' Letter to the Audit Committee reviewed audit procedures and timelines and indicated there had been no difficulties or significant issues encountered while performing the audit.

The Communication of Internal Control Related Matters Letter congratulated the district for once again receiving the certificates for financial reporting. The letter also stated the auditors had reviewed internal controls over financial reporting, but had not audited or expressed an opinion on them. It also indicated the auditors had not identified any material weaknesses. The letter noted other matters involving internal control and the district's operation and the recommendations of the auditors on potential areas for improvement noted as a result of their observations and documentation of district systems.

#### Current Year Recommendations:

#### Free and Reduced Lunch Application Processing

The auditors recommended the applications for the Free and Reduced Lunch program should be reviewed by a second person to ensure accuracy. The accuracy issue was important because the assessed eligibility levels for the program were an important factor in determining funding based on poverty levels. The results on eligibility for the program funds could affect determination of dollars in other programs. It was important to verify eligibility.

#### Cash Handling Procedures

During the audit, it was noted the cash handling policies implemented at the various schools were not consistent throughout the district. Because cash was highly susceptible to theft, the auditors recommended the district consider internal controls over cash at the individual school level, such as controls over locked drawers, safes, lock boxes, keys, and the location of cash, etc. Controls should be adequately designed and appropriately implemented in order to properly safeguard cash balances on hand at each school.

#### Prior Year Recommendations:

#### Food Service Inventory

Last year, the auditors identified several issues during their audit procedures for observation of the initial food service inventory. They had observed a lack of understanding of how to use the new food service inventory tracking software. Internal controls were not being followed which allowed inventory items to be removed without using established procedures. They also reported issues involving a general lack of understanding of the full functionality of the new software system, including the assessment of the relevance and applicability of the internal controls built into the software in relation to the user needs of the district.

The auditors were pleased to report their interim test work for the current year indicated adequate controls had been implemented to track and account for the flow of inventory, both physically and within the software. They also noted central warehouse staff seemed more confident in their understanding of the various components and functionality of the inventory tracking software, including report generation. The auditors encouraged the district to continue working closely with the software vendor especially as it related to the new accounting software system, and continue to monitor ordering and receiving procedures at the schools and other facilities to ensure accurate tracking and usage of food service inventory.

#### Capital Assets Inventory

Previously, it was noted the district had not performed a complete inventory of capital assets for the fiscal year 2010. The district has been working to refine the internal controls and procedures for monitoring and tracking capital assets as part of the implementation of the new accounting system, and was developing a systematic process for performing a complete capital asset inventory. In addition, the district continued to identify and remove items from general capital assets that no longer met the capitalization threshold of \$5,000, as increased at the beginning of the previous year. It was an ongoing process and had taken priority due to the implementation of the new accounting software.

#### **Confirming Purchase Orders**

The auditors continued to note confirming purchase orders were being generated for purchases made without prior authorization from the purchasing department. They continued to recommend the district review internal controls over use of confirming purchase orders to determine procedures were in place to prevent unauthorized purchases and to ensure expenditures were recorded in the proper period. Their current year audit procedures indicated the possibility confirming purchase orders were still being utilized for purchases that were not time critical. Internal controls over their use continued to be implemented as they were developed and management was working with the new accounting software vendors to implement further controls over confirming purchase orders in the future.

#### Payroll Procedures

For several years, the auditors had recommended the district perform a careful review of all controls over payroll data and evaluate the staffing and training needed to maintain the required internal controls for payroll processing in the payroll section of the accounting services department and for maintaining employee payroll records in the human resources department. The auditors noted no improvements had been made within the JD Edwards accounting system to improve internal controls relating to segregation of duties between the human resources and payroll departments. Personnel across the various departments performed a critical assessment of the issues within the workflow model currently being used to process payroll and human resources data in order to ensure adequate internal controls were being implemented within the new accounting software as they related to the functional responsibilities of each area.

#### Information Technology

In May 2009, the auditors' information technology consultant from Moss Adams Advisory Services performed a review and made several recommendations that, if implemented, could significantly impact the district's internal control, planning, and budgets. The auditors emphasized certain points in last year's management letter

concerning potential security, monitoring, and obsolescence issues in the information technology function. The auditors understood the issues were currently being addressed by the district as part of the evaluations of options for the design and implementation of internal controls within the new accounting software system or have been budgeted to be addressed.

Ms. Moore noted the district would migrate to the new accounting software program beginning January 1, 2012.

Key financial highlights for fiscal year 2011 included the following:

- The district's assets exceeded its liabilities at June 30, 2011 by \$25.2 million (net assets). Of that, \$21 million was unrestricted and available to pay obligations of the district. Included in unrestricted net assets was \$14.4 million of Federal Impact Aid revenue for fiscal year 2012 received in advance in fiscal year 2011.
- Revenues saw a net increase of \$8.9 million. State Foundation funding increased \$2.7 million, Federal Impact Aid increased \$2.4 million, operating grants and contributions increased \$1.8 million, and the local government appropriation to education increased \$2 million.
- Expenses saw a net increase of \$11 million. Most functional expense categories experienced increases in the current year including an increase of \$6.2 million for support services-schools.
- Among major funds, the general fund had \$197 million in current year revenues and \$197.5 million in expenditures and other financing uses. General fund revenues and expenditures were discussed in more detail in the Financial Analysis of the School District's Funds section of the report.

#### **BOARD QUESTIONS**

Ms. McConnell asked if the finding noted would be in the next year's audit. Ms. Moore stated it would. The auditors were required to follow-up on the finding in the single audit area, as well as in the management letter. Ms. Moore noted the district had already responded to the issue and was working to make certain everything was properly documented going forward. She anticipated that would be the finding in next year's audit.

#### **PUBLIC COMMENTS**

None

#### **BOARD COMMENTS**

Ms. McConnell thanked the auditors for their work. She commended the administrative staff and district for their efforts in overseeing the district's finances.

Mrs. Hull also thanked the auditors for their work. She had met with the audit committee where they had reviewed the auditors' report. The administration did a great job with district's finances. The certificates the district consistently earned were significant. The district's finances were in good hands and the audit reflected that. Although it was unfortunate there were three documentation issues, the finding was not material. The implementation of the new software should be helpful in areas that had been difficult in the past. Mrs. Hull thanked everyone for all they were doing; they were doing a great job.

Mrs. Brophy added her appreciation to the auditors for the report, and the administration for their conscientious efforts in overseeing the district's finances.

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

#### **INFORMATION AND REPORTS**

#### **Everyday Math Report**

Everyday Math was adopted in 2006 as the K-6 elementary core instructional material. Board members were provided an Everyday Mathematics Parent Information Brochure and an Everyday Mathematics Parent Resource Handbook. Peggy Carlson, executive director of curriculum and instruction, provided an overview of the ongoing districtwide support provided for the program.

Mrs. Carlson introduced her staff who provided major support for Everyday Math: Kathy Port, instructional technology coordinator; Michelle Daml, elementary curriculum coordinator; Amy Summers, elementary math/science coach; and Samantha Wuttig, secondary content coach.

Each year, content coaches provided support for classroom teachers. During the first year of implementation, there had been four coaches dedicated to Everyday Math who worked in the 19 elementary schools. They provided Everyday Math model lessons and other support. There had also been special education content coaches for several years to support the integration of Everyday Math between resource and regular classrooms.

Mrs. Carlson listed some of the activities and services provided by a content coach over the past 13 weeks:

- provided 32 model lessons for Everyday Math.
- made approximately 80 contacts with individuals in person looking at many different parts of Everyday Math, lesson planning, etc.
- worked with math tutors, Migrant Ed parents, B.E.S.T. Program.
- provided 3 workshops for Everyday Math at Math/Science Conference.
- worked with 8 multi-age teachers with a focus on how to teach Everyday Math in split or multi-age environments.
- provided 5 new hires with an overview of Everyday Math.

In the area of Everyday Math technology support, the administration had:

- purchased a districtwide license for Everyday Math computer-based games.
- 5/6th grade teachers were using formative assessments with GradeCam a program that quickly graded multiple choice questions. Teachers received training in how to use formative assessments.
- provided SMART board lesson demonstrations at Hunter, using Everyday Math lessons for all teachers.
- McGraw Hill had twice offered free apps to teachers and parents: Math/Science Conference & Parent Teacher Conferences. Dissemination to schools of information on when Everyday Math apps were available for free.
- developed a Everyday Math support web page for teacher and parents.
  - Google Everyday Math

#### **Everyday Math Report (continued)**

In the area of Everyday Math Professional Development:

- principals had been provided with training.
- 36 Everyday Math liaisons (primary & intermediate) had attended workshops to take information back to their schools and share (first two years).
- 15 UAF credit courses had been offered.
- Early Out focused on Everyday Math games and routines in 2009.
- Math Nights.
- substitute teacher Everyday Math training was provided for classroom consistency.
- content coaches worked with schools to disaggregate mid-year formative assessment data to inform/adjust instruction as needed.

#### Everyday Math parent support provided:

- developed Parent Math Night kits at all grade levels for spring and fall; available for checkout through Library Media Services.
- content coaches and ITTs had supported Parent Nights as well as ELL, ANE, Migrant Ed events.
- updated Parent Brochure; emailed to all teachers prior to October Parent/Teacher Conferences.
- developed Parent Resource Handbook.

#### Other Everyday Math materials and resources:

- course: Supporting Everyday Math with Manipulatives
- 5<sup>th</sup> & 6<sup>th</sup> grade Everyday Math games kits
  - 1. Folding Geometric Shapes
  - 2. Precision School Balances
  - 3. Lateral Area Sets
- grade level vocabulary lists
- pacing guides
- games and lessons aligned to Alaska GLEs
- literature lists
- SMART notebook lessons
- formative assessments
- cooperative sharing with Anchorage school district of resources

Mrs. Carlson shared information about an Excel lesson Lindy Kinn, an instructional technology teacher, had presented to fifth grade students. Students made a pictogram from data they had collected from packages of candy. The lesson reinforced skills teachers taught students in Everyday Math, including probability, graphing, and predicting. It also prepared teachers for a lesson they would teach in the spring which required students to use a spreadsheet. Teachers were also learning about Excel formulas.

Ms. Summers presented an overview on how SMART boards were being utilized to support Everyday Math lessons. SMART boards allowed for interactive lessons providing students with immediate feedback.

Through some research, Mrs. Carlson stated the administration had found a significant increase in middle school students enrolling in Algebra I:

2007-2008: 220, or 10.2%2010-2011: 357, or 16.4%

#### **Everyday Math Report (continued)**

Mrs. Carlson's shared the administration's recommendations.

- Continue to support professional development of teachers and support staff.
- 2. Continue to provide outreach to parents through Parent Nights, Everyday Math district web page support, and teacher contacts.
- 3. Continue to develop instructional resources to support use of Everyday Math, including the integration of technology.

Everyday Math's revision schedule was:

- research conducted in 2012-2013
- revision and materials review in 2013-2014

#### **BOARD QUESTIONS**

Mrs. Dominique knew in the past African American males had experienced problems with math. She asked if there had been increases in the Algebra I courses for them. Mrs. Carlson stated an extensive evaluation had not been conducted. She had only looked at general numbers, but it was definitely something the administration could look into.

Mrs. Dominique had attended Everyday Math tutor training in the past and asked if those trainings were still taking place. Mrs. Carlson did not have the information with her if there were any more tutor trainings scheduled for the school year. But if Mrs. Dominique was requesting training they would be happy to provide one. Mrs. Dominique stated it was a request. The training had really helped her and hoped parents and others could attend. Mrs. Carlson stated parents could absolutely attend the training.

Mrs. Hull extended kudos on the trainings. She thought she was the reason for the report, so she wanted to clarify her concerns. Mrs. Hull did not really have any question about the information provided to teachers. Her concerns were in light of a report done in the Anchorage School District related to implementation. She asked if the administration had any means for assessing the fidelity of the district's implementation across the district. There was a lot of support provided and opportunities for training, but she was interested to know if there were any means for assessing whether or not teachers were doing what they were supposed to be doing in the classroom. Mrs. Carlson stated the district had the Standards Based Assessments. Also, when the program was first started, the administration had requested teachers assess their students at the beginning of the year, middle of the year, and the end of the year. As teachers had become more comfortable with the program, and for the past two years, the district had teachers conduct a mid-year assessment. Also, a pacing guide was developed each year which tied in to the mid-year assessment.

Mrs. Hull was concerned about teacher implementation and student performance. Her first red flag had been an improvement in scores, specifically at the fifth grade level, immediately after the implementation of Everyday Math, but then there had been a softening of the improvement. Since the recalibration of the tests, both the improvement and softening had gone away. She was less interested in tacking down the student performance data, but rather she wanted to know if the district had a means of assessing whether the teachers were doing what they should be doing in the classroom. As an example, she asked if teachers were taking time for the Everyday Math games. She asked if there was a principal observation or something else that dealt with actual implementation. Mrs. Carlson said as far as having a mechanism in place to be certain every teacher throughout the district was utilizing the games at a certain time each year, the district did not have anything in place to track that information. But noted the principals had received training on what they should be looking for when visiting classrooms in using the Everyday Math program with fidelity.

#### **Everyday Math Report (continued)**

Mrs. Hull asked about parent education. She thought in the beginning, the district had focused on parent education and asked if that aspect had been continued. She also asked if the district had continued to offer different communication options such as Parent Nights, information during parent/teacher conferences, etc. Mrs. Carlson stated there would always be room for improvement. But the district was constantly looking at what could be done and new innovative ways to get information out to parents. They were always looking at new things. The Parent Resource Handbook was an example of something new that had been developed to try for the current school year.

Mrs. Hull asked about computation and what was done to be certain students "got it." Mrs. Carlson stated the district offered professional development for fifth and sixth grade teachers and had purchased additional manipulatives and other materials. The district had provided teachers with game sets, balances, and other manipulatives to support the computation component.

Mr. Chord had read Everyday Math started in kindergarten and asked how many students were impacted in each school. Mrs. Carlson stated Everyday Math was the core curriculum in the district, in which all students in the district used for their core instruction across the district. He asked if all students moved from grade level to grade level. Mrs. Carlson could not speak to every student in the district, but most district students moved from grade level to grade level. Mr. Chord asked if there was a way to know if there were 25 kids in a classroom, if all 25 kids were skilled enough to move or if some remained in their current grade level. Superintendent Lewis stated some students would stay at their current grade level if there was a retention issue or if buildings were creative with their math groupings. But the majority of kids would go from grade level to grade level once they had shown competency.

Mr. Chord thought part of the analysis of the program should be the number of students who were able to move from grade level to grade level. Superintendent Lewis asked if Mr. Chord was asking about math interventions to help students who were deficient in a specific skill. Mr. Chord thought that was part of it, but he was concerned when students moved from sixth grade to middle school, not all students would have the necessary skill level to do that. He wanted to know what happened to the students who were not proficient and how many students were in that category. He thought that information needed to be part of the analysis of the program and how it was working. Superintendent Lewis believed the district had that data, just not at hand, but he could certainly get that information. Mrs. Carlson stated there were different levels of students in all classrooms, as was the case with every subject. It was just a part of teaching. Not all eight year olds were at the exact same level. She said the Everyday Math program provided for differentiation and there were intervention options available for students who needed extra support in specific areas. Mrs. Carlson noted the Everyday Math games were used to help strengthen basic skills. The games had been correlated specifically to specific skills. A teacher had the option to group their students each day, depending on where they felt a student might need to strengthen a skill. That type of differentiation was being done every day in all subjects.

Mrs. Brophy liked the interactive SMART board/hands-on lessons. She thought the more parents had access to resources, the more likely the student would be successful. Mrs. Brophy noted all the information available online, but asked if the same material was available in hard copy for those families without Internet access. Mrs. Carlson stated the materials could be available to parents. The curriculum department could make it available to people who needed or wanted hard copies. Mrs. Carson added the district had also purchased additional copies of the Everyday Math Student Resource books which had all the information students worked from during the school day. The books contained all games, explanations of the concepts, etc. Every school library had a set available to parents to check out in the parent resource section of the school library.

#### **Everyday Math Report (continued)**

Mrs. Brophy asked if there was information on how many parents checked out the resource books. Mrs. Carlson stated she could get that information. Mrs. Brophy was also interested in how many times the Everyday Math web page had been visited. She thought it would be helpful to see if parents were utilizing the resources. Mrs. Carlson stated she would get that information for the board.

Mrs. Brophy asked if the Everyday Math apps were still available to parents free of charge or if there was a charge. Mrs. Carlson believed the apps were available at \$1.99 each. She suggested going to the iTunes App Store and searching for Everyday Math.

## **PUBLIC COMMENTS**

None

#### **BOARD COMMENTS**

Mrs. Dominique had been able to get the iTunes downloads for free when they were offered. She had enjoyed working on Everyday Math with her grandson. She thanked Mrs. Carlson for the report and told the administration to keep up the good work.

Mrs. Hull thanked everyone for all the work. She hoped the district would be watching to be certain the program was being implemented with fidelity.

Mrs. Brophy thanked Mrs. Carlson and her staff for the presentation. Approaching math in a different way might engage students more. It sounded like the administration was always looking at ways to improve and provide resources and support for parents.

#### 2011 Boundary Change Report

Superintendent Lewis stated the district had started the process of making adjustments to the North Pole attendance area, approximately two years ago, to help alleviate overcrowding, as well as to meet state requirements in regard to the possibility of receiving matching funds from the state for a new school. One step in the process the district needed to address was boundary changes. The boundary changes had been in the works for some time and implemented in fall 2011. As a follow-up, Assistant Superintendent Dave Ferree made a presentation on the boundary changes.

The purpose of the boundary changes was to reduce overcrowding in the three North Pole area elementary schools, which had seen consistent population growth in recent years. The boundary change plan was preceded by a six-month study by an advisory committee made up of North Pole area parents, staff, administration, and district and borough staff. The committee published its findings in February 2010, entitled "Short and Long-Term Solutions to North Pole Area Student Population Growth." One of the committee's main recommendations was to undertake attendance zone boundary changes.

The boundary changes involved eight elementary schools and essentially shifted students west and north from throughout the North Pole attendance zone into southern and eastern elementary schools in the Fairbanks attendance zone. The change was designed to lower student numbers in each of the three North Pole schools and balance numbers as much as possible in the affected Fairbanks schools. The change was also designed to keep each school's attendance area as contiguous as possible so students would not be bussed past one school to get to another school.

# 2011 Boundary Change Report (continued)

The boundary change was planned a year ahead of implementation. It allowed plenty of time for notification to affected families, dialog, review of concerns, and refinement of the plan. The administration believed the lead time allowed had worked well, and would recommend considering repeating the process when future boundary adjustments became necessary.

Last spring, families of 538 students were notified their home address meant they would be attending a different home school in August 2011. However, the administration knew the actual number of students that switched schools due to boundary changes could be much different. Ultimately, 278 students switched schools due to the boundary changes. Reasons for the large reduction included:

- Many students in the FNSBSD changed schools each year due to changes in family circumstances. It was found students in the original spring 2011 list of 538 from seven schools ended up attending twenty-one different schools in August.
- Several of the neighborhoods involved in the boundary changes had very high transiency, and several were made up of all or predominantly military families. This also led to very high student turnover.
- A few students at every school involved in the boundary changes applied for outof-area attendance at their original schools. At least some were accommodated at every school.

Despite the large reduction in the number of students that changed schools, the final enrollments in each of the involved schools were close to what the administration had expected. That was due to new students not involved in the boundary change moving into affected neighborhoods.

The boundary change accomplished the intended goals. The kindergarten through sixth grade population in the North Pole attendance zone was reduced by 119 students as a direct result of the boundary change. During the school year 2009-10, the three elementary schools and North Pole Middle School together were at capacity. This school year, the schools were presently a combined 178 students *under* capacity.

After the boundary change, although the North Pole schools continued to have a lot of students, all eight schools were under capacity. Badger Road Elementary and North Pole Middle School were at 96 percent of capacity. Ticasuk Brown Elementary was at 93 percent and North Pole Elementary was at 83 percent of capacity.

As pointed out by the advisory Committee in 2009, the boundary change was a short-term solution. It bought some time, but the long-term solution, if population growth trends continued, remained the construction of a new elementary school. In 2009, it was believed a new school would be needed by the fall of 2013 or 2014. Now, with the population adjustment and assuming about a 3 percent annual growth rate, a new school would be needed in 2015 or 2016. This would provide a bit of extra planning time, but the district still needed to proceed with the planning and funding of a new school within a year or two at the most.

Mr. Ferree felt it was good news. The district had been successful in what it had tried to do. The district had three large projects at the top of their capital improvement plan, which included Ryan Middle School at \$40 million, Barnette Magnet School at \$8 million for the final phase, and the new North Pole area elementary school at \$32 million. By stretching out the need for a new school, the district could concentrate on completing the other two projects and get them accomplished or mostly accomplished before having to search for funds for a new school. Mr. Ferree and Superintendent Lewis had spoken to the borough and they were happy the boundary change had provided a little added time before a new school was needed.

# 2011 Boundary Change Report (continued)

Analysis of the boundary shift:

FROM	ТО	Number of Students Moved					
NPE	Badger Rd.	17					
Badger Rd.	Ticasuk Brown	62					
Ticasuk Brown	North Pole Middle	52					
Ticasuk Brown	Ladd	62					
Ladd	Nordale	43					
Nordale	Joy	17					
Nordale	University Park	25					

# Before And After Boundary Change School Populations:

SCHOOL	CAPACITY	2010 ENROLLMENT	2010 UNHOUSED STUDENTS	2011 ENROLLMENT	2011 UNHOUSED STUDENTS	NET CHANGE IN ENROLLMENT		
North Pole Elementary	495	483	-12	412	-83	-71		
Badger Road Elementary	537	593	56	515	-22	-78		
Ticasuk Brown Elementary	556	548	-8	512	-44 d	-36		
Ladd Elementary	553	499	-54	498	-55	- <b>1</b>		
Nordale Elementary	422	343	-79	346	-76	+3		
Joy Elementary	527	379	-148	425	-102	+46		
University Park Elementary	564	473	-91	527	-37	+54		
North Pole Middle	680	585	-95	651	-29	+66		

Total reduction of North Pole area K-6 student population (as a result of the boundary change): 119

Total number of students notified to move in March 2011: 538 Final number of students moved (by boundary change): 278

Total cost of boundary change: One (1) new regular bus route (@ \$69,000) and one (1) new hazardous bus routes (@ \$30,000 ea.) = \$99,000

#### **BOARD QUESTIONS**

None

# **PUBLIC COMMENTS**

None

# **BOARD COMMENTS**

Mrs. Dominique thanked Mr. Ferree for all his work on the North Pole project; it had been a long time coming. She had been concerned about people having to move schools, but she was glad it had all worked out. She thanked Mr. Ferree and his staff for all their hard work.

# 2011 Boundary Change Report (continued)

Mr. Chord thanked Mr. Ferree for his work. He recalled the anxiety when the boundary change process had first started. He thought it was great everyone was smiling.

Mrs. Brophy thanked Mr. Ferree for his report. She agreed people did tend to get anxious when there were boundary changes and was happy it had gone so smoothly. She congratulated the administration on a job well-done.

# BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Colonel Daack thanked the Pavva Inupiag Dancers for a great performance. He extended his congratulations to Ms. Ponder and Ms. Severns for their physical education teacher of the year awards.

Mrs. Dominique dittoed Colonel Daack's remarks. The dancers were wonderful. She enjoyed watching the little ones perform. Also, she had been watching the reconstitution of the No Child Left Behind Act over the weekend. There were several teachers, superintendents, and others speaking to Congress about NCLB. Mrs. Dominique would like the administration to follow up on the issue to see how long the reconstitution process was projected to take, and if Alaska had contributed information. When she had watched the panel on Saturday, Kentucky, Louisiana, Tennessee, and a few other states had been represented, but Alaska was not represented. Because of the unique circumstances facing Alaska, it was important Alaska's concerns were heard.

Mr. Chord had also watched the hearings on NCLB. Representatives from Idaho had stated they had no problem with No Child Left Behind. He had read they were trying to get the reconstitution completed before the next round of opting out was offered. Mr. Chord appreciated the district's many programs, but the board needed to keep track of them and hear about how they were performing. There was work to be done.

Mr. Chord had seen an article on the Internet regarding getting teenagers back to school. After reading about New York City, where approximately 124,000 teenagers were not in school at any one time, the problem in Fairbanks was small in comparison. He had also read from a Vera Institute of Justice study, the most common response to teenage chronic absence around the country was punitive, contrary to what adolescence development and school engagement research said about what motivated teens to go to school. Mr. Chord thought the full study might be helpful to the board when they began their work on attendance and discipline.

Mrs. Hull had prepared a written report from the Association of Alaska School Boards (AASB) board meeting for board members. The report included some additional resource information. Mrs. Hull thanked board members for allowing her to serve on the AASB board; it was an absolutely delightful experience. She announced the Budget Review Committee meeting which would be taking place the following evening from 6:00 – 8:00 p.m.

Ms. McConnell thought the recent AASB conference had been very beneficial and was happy a majority of the board members had been able to attend. It was interesting to hear from other districts and discuss common issues. Ms. McConnell announced the Tanana Chiefs Conference Educational Summit had started earlier in the day and would continue through tomorrow. She commended Superintendent Lewis and Yatibaey Evans, ANE coordinator, on the presentation they had made at the summit earlier in the day. The presentation had been well presented and well received.

Mrs. Hull added she thought the summit and presentation had been great. She had been there and noted the State Commissioner of Education had also been in attendance.

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

Mr. Thies thought the Pavva Inupiaq Dancers were great and thanked them for their performance. He extended his congratulations to the physical education teachers. He had enjoyed the Everyday Math report.

Superintendent Lewis spoke on the rewrite of the Elementary Secondary Education Act (ESEA) (No Child Left Behind Act). He had reviewed the mark-up of the bill; it was quite lengthy and there were a number of proposed changes. Alaska had not made a determination in regards to applying for a waiver. There was a late November deadline and another deadline in February. He had had conversations with the Commissioner in regards to the waiver process and what it might entail. There were some specific things that would need to be done if a waiver was requested. Superintendent Lewis thought it would be interesting to see if Congress was legitimately willing to move forward on the legislation prior to the election. When he heard Idaho did not have a problem with Adequate Yearly Progress (AYP), he recalled they had been one of two schools granted a waiver in the very first round of waiver requests. Superintendent Lewis believed the district needed to take a look at NCLB in regards to where, as a district, it was going in terms of legislative action and what it would mean in terms of 2014. He had said before, the district would be in AYP jail. To have 100 percent of students grades 3-8 and in high school meet the standards in a three day test window was not a good use of the tool or measurement. The district needed to be looking at student growth and how individual students were doing. There was more than one way to accomplish that and the district needed to be looking at multiple measures. Superintendent Lewis assured Mrs. Dominique the district had been communicating their thoughts and ideas in regards to the ESEA rewrite.

Superintendent Lewis extended his appreciation to Dave Ferree, Dave Norum, Larry Morris, and Pat Kougl with their help with homeland security in regards to the emergency management training that had recently occurred on earthquake safety. He also thanked Crawford Elementary for their Veteran's Day program/assembly. It was an outstanding performance.

Superintendent Lewis reminded everyone of the Alaska Native Education Potluck on Thursday, November 17 at Hunter Elementary School at 6:00 p.m. The Mayor was hosting the annual Young Artists Showing on Monday, November 21 at 5:30 p.m. in the Borough Assembly Chambers. It was always a wonderful event. Superintendent Lewis also thanked Tanana Chiefs for allowing him to present at the education summit. He thanked Ms. McConnell and Mrs. Hull for attending. He congratulated Mrs. Hull as president-elect to the AASB board of directors.

Mrs. Brophy thanked the parents who had testified earlier in the meeting. She recognized how difficult it was to come forward and voice concerns. She was certain the concerns would be addressed. Mrs. Brophy also addressed the testimony from teachers. She thought it went without saying, but she wanted to assure the public, as well as the teachers, that the board's focus had never turned away from producing great schools and working towards that every single day. Board members certainly recognized great teachers did matter. As she had stated before, Mrs. Brophy reiterated it was one of the reasons board members sat on the board. They spent a great deal of time at meetings, in discussions, receiving reports, and in making decisions that were in the best interest of students. But while the board was doing that, they also had to recognize their fiscal responsibility in making sure the decisions they made today would assure the district sustainability into the future. The board continued to be confident the teams would work together to reach a resolution and an acceptable agreement. Mrs. Brophy reiterated the board appreciated and valued the hard work of teachers, faculty, and staff in the district. She looked forward to a resolution in the near future.

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

Mrs. Brophy congratulated Roxa Hawkins for her selection and recognition as a Champion of Children, an award sponsored by the Imagination Library at a recent banquet. The Imagination Library was a great program for children in the community. The event had been a great way to raise funds for the Imagination Library program, which put books into the hands of children throughout the community. During her acceptance speech, Mrs. Hawkins had a great comment when she said there were so many people in the community and district that contributed to the welfare of students and children. She had felt humbled by her selection.

Superintendent Lewis was excited to announce during the middle of President Brophy's comments, he had received a text message from his son that he had become a grandpa – Joseph Wallis Lewis, 10 lbs, 4 oz., 22 inches long. President Brophy and others congratulated Grandpa Lewis.

Mrs. Brophy added her appreciation on the Veteran's Day program at Crawford Elementary. She enjoyed it every time she had the opportunity to attend. As the wife of a retired soldier, it was always heartwarming and she usually fought tears, especially when the children sang *American Tears*. She thanked Cynthia Sibitzky, Crawford music teacher, and the other teachers for their work in producing the annual program. She recalled a quote from the program that she thought was important enough to share, John F. Kennedy had stated, "As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them."

President Brophy, on behalf of the entire board, wished Superintendent Lewis a Happy Birthday, as he celebrated his birthday the following day.

The meeting adjourned at 9:20 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board of Education.

# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION

## FAIRBANKS, ALASKA

Work Session

#### **MINUTES**

November 29, 2011

President Kristina Brophy called the meeting to order at 4:04 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue for the Interior Delegation Briefing.

Present:

Kristina Brophy, President Sharon McConnell, Vice President Wendy Dominique, Member John Thies, Member Absent:

Sue Hull, Treasurer Sean Rice, Clerk Silver Chord, Member

#### Staff Present:

Pete Lewis, Superintendent
Roxa Hawkins, Assistant Superintendent - Elementary
Karen Gaborik, Interim Assistant Superintendent - Secondary
Dave Ferree, Assistant Superintendent-Facilities Management
Mike Fisher, Chief Financial Officer
Kathy Hughes, Executive Director of Research & Accountability
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Director of Labor Relations
Sharon Tuttle, School Board Executive Assistant

# Interior Delegation Members Present:

Senator John Coghill
Senator Joe Paskvan
Senator Joe Thomas
Representative David Guttenberg
Representative Scott Kawasaki
Representative Bob Miller
Representative Steve Thompson
Representative Tammie Wilson

## Others present:

Representative Alan Dick, District 6 John Ringstad, School District Lobbyist

Mrs. Brophy welcomed everyone and facilitated introductions. The district presented each legislator with a copy of a tempera painting by students from North Pole Elementary School.

#### **Legislative Priorities**

Board Vice President Sharon McConnell welcomed the Interior Delegation and reviewed the Board's 2012 Legislative Priorities. Alaska schools faced funding challenges, such as underfunded mandates, increased costs, major maintenance, and a reduction in state and federal funding sources. The Fairbanks North Star Borough School District could not accomplish its mission, comply with state performance standards, and close the achievement gap without the support of local and state government to set proactive policy and provide sufficient funding.

## **Legislative Priorities (continued)**

#### Base student allocation:

The Joint Legislative Education Funding Task Force (JLETF) of the 25th Alaska State Legislature recommended an annual increase of \$100 to the base student allocation (BSA) through 2010-2011. Last year the state did not provide an increase to the (BSA); there was an increase in energy money equivalent to \$84 per student in one time money. The Fairbanks North Star Borough School District was urging the Legislature to increase the BSA and forward fund for a three-year period.

#### Student Transportation:

The current method of funding for student transportation must undergo critical adjustments to support increased costs in fuel and transportation contracts. The Fairbanks School District transported students to and from school in a borough the size of New Jersey State. To continue supporting the current level of service, the school board and administration were requesting the state fully fund student transportation by adjusting the transportation grant program to offset support transportation mandates and increased operating expenses.

#### Energy:

The increasing cost of energy impacted the district's budget in many ways. The most obvious was in heating and electrical. Utility costs had escalated 66 percent (\$2.7 million) from FY06 to FY 11. Last year, the average heating oil cost was \$3.03 per gallon, the highest the district had ever seen. Presently the district was paying \$3.57 per gallon. The cost of snow removal had more than doubled in six years. Freight cost escalation had added to everything from the cost of school lunches, to textbooks, to paper towels. Last year, the legislature provided a one-time energy grant of \$2.1 million, which greatly helped, but did not cover cost increases. The school board and administration were requesting the state again consider some way to help offset these rising business costs.

#### Capital Improvement:

It was imperative the Legislature support the school board's efforts to address district-wide maintenance and construction. While the school district spent \$20M annually on school maintenance and low-level construction projects, without the state's support, additional major maintenance would be deferred.

Residents of the Fairbanks North Star Borough currently supported school construction at a property tax rate of .732 mills for major school construction. In order to support and enhance the delivery of educational programs and services for students and teachers, major maintenance had to be addressed. Well-maintained school facilities had a direct and indirect impact on the teaching and learning process.

Effective facilities management contributed to the longevity of each building and the success of every student in every school.

#### Early Childhood:

Cognitive development occurred during the formative early childhood years. Children without access to early childhood learning opportunities were at risk for delayed development and failure in school. The Fairbanks Board of Education supported legislation to add additional funding for early learning and programs for all pre-school children as an investment in student achievement and Alaska's future workforce. Allowing pilot programs with the private sector would enable districts to close the achievement gap and prepare young students to start kindergarten ready to learn. Once the public/private partnerships were proven successful, a sustainable funding source should be established.

#### **General Discussion**

Delegation members, board members, and district administrators discussed several topics including an approximate \$14 million district budget shortfall and the resulting ramifications; energy costs and alternative energy options; Base Student Allocation (BSA) funding; special education funding; the importance of forward funding; capital projects and their funding; district medical insurance, costs, and employee contributions; the university and remedial education; enrollment and projected enrollment; the district's dropout rate; and student transportation funding.

The district stressed the importance of a permanent increase to the Base Student Allocation (BSA) to the delegation. Board members were encouraged to campaign for an increase to the BSA, targeting legislators who had not previously supported an increase and those who might not be in support of an increase in the upcoming session. The board and administration stressed the importance of forward funding in helping with planning and sustainability.

Board members were cautioned to keep an eye on special education funding. They were encouraged to voice their support for increased funding by sharing the district's success stories.

The delegation asked for a clarification from the district regarding their support for a pre-K program. The board and administration clarified they supported private sector pilot programs. Early childhood education was an important part in preparing children for kindergarten and a lifetime of academic success.

Negotiations and negotiated agreements for all three district bargaining groups – Fairbanks Principals Association (FPA), Fairbanks Education Association (FEA), and Education Support Staff Association (ESSA) were discussed. Legislators, administrators, and board members acknowledged their appreciation and the importance of teachers, support staff, and principals.

In regards to capital project funding, Legislators encouraged board members to join with other districts in lobbying for additional capital project funding. The administration and board expressed their extreme gratitude to the Interior Delegation for their support in the funding of Barnette Magnet School and the district's other maintenance projects. They also thanked the Interior Delegation for the Career Technical Education funding. The funding would help prepare Fairbanks students for careers after high school.

Discussions continued on how Fairbanks' students compared in performance to other students around the state, and students who needed remedial help at UAF.

As chair of the House Education Committee, Representative Alan Dick thought it would really help the committee and legislators to know where and how districts spent their money. It would bring more accountability to the system. He voiced his concerns on the flawed matrix and the need for a better measurement and paradigm shift.

Representative Wilson announced the House would be utilizing a different funding mechanism in the upcoming session based on district successes. The school board and school district would welcome the opportunity to provide program information and success stories. It was frustrating when they heard misinformation being used.

Representative Guttenberg mentioned he would like to see a previous program – Legislator in the School – reinstated. The program allowed legislators to observe classrooms from a teacher's perspective. When it was previously utilized, it had helped legislators see the real world of education and the obstacles teachers, administrators, and others faced. Representative Guttenberg had found the program very educational and helpful.

Superintendent Lewis emphasized education was about the whole student. Each student had a story and it was important to provide opportunities for all students.

Work Session 3 of 4 November 29, 2011

# **General Discussion (continued)**

Superintendent Lewis acknowledged the district could not fulfill their mission without the support of all stakeholders. The Interior Delegation had played a vital role in supporting the district's efforts to provide an excellent and equitable education for students in the Fairbanks North Star Borough. The administration wanted to provide legislators with good information and educational data to enable them to make well informed decisions.

Board members and Superintendent Lewis thanked the Interior Delegation members for taking time to attend the briefing and their support over the past year.

The meeting adjourned at 5:04 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.

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							January 4 Last Day of Winter Break						Quarter:	45 days	
S	М	— С Т	ctob W	er T	F	S	5 Teacher Work Day (no school)				April				
0	IVI	•	VV		,	1	6 Professional Development 16 Martin Luther King Jr. Holiday	S	M	T	W	. <u>T</u>	F	S -	
2	3	4	5	6	7	8	•	1	2	Т	T	T	T	7	
9	10	11	12	13	14	15	February 3 Early Dismissal–Students	8	9	10	11	12	13	14	
16	17	18	19	20	21	22	20-21 Parent-Teacher Conferences	15	16	17	18	19	20	21	
23	24	25	26	27	21	29	March	22	23	24	25	26	27	28	
30	31	23	,20	1.04	0		9 End of 3rd Quarter (early dismissal) 12-16 Spring Break	29	30						
	November 1st Quarter: 44 days						April				May				
S	М	Т	W	, • T	F F	S	3-6 Testing-All	S	М	· T	W	T	F	S	
		1	2	3	4	5	20 Early Dismissal–Students			1	2	3	4	5	
6	7	8	9	10		12	May 15-17 Last 3 Days–Early Dismissal	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	17 Last Day for Students	13	14	(5)	(6)	(7)	(8)	19	
20	21	22	23	24	25	26	18 Professional Development Day 21 Teacher Work Day	20	21)	22	23	24	25	26	
27	28	29	30					27	28	29	30	31			
December 6				School Start/End Vacation/Holiday				June		Quarter: 4	•				
S	М	T	W	T	F	S	[no school]	S	М	Т	w	Т	F	S	
3	141	•		1	2	3	(early dismissal) Parent-Teacher Conferences	_	•••	•			1	2	
4	5	6	7	8	9	10	Testing Day (no school)  Teacher Work Day	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	Teacher Training (early dismissal)	10	11	12	13	14	15	16	
18	(19)	<u></u>	(2)	22	23	24	Last 3 days  Tentative make-up days for bad weather	17	18	19	20	21	22	23	
25	26	27	28	29	30	31	(early dismissal)  Professional  1st semester: 90 days	24	25	26	27	28	29	30	
		•			d Quarter:	,	Development Day 2nd semester: 90 days							-	
							(no school)								