
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



BOARD OF EDUCATION REGULAR MEETING

Tuesday, February 21, 2012

School District Administrative Center

Fairbanks North Star Borough School District 2012-14 PRIORITIES



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.
- Respect for the diversity and dignity of all individuals and groups is essential.
- Provide a safe learning environment.
- Quality education requires highly motivated, skilled, supportive teachers, administrators, and support staff.
- High achievement evolves from high expectations and educational opportunities.
- Active partnerships with the family and community are essential to support successful student learning.

Performance Goals

The Fairbanks North Star Borough Board of Education encourages the use of innovative and creative strategies and programs to attain these goals.

A. Student Achievement

- *Raise achievement level for all students.*
- *Close the achievement gaps.*
- *Create multiple measures - artifacts and evidence.*

Indicators:

- Increase achievement level on the following:
 - grade level SBAs and HSGQE in all areas (Reading, Mathematics, & Writing) for all grade levels
 - WorkKeys Assessment for all juniors
 - students taking the SAT and ACT tests
- Create multiple measures of academic progress: portfolios, districtwide formative and summative assessments and implement a nationally norm referenced assessment for grades three through ten.

B. Career Technical Education

- *Develop, maintain, and sustain a state-of-the-art Career and Technical Education Program.*
- *Program delivery needs to be fluid and always ready to respond to changing economic and industry needs.*

Indicators:

- Delineate pathways
- Increase student participation
- Develop apprenticeship opportunities
- Increase enrollment for graduates at UAF-CTC
- Develop collaborative advisory committees for our pathways with UAF-CTC

C. Technology

- *Support the continued evolution and implementation of the district's Technology Plan.*
- *Create and support sufficient opportunities for students to be successful in their future technology use.*

Indicators:

- Staff and student proficiency increases as measured by state assessments
- Increase capacity for teachers to use instructional technology in all content areas
- Increase student technology use

D. Increasing Connections Between Parents, Community, Businesses, and Our Schools

- *Support families through creation of proactive outreach strategies to increase parent and community engagement.*
- *Recognize parent participation on an ongoing basis at the school and district level.*
- *Re-establish the School Business Partnership program.*

Indicators:

- Increase the number of connections and time spent volunteering in schools by parents and community members
- Formalize business partnerships with schools

Adopted 1-17-2012

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.
- Use data-supported decision making and annual school planning.
- Provide educational options to families and students.
- Increase communication with, and support for, and respect of students and families of diverse populations.
- Invest in quality professional development to meet district goals.
- Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, enhance communication, and maintain efficient district operations.
- 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.
- Develop long-term sustainability of overall district operations.

Adopted 1-17-2012

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**February 21, 2012
7:00 P.M. – REGULAR BOARD MEETING**
Board Room - 520 Fifth Avenue
School District Administrative Center

AGENDA

A. PRELIMINARIES

Reference Pages

1. Call to Order
2. Pledge of Allegiance
3. Music: Hunter Elementary School
4. Roll Call
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6. Alaska 4A High School Wrestling Champions 4
7. 2012 Small Schools State Hockey Champions: Hutchison High School 4
8. Energy Efficiency Makes \$ense! Video Contest Winners: North Pole High School 4
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10. Spotlight: Career Technical Education 4

B. AGENDA

1. Adoption of the Agenda 5
2. Presentation on Agenda Items 5

C. PUBLIC COMMENTS ON NONAGENDA ITEMS

1. Public comments are welcome on programs or ideas the public would like to see added, removed, or changed in the district's 2012-2013 school year budget.

D. ACTION ITEMS – OLD BUSINESS

- * 1. Grant Acceptance: Alaska Statewide Mentor Project Urban Growth Opportunity 5 & 11-12
- * 2. Minutes See minutes

E. ACTION ITEMS – NEW BUSINESS

- * 1. Fundraising/Travel Request: Ben Eielson Junior Senior High School 6 & 13
- * 2. Fundraising/Travel Request: Ben Eielson Junior Senior High School 6 & 14-15
- * 3. Fundraising/Travel Request: Lathrop High School 6 & 16
- * 4. Gift Acceptance: Salcha Elementary School 6 & 17
- * 5. Gift Acceptance: Lathrop High School 6 & 18
- * 6. Gift Acceptance: West Valley High School 6 & 19
- * 7. Personnel Action Report 6 & 20-21

F. INFORMATION & REPORTS

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2. Summer 2012 Construction Briefing 7 & 22-24
- * 3. Personnel Information Report 7 & 25
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- * 5. Board's Reading File 7-9
- * 6. Coming Events and Meeting Announcements 9

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**

**February 21, 2012
7:00 P.M. – REGULAR BOARD MEETING**

AGENDA

A. PRELIMINARIES

Reference Pages

A. 1. Call to Order by President

A. 2. Pledge of Allegiance, led by Hunter Elementary Students

A. 3. Music

Hunter Elementary School students will perform for the Board under the direction of Linda Mason, music teacher.

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. NAACP Black History Month Coloring & Essay Contest Winners

Presentation of the NAACP Black History Month Coloring & Essay Contest winners will be made by Alfonso McDade, Fairbanks NAACP president, Esther Cunningham, Fairbanks NAACP member, and Bett Schaffhauser, employment and educational opportunity director.

Grace Buckwalter	1 st Place K-3	Woodriver Elementary
Dilem Morales	2 nd Place K-3	Arctic Light Elementary
Baylee Chavis	3 rd Place K-3	Salcha Elementary
Ethan Liddell	1 st Place 4-6	Arctic Light Elementary
Grace Hopkins	2 nd Place 4-6	Denali Elementary
Mike L. Gomez	3 rd Place 4-6	Arctic Light Elementary
Jasmin McCormick	1 st Place 7-8	North Pole Middle
David Rosser	2 nd Place 7-8	Ben Eielson Jr. Sr. High
Matthew Gilliam	3 rd Place 7-8	Ben Eielson Jr. Sr. High
Kyrie Long	1 st Place 9-10	Ben Eielson Jr. Sr. High
Jocelyn Arnett	2 nd Place 9-10	Ben Eielson Jr. Sr. High
Zackery Brown	3 rd Place 9-10	Ben Eielson Jr. Sr. High
Breanna Sprague	1 st Place 11-12	Ben Eielson Jr. Sr. High
Kim Baird	2 nd Place 11-12	Ben Eielson Jr. Sr. High
Tyler Ellsworth	3 rd Place 11-12	Ben Eielson Jr. Sr. High

A. 6. Alaska 4A High School Wrestling Champions

Lathrop High School wrestlers Dillon Achman and Andrew Hendrix will be recognized for winning the state championships in their respective weight classes. Mike Jamison, Lathrop wrestling coach, will make the presentations.

A. 7. 2012 Small Schools State Hockey Champions

The Hutchison Hawks hockey team defeated the Monroe Catholic Rams in the championship game of the ASAA/First National Bank Alaska 2012 First National Cup Hockey State Championships to place first in the small schools division. Keith Bartusch, head coach, will make the presentations.

Justin Boots	Gabriel Madore
Cedric Bowman	Alex Marcos
Dalton Carlson	Steven Messer
Allison Davis	Tristin Miller
Cole Davis	Tyler Morales
Tyler Davis	Dylan Sands
Ryan Ebenal	Tyler Sands
Dylan Edwards	Tyler Scherzer
Josh Fine	Kevin Steffey
Austin Head	Logan Tanner
Austin Heineken	Sydney Thomas
Thomas Lees	Keith Bartusch, Head Coach
Tom Lemelin	Adam Powell, Assistant Coach
	John Garrity, Assistant Coach

A. 8. Energy Efficiency Makes \$ense! Video Contest Winners

Students from Matthew Bierer's *Video Productions* class at North Pole High School won the statewide contest sponsored by the Alaska Energy Efficiency Partnership, the "Energy Efficiency Makes \$ense! Video Contest." The competition was for all Alaskan high school students, focused around the theme, "It's Common \$ense." Their video premiered during the Super Bowl pre-show, and was seen on the season premier of *The Voice* as well. Bridget Lewis, North Pole High principal, will make the presentations.

Lucas Acker.....	Soundtrack Editor
Steven Allen.....	Key Grip
Timothy Belmont.....	Director and Camera Operator
Aaron Betts.....	Focus Puller
Erika Blanchard.....	Gaffer
Raphael Martinez.....	Actor
Wesley Young.....	Actor

A. 9. ESP of the Month

Karen Bussa, Crawford Elementary behavior intervention specialist, will be recognized as the Extra Special Support Staff Person for February 2012. Crawford Principal Clarice Mingo will make the presentation.

A. 10. Spotlight: Career Technical Education

February is National Career and Technical Education (CTE) Month. Schools throughout the district have many wonderful programs working to ensure students are adequately equipped with the skills necessary to successfully enter the workforce. Karen Gaborik, interim assistant superintendent for secondary education, will make a brief presentation on the district's CTE program.

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.

■ MOTION is to adopt the agenda with consent 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.

Public comments are welcome on programs or ideas the public would like to see added, removed, or changed in the district's 2012-2013 school year budget.

D. ACTION ITEMS – OLD BUSINESS

D. * 1. Grant Acceptance: Alaska Statewide Mentor Project

Urban Growth Opportunity

Ref. Pgs. 11-12

The district has received a subaward from the University of Alaska, Office of Academic Affairs, in the amount of \$1,120,388 for year one of a three-year grant.

MOTION is to accept the Alaska Statewide Mentor Project Urban Growth Opportunity subaward in the amount of \$1,120,388 from the University of Alaska, Office of Academic Affairs, per Fiscal Note 2012-52.

D. * 2. Minutes

See Minutes

MOTION is to approve the minutes from the special meeting February 6; the work session February 6; and the regular meeting February 7, 2012, as submitted.

E. ACTION ITEMS – NEW BUSINESS

- E. * 1. Fundraising/Travel Request: Ben Eielson Junior Senior High School** Ref. Pg. 13
Ben Eielson Junior Senior High School is requesting permission to raise funds to send their DECA team to Anchorage, March 21-24, 2012, to compete at the State CTSO Performance Based Assessment Conference, at no cost to the district.

MOTION is to approve Ben Eielson Junior Senior High School's request to raise funds to send their DECA team to Anchorage, March 21-24, 2012, to compete at the State CTSO Performance Based Assessment Conference, at no cost to the district.

- E. * 2. Fundraising/Travel Request: Ben Eielson Junior Senior High School** Ref. Pgs. 14-15
Ben Eielson Junior Senior High School is requesting permission to raise funds to send DECA students to Salt Lake City, Utah, April 27-May 2, 2012, to compete at the International Career Development Conference, with substitute costs paid by the district.

MOTION is to approve Ben Eielson Junior Senior High School's request to raise funds to send DECA students to Salt Lake City, Utah, April 27-May 2, 2012, to compete at the International Career Development Conference, with substitute costs paid by the district.

- E. * 3. Fundraising/Travel Request: Lathrop High School** Ref. Pg. 16
Lathrop High School is requesting permission to raise funds to send students to St. Louis, Missouri, April 23-30, 2012, to compete at the FIRST World Champion Robotic Competition, at no cost to the district.

MOTION is to approve Lathrop High School's request to raise funds to send students to St. Louis, Missouri, April 23-30, 2012, to compete at the FIRST World Champion Robotic Competition, at no cost to the district.

- E. * 4. Gift Acceptance: Salcha Elementary School** Ref. Pg. 17
Salcha Elementary School is requesting gift acceptance of \$1,500 from the Masonic Lodge, Tanana Lodge #3 to purchase music chairs and microscopes for the school.

MOTION is to accept the gift of \$1,500 from the Masonic Lodge, Tanana Lodge #3 to Salcha Elementary School to purchase music chairs and microscopes for the school.

- E. * 5. Gift Acceptance: Lathrop High School** Ref. Pg. 18
Lathrop High School is requesting gift acceptance of \$11,251.34 from the Lathrop Hockey Booster Club for the school's hockey program.

MOTION is to accept the gift of \$11,251.34 from the Lathrop Hockey Booster Club to Lathrop High School for the school's hockey program.

- E. * 6. Gift Acceptance: West Valley High School** Ref. Pg. 19
West Valley High School is requesting gift acceptance of \$2,000 from the Imperial Court of All Alaska for the school's Gay-Straight Alliance Club.

MOTION is to accept the gift of \$2,000 from the Imperial Court of All Alaska to West Valley High School for the school's Gay-Straight Alliance Club.

- E. * 7. Personnel Action Report** Ref. Pgs. 20-21

MOTION is to approve the Personnel Action Report for the period January 31-February 14, 2012.

F. INFORMATION AND REPORTS

F. 1. Legislative Report

John Ringstad, district lobbyist, will present a legislative update.

F. 2. Summer 2012 Construction Briefing

Ref. Pgs. 22-24

Dave Ferree, assistant superintendent for facilities management, has provided a summary of this coming summer's school construction activities and the 2013 planned activities. He will provide a short briefing and answer questions.

F. * 3. Personnel Information Report

Ref. Pg. 25

The Personnel Information Report for the period January 31-February 14, 2012 has been provided.

F. * 4. Expulsion Report

Expulsions for the 2011-2012 school year, as of February 15, 2012, are listed below:

Substance Abuse	5
Fighting/ Assault	5
Weapons	5
Other	5
TOTAL	20

F. * 5. Board's Reading File

2-03-12 Email from B. Sivin to Board
RE: Bargaining

2-03-12 Email from Board to All Teachers
RE: Board Communication Regarding Negotiations

2-03-12 Email from W. Ehnert to Board
RE: Board Communication Regarding Negotiations

2-03-12 Email from K. Kamm to Board
RE: Board Communication Regarding Negotiations

2-04-12 Email from B. Sprankle to Board
RE: Board Communication Regarding Negotiations

2-04-12 Email from M. Linton to Board
RE: Board Communication Regarding Negotiations

2-04-12 Email from P. Romans to Board
RE: Personal Response to the District's Letter Regarding the Bargaining Process

2-04-12 Email from J. Bost to Board
RE: Board Communication Regarding Negotiations

2-04-12 Email from T. Kraska to Board
RE: Different Point of View

2-04-12 Email from F. Jelinek to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from J. Barnes to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from A. Rice to P. Romans
RE: Personal Response to the District's Letter Regarding the Bargaining Process

2-05-12 Email from A. Rice to J. Barnes
RE: Board Communication Regarding Negotiations

2-05-12 Email from J. Hebard to Board
RE: Friday's Letter

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

2-05-12 Email from M. Maisch to Board
RE: Personal Response to Board Communication Regarding Negotiations

2-05-12 Email from Dawn Fitzpatrick to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from D. Babcock to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from K. Neumaier to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from G. Malarkey Dick to Board
RE: Negotiations

2-05-12 Email from C. Benshoof to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from J. Grogan to Board
RE: Regarding Board Communications of February 3, 2012

2-05-12 Email from J. Grogan to J. Barnes
RE: Response to School Board Email of February 3 Regarding Bargaining

2-05-12 Email from J. Grogan to P. Romans
RE: Personal Response to the District's Letter Regarding the Bargaining Process

2-05-12 Email from J. Maltos to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from E. Callahan to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from M. Torgerson to Board
RE: Personal Response to the District's Letter Regarding the Bargaining Process

2-05-12 Email from M. Burtness to Board
RE: Board Communication Regarding Negotiations

2-05-12 Email from Donna Fitzpatrick to Board
RE: Response

2-05-12 Email from Jayne Naze to Board
RE: Resume Negotiations

2-05-12 Email & Letter from T. Loveless/Salcha Parent Group to Board
RE: Salcha Principal Position

2-06-12 Email from P. Turner to Board
RE: Board Communication Regarding Negotiations

2-06-12 Email from Superintendent to Board
RE: In the News: January 31-February 6, 2012

2-06-12 Email from K. Brown to Board
RE: Personal Response to February 3 Email from the Board of Education

2-06-12 Email from K. Williams-Clarkson to Board
RE: Regarding Negotiations Questions

2-06-12 Email from A. Chiment to Board
RE: Board Communication Regarding Negotiations

2-06-12 Fairbanks North Star Borough School District
RE: 2012-13 Proposed Budget

2-06-12 Email from L. Buckwalter to Board
RE: Settle Our Contract

2-06-12 Email from A. Story to Board
RE: Great Alaska Schools

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

2-07-12 FEAdback
Volume 30, #15

2-07-12 Letter from T. Meath to Board
RE: Support for District's Music Program

2-07-12 Anonymous Letter to Board
RE: FNSBSD School Board Cost-Cutting Ideas

2-07-12 Written Testimony from M. Illingworth to Board
RE: Salcha Principal Position

2-07-12 Memo & Attachments from D. Ferree to Superintendent
RE: Legislative Grants Request for 2012

2-07-12 Email from K. Mobley to Board
RE: Board Communication Regarding Negotiations

2-08-12 Letter from Board to L. Meath
RE: Music Thank You

2-08-12 Letter from Board to M. Sherman
RE: Music Thank You

2-08-12 Letter from Board to Weller PTA
RE: Gift Thank You

2-08-12 Letter from Board to Anne Wien Elementary PTA
RE: Gift Thank You

2-08-12 Email from Board To A. Story
RE: Great Alaska Schools

2-08-12 Email & Attachments from President Brophy to Board
RE: Parent Teacher Conference Bill

2-09-12 Board Diversity Committee Meeting Minutes
January 12, 2012

2-10-12 Email from President Brophy to Board
RE: Congratulations to Sue Hull

2-10-12 Letter from FEA to Board
RE: Response to Board Communication Regarding Negotiations

2-13-12 Email from J. Carson to Management Team
RE: In the News: February 7-13, 2012

2-14-12 FEAdback
Volume 30, #16

2-14-12 Memo from T. Gatewood to Superintendent
RE: District Participation in Collaborative Project

2-15-12 Email & Memo from D. Ferree to Superintendent
RE: Flooring Product Question

F. * 6. Coming Events and Meeting Announcements

2/22/12	6:00 pm	Citizen's Budget Review Committee Meeting
2/27/12	5:15 pm	Policy Review Committee Meeting
3/01/12	5:30 pm	State of the Schools (Assembly Chambers)
3/05/12	5:30 pm	Special Meeting: Executive Session for Student Discipline & Negotiations
3/05/12	Immediately Following Special Meeting	Work Session & Public Hearing: Budget (BRC Report)
3/06/12	7:00 pm	Regular Meeting

All meetings are at 520 Fifth Avenue unless noted otherwise.

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

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

GRANT TITLE: Alaska Statewide Mentor Project Urban Growth Opportunity
FUNDING AGENCY: University of Alaska, Office of Academic Affairs
STATUS: Acceptance of Subaward Agreement
AMOUNT: \$1,120,388
AWARD TYPE: Year 1 of 3-Year Grant Totaling \$1,120,388
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: 2012 - 2015

GRANT PROGRAM GOALS: The two goals of the project are to increase teacher retention and increase student achievement, with the ultimate expectation that early career teacher effectiveness can be accelerated through mentoring.

POPULATION TO BE SERVED: First and second year teachers.

PROPOSED ACTIVITIES AT SUBMISSION: The Alaska State Mentor Project Urban Growth Opportunity (ASMP UGO) is an expanded research effort to increase the number of early career teachers receiving mentoring in urban areas as well as to conduct a rigorous experimental design to validate the ASMP model at a high level of statistical certainty. This research, conducted to validate ASMP, will take place in urban schools in Alaska, where a larger concentration of high needs students are in need of effective interventions and quality instruction to raise their opportunities for achievement. The research design requires random assignment to control and treatment groups. ASMP UGO will randomly assign treatment teachers who will be provided two consecutive years of mentoring by a full-release and trained mentor using the ASMP model. All data will be collected and reported in such a way as no one district, school, teacher, student, or any individual could be identified.

The FNSBSD will hire two mentors for year one. The mentors will have a caseload of fifteen (15) new teachers. They will meet often with new teachers, observing and coaching them and providing such direct assistance as helping with short and long term planning, designing classroom management strategies, teaching demonstration lessons, and providing curriculum resources. Funding is also available to hire a project coordinator and to support required travel and professional development.

PRIMARY PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVES SUPPORTED BY THIS GRANT Goal: Raise student achievement level for all students.
Commitment: Invest in quality professional development to meet district goals.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS: The FNSBSD will release teachers selected as mentors from all teaching duties and provide in-kind support in the form of office space and access to office equipment. Indirect is capped at 4%

BUDGET: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2012-52

Project Title: Alaska Statewide Mentor Project Urban Growth Opportunity
Project Purpose: Increase teacher retention and increase student achievement
Project Director: Peggy Carlson, Executive Director of Curriculum

Project Information:

District Fund Name: Statewide Mentor Urban Growth Project
State Function Classification: Support Services - Instruction
This Budget Award: \$ 1,120,388.00 **Period:** April 1, 2012 to June 30, 2015
Matching Requirements: None
Indirect: Limited to 4%
Future Liabilities/Comments: Acceptance contingent on approval of program revisions.
Annual allocations spread over three years and line item allocations
to be determined.

	This Budget Award			Total Funding Award(s)
	Over 3 Years			
	2011-12			
FUNDING SOURCES:				
Federal Funds Passed thru UAF Academic Affairs	1,120,388			1,120,388
Total funding sources	<u>1,120,388</u>	<u></u>	<u></u>	<u>1,120,388</u>
APPROPRIATIONS:				
Non-certificated salaries	753,813			753,813
Employee benefits	245,229			245,229
Staff travel	61,804			61,804
Supplies, materials, and media	16,450			16,450
Indirect costs	43,092			43,092
Total appropriation	<u>1,120,388</u>	<u></u>	<u></u>	<u>1,120,388</u>

Position control for new positions:

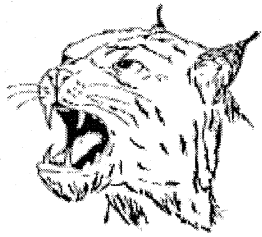
Position Title	Position ID	Est Annual Budget	FTE
CERTIFIED SALARIES			
MENTORS	-		
DISTRICT COORDINATOR	-		

District review/approvals

Grants/Special Projects	
CFO	MF

Approved by School Board

Date _____



Ben Eielson Junior-Senior High School


675 Ravens Way
Eielson AFB, Alaska 99702-1308




MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

DATE: February 1, 2012

TO: Dr. Karen Gaborik, Interim Assistant Superintendent 

FROM: Mario P. Gatto, Principal,
Ben Eielson Junior/Senior High School 

RE: **FUNDRAISING REQUEST**

Name of group/organization: BEHS DECA

Purpose of Fundraising: To offset expenses of sending approximately 15 students and 2 teachers to Anchorage, Alaska to compete at the State CTSO Performance Based Assessment Conference.

Date of Travel: March 21 thru March 24, 2012

Fundraising Goal: \$ 3,279.00



Ben Eielson Junior-Senior High School

675 Ravens Way
Eielson AFB, Alaska 99702-1308



MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

DATE: February 1, 2012

TO: Dr. Karen Gaborik, Interim Assistant Superintendent

FROM: Mario P. Gatto, Principal,
Ben Eielson Junior/Senior High School

RE: **FUNDRAISING REQUEST**

Name of group/organization: BEHS DECA

Purpose of Fundraising: To offset expenses of sending approximately 10 students and 2 Chaperones to Salt Lake City, Utah to compete at the DECA international CTSO conference.

Date of Travel: April 27, 2012 thru May 2, 2012

Fundraising Goal: \$ 12,836.00



Ben Eielson Junior-Senior High School


675 Ravens Way
Eielson AFB, Alaska 99702-1308




MARIO GATTO, Principal
JOHN FINK, Assistant Principal

Phone (907) 372-3110
Fax (907) 372-3202
Counseling Fax (907) 372-3039

DATE: February 1, 2012

TO: Dr. Karen Gaborik, Interim Assistant Superintendent 

FROM: Mario Gatto, Principal
Ben Eielson Jr/Sr High School 

RE: Permission to Travel

Who is Traveling: 10 students and 2 Chaperones

Destination: Salt Lake City, Utah

Date of Travel: April 27 thru May 2, 2012

Reason for Travel: Students qualified to compete at the International Career Development Conference by placing in the DECA State Competition.

Cost to District: Substitute for four days for 2 chaperones.



AUSTIN E. LATHROP HIGH SCHOOL

901 Airport Way Fairbanks, Alaska 99701 (907) 456-7794 Fax (907) 452-6735

MEMORANDUM

DATE: February 15, 2012

TO: Karen Gaborik, Interim Assistant Superintendent

FROM: Dave Dershin, Interim Principal
Lathrop High School

RE: Permission to Fundraise and Travel

Who Is Traveling: Lathrop High School Robotics & 7 Adult Chaperones

Purpose for fundraising: To cover travel expenses to St. Louis, MO

Destination: St. Louis, MO

Dates of Travel: April 23-30, 2012

Reason for Travel: FIRST World Champion Robotic Competition

How money will be raised: Soliciting Sponsorship

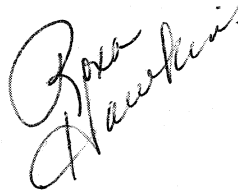
Fundraising goal: \$2,000 per student

Cost to the District: None.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: February 7, 2012
TO: Roxa Hawkins, Assistant Superintendent
FROM: Salcha Elementary
RE: GIFT ACCEPTANCE



Donation from: Masonic Lodge, Tanana Lodge # 3
402 11th Street
Fairbanks, Alaska
99701

Item donated: \$1,500.00

Item to be used for: Music chairs for Band and Orchestra Students
Microscopes for Elementary Science Curriculum



AUSTIN E. LATHROP HIGH SCHOOL

901 Airport Way Fairbanks, Alaska 99701 (907) 456-7794 Fax (907) 452-6735

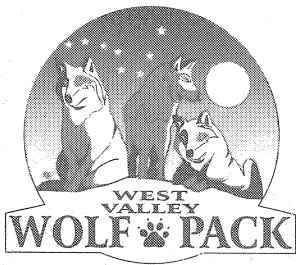
MEMORANDUM

DATE: February 6, 2012
TO: Karen Gaborik, Interim Assistant Superintendent
FROM: Dave Dershin, Interim Principal
Lathrop High School
RE: Gift Acceptance

Donation From: Lathrop Hockey Booster Club
c/o 901 Airport Way
Fairbanks, AK 99701

Money Donated: \$11,251.34

To Be Used For: Hockey Team Expenses




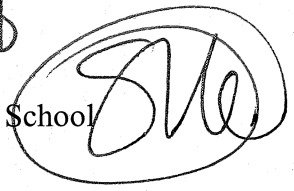
WEST VALLEY HIGH SCHOOL

3800 GEIST ROAD • FAIRBANKS, ALASKA 99709 • (907) 479-4221

MEMORANDUM

DATE: February 8, 2012

TO: Karen Gaborik, Assistant Superintendent 

FROM: Shaun Kraska, Principal – West Valley High School 

RE: Gift Acceptance

Donation From: Imperial Court of All Alaska
PO Box 202353
Anchorage, AK 99520-2353

Items Donated: \$2,000.00

Items to be used for: WVHS Gay-Straight Alliance Club

Value of Donation: \$2,000.00

PERSONNEL ACTION REPORT

For the period: 1/31/12–2/14/12

EMPLOYMENT OF BUILDING ADMINISTRATION

None

EMPLOYMENT OF CERTIFIED PERSONNEL

Austin, Emily

Education: B.A., 2007, University of
Vermont, VT
Experience: One year in Maine schools

Ms. Austin is being recommended to serve as a Fifth grade teacher at North Pole Elementary School effective January 17, 2012. Her annual salary of \$21,162 is based on 86 days a year.

(Bachelor, Step 1, \$46,755, 190 days)

Chapin, Mark

Education: B.A., 1995, Rhode Island School
of Design, RI
Experience: None

Mr. Chapin is being recommended to serve as an art teacher at Ben Eielson Jr/Sr High School effective February 6, 2012. His annual salary of \$16,931 is based on 72 days a year.

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

CERTIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

Bosh, Krista

Date of Hire: August 22, 2000
Position: Special Education Extended
Resource teacher at West
Valley High School
Effective Date: 2012/13 school year
Reason: Personal

Brewer, Stephanie

Date of Hire: August 20, 2004
Position: Kindergarten teacher at
Weller Elementary School
Effective Date: 2012/13 school year
Reason: Childcare

Bursiel, Morgan

Date of Hire: August 10, 2009
Position: Fourth grade teacher at
Barnette Magnet School
Effective Date: 2012/13 school year
Reason: Personal

Dunn, Jenny

Date of Hire: August 14, 2006
Position: Social studies teacher at
North Pole High School
Effective Date: 2012/13 school year
Reason: Childcare

Mayfield, Joyce

Date of Hire: November 16, 2006
Position: Science teacher at Ryan
Middle School
Effective Date: 2012/13 school year
Reason: Personal

TERMINATION OF CERTIFIED PERSONNEL

Kobza, Whitney

Date of Hire: August 24, 2009
Position: First grade teacher at North
Pole Elementary School
Effective Date: May 22, 2012
Reason: Resignation

Lachman, Sandra

Date of Hire: October 2, 1989
Position: Kindergarten teacher at
Denali Elementary School
Effective Date: May 22, 2012
Reason: Retirement

PERSONNEL ACTION REPORT

For the period: 1/31/12–2/14/12

Stoutenberg, Herminia

Date of Hire: August 24, 1983
Position: Art teacher at Ben Eielson
Jr/Sr High School
Effective Date: February 6, 2012
Reason: Retirement

**TERMINATION OF
PRINCIPAL PERSONNEL**

None

**TRANSFER OF
EXEMPT PERSONNEL**

None

**EMPLOYMENT OF
EXEMPT PERSONNEL**

None

**TERMINATION OF
EXEMPT PERSONNEL**

None

**CLASSIFIED PERSONNEL REQUEST FOR
LEAVE OF ABSENCE**

None

CONSTRUCTION BRIEFING
SUMMER 2012 AND FUTURE WORK
02/21/12 SCHOOL BOARD MEETING

OCTOBER 2009 BOND PROJECTS

Lathrop High Gym Wing, Flooring, & Additional Upgrades – Design Alaska is preparing the construction documents for this project, with a total budget of \$3.1 million. Work consists of major upgrades including flooring, walls lighting, mechanical, and other improvements to the gym and surrounds. The project also includes hallway flooring replacement throughout the building, and other specific upgrades. The project will go out for bid in March. Work is scheduled to start immediately after school is out and continue through the summer.

Weller Elementary Lighting Project - This is the second and final summer for this project, awarded to Tunista Construction, LLC by the borough, in the amount of \$1.6 Million. Work consists of removal and replacement of virtually all interior and exterior lighting throughout the facility. Lighting will be significantly improved and, at the same time, will operate at significantly lower power requirements, reducing ongoing utility bills. The project also includes new ceilings throughout the facility with improved earthquake survivability. Tunista will complete the project in August.

North Pole High Auditorium Lighting Project - Design Alaska is preparing the construction documents for this project, with a total budget of \$1 million. Work consists of removal and replacement of all auditorium lighting including specialty stage lighting. Lighting will be significantly improved and, at the same time, will operate at significantly lower power requirements, reducing ongoing utility bills. Work is scheduled to start immediately after school is out and continue through the summer.

Badger Road Elementary Gym Siding Replacement – Design Alaska is preparing the construction documents for this project, with a total budget of \$500,000. Work consists of the addition of building insulation and replacement of exterior siding. Work is scheduled to start immediately after school is out and continue through the summer.

LEGISLATIVE GRANT-FUNDED WORK

Barnette Magnet School Phase III – Wing Addition - This is the third phase of work to eventually completely renovate 52 year-old Barnette. USKH Architects/Engineers is designing this project, which has a total budget of \$9.5 million. This phase consists of the addition of a 14,000 square foot wing extending to the south of the original building. This wing will eventually replace the east wing of the building. The new wing will contain a new library/media center, new classroom and exploratory spaces, and the administrative space. Work will commence in mid to late summer and continue throughout next school year, finishing in August of 2013.

SCHOOL DISTRICT FACILITIES MAINTENANCE FUND

Pearl Creek Elementary Septic & Plumbing System Repairs – This project includes replacement of the school's 28 year-old septic system, replacement of buried fire and domestic water tanks, plumbing system upgrades, and erosion control. The project budget is \$680,000. Design Alaska is preparing the construction documents. Work is scheduled to start immediately after school is out and continue through the summer.

Weller Elementary Septic System Repairs – This project includes replacement of the school's 28 year-old septic system and erosion control. The project budget is \$325,000. PDC Engineers is preparing the construction documents. Work is scheduled to start immediately after school is out and continue through the summer.

Facilities Management Building Sewer System Upgrade – This project will connect the facilities management building to the city sewage system, and will correct a long-standing problem with this facility. The project budget is \$260,000. USKH is preparing the construction documents. Work is scheduled for this summer.

Administrative Center Mechanical System & Air Conditioning Upgrade – This project includes replacement of the Administrative Center's aging air conditioning system, HVAC upgrades to the building, and mechanical control improvements. The project budget is \$1.5 million. The borough public works department is securing design services to prepare the construction documents. Work is scheduled to start in late summer or early fall and should be completed in the spring of 2013.

IN HOUSE PROJECTS

Pearl Creek Elementary Hallway Flooring Replacement - This project will complete the replacement of the carpet in the school corridors with new rubber tile flooring. The project cost is estimated at \$60,000. The project will be completed during summer break.

Pearl Creek Elementary First Floor Window Replacement – District carpenters will replace non-classroom windows, which will result in improved energy conservation. The project cost is \$25,000 for windows plus district-supplied labor.

Gym Light Fixture Replacement – District electricians will replace all lighting in two gymnasiums this summer. The lighting will be significantly improved and operating costs for will be greatly reduced. Total cost is estimated at \$18,000 for new light fixtures plus district-supplied labor. This project has an estimated three year payback of the costs with savings in electrical utility payments. Additionally, the district qualifies for an energy savings rebate from GVEA, which will further reduce the payback period to two years.

APPROXIMATE TOTAL EXPENDITURE FOR THESE PROJECTS: \$17 MILLION

FUTURE PROJECTS

PLANNING

Ryan Middle School Renovation/Reconstruction, Phase II – Design and engineering work will commence on phase two of the Ryan renovation and reconstruction project later this spring, with construction planned to start the spring of 2013. This \$9.9 million phase, funded by the successful October 2011 bond issue, will concentrate on the south (gym) wing of the building. More detailed engineering and planning will also start on the question of what to do with the north (academic) wing. As a reminder, the north wing is structurally deficient in regard to earthquake survivability. Options for resolving this issue, with estimated costs, will be brought to the school board, probably sometime this year.

SUMMER 2013 CONSTRUCTION SCHEDULE (tentative)

Barnette Phase 3 Continuation (Legislative Grant)	\$ 9,500,000
Ryan Renovation Phase II-Gym Wing (2011 Bond)	\$ 9,900,000
Woodriver Gymnasium Upgrade (2011 Bond)	\$ 1,624,647
North Pole Middle Replace Roof (2011 Bond)	\$ 3,886,586
Salcha Building Envelope Upgrade (2011 Bond)	\$ 1,136,985
District Wide Fuel Tank Replacement /Fuel Conversion (Grant Funded)	\$ 500,000
West Valley Student Parking Lot Electrical Outlets	\$ 800,000

PERSONNEL INFORMATION REPORT

For the period: 1/31/12–2/14/12

EMPLOYMENT OF CLASSIFIED PERSONNEL

Baker-Clerc, Tera

Date of Hire: February 13, 2012
Position: Teacher aide-extended resources at
Ticasuk Brown Elementary School
Reason: Replaces Deborah Hawks,
transferred

Hanson, Sheila

Date of Hire: February 6, 2012
Position: Roving kitchen supervisor in Central
Kitchen
Reason: Replaces Katy Cobb, transferred

Harris, Dustin

Date of Hire: February 6, 2012
Position: Custodian at Weller Elementary
School
Reason: Replaces Marie Trettel, transferred

Martin, Irvie

Date of Hire: February 13, 2012
Position: Teacher aide-extended resources at
North Pole High School
Reason: Replaces Gypsy Young, resigned

Rambus, Leigh Anne

Date of Hire: February 13, 2012
Position: Teacher aide-special education at
Badger Elementary School
Reason: Replaces Roxanne Lester,
transferred

Squires, Allison

Date of Hire: February 13, 2012
Position: Speech language pathology
assistant at Badger Elementary School
Reason: New position

TERMINATION OF CLASSIFIED PERSONNEL

Denney, Chun Mae

Date of Hire: April 3, 1979
Position: Custodian at West Valley High
School
Effective Date: June 29, 2012
Reason: Terminated

Runnion, Corine

Date of Hire: September 12, 2011
Position: Production crew member in Central
Kitchen
Effective Date: February 17, 2012
Reason: Resigned

Stahlke, Laurel

Date of Hire: January 14, 2010
Position: Nurse at Ticasuk Brown Elementary
School
Effective Date: March 30, 2012
Reason: Resigned

Stewart, Larry

Date of Hire: March 1, 1989
Position: Teacher aide-intensive resources at
Anne Wien Elementary School
Effective Date: February 10, 2012
Reason: Resigned

Wolfe, Keith

Date of Hire: December 28, 2010
Position: Custodian at Tanana Middle School
Effective Date: February 06, 2012
Reason: Terminated

MINUTES

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

Special Meeting

MINUTES

February 6, 2012

President Brophy called the meeting to order at 5:34 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Kristina Brophy, President
Sharon McConnell, Vice President
Sue Hull, Treasurer (By phone, no voting)
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member
John Thies, Member

Absent:

None

Staff Present:

Pete Lewis, Superintendent
Mike Fisher, Chief Financial Officer
Karen Gaborik, Interim Assistant Superintendent – Secondary
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Hearing Officer/Labor Relations Director
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. 4 AYES

The Board convened to executive session at 5:35 p.m.

Mr. Thies arrived at 5:40 p.m.

Mr. Rice arrived at 5:45 p.m.

The executive session ended at 6:13 p.m.

Due to Mr. Rice's knowledge of the families of both student cases, he recused himself from the vote and moved to the audience. Mr. Rice had arrived after the discipline cases were heard in executive session, so it was not necessary for him to recuse himself from the board's discussion during executive session.

MCCONNELL MOVED, DOMINIQUE SECONDED, TO:

EXPEL STUDENT 02-06-12-01 FOR A PERIOD OF THIRTY (30) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN A DRUG 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 REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON FEBRUARY 23, 2012.

EXPEL STUDENT 02-06-12-02 FOR A PERIOD OF THIRTY (30) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; STUDENT MUST OBTAIN A DRUG 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 REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON FEBRUARY 27, 2012.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES (RICE RECUSED)

Mr. Rice rejoined the board after the vote.

Board Comments/Discussion

None

The meeting adjourned at 6:15 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

February 6, 2012

President Brophy called the work session to order at 6:19 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. The work session was called to discuss budget, discipline, and attendance. The administration asked for discussion on discipline to be postponed as they were still gathering information.

Present:

Kristina Brophy, President
Sharon McConnell, Vice President
Sue Hull, Treasurer (By phone)
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member
John Thies, Member

Absent:

None

Staff Present:

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

Others:

John Ringstad, District Lobbyist

2012-13 Proposed Budget

Chief Financial Officer Mike Fisher made a presentation on the administration's 2012-13 proposed budget. After reviewing the presentation with the board and making any adjustments, he would be making the presentation to the House Education Committee and the House Finance Sub-Committee for Education on February 10, 2012.

Mr. Fisher started his presentation by sharing some of the district's statistics. The district's dropout rate had fallen from 7.3 percent in 2005 to 3.9 percent in 2011. The graduation rate had climbed from 54.4 percent in 2007 to 71.1 percent in 2011. The district had made some exceptional gains. Other statistics he shared:

- 75.5% Five-year cumulative graduation rate in 2010-11.
- 92.8% Average daily attendance rate for all students in 2010-11.
- 90.0% Average daily attendance rate for the Class of 2011 graduating seniors.
- 80.0% Class of 2010-11 seniors who rated the overall quality of their education at their school as "good" or "very good".
- 90.0% Parents satisfied with the quality of their elementary child's education in language arts.
- 86.0% Parents satisfied with the quality of their elementary child's education in mathematics.
- 54.0% Teachers who have at least a master's degree.
- 25 Teachers who have achieved National Board Certification.
- 2.9 Average cumulative GPA for the Class of 2011 graduating seniors.
- 44 Number of different cultural and language backgrounds served.

2012-13 Proposed Budget (continued)

District students had scored at or above the national average in reading, language, math, science, and social studies on the Terra-Nova national standardized tests. District students yielded higher average results on the SAT and ACT exams than students in the state and in the nation. The successes were a result of innovative programs, schools of choice, reasonable class sizes, and dedicated staff.

The administration's proposed budget for 2012-13 was \$216,947,820 with revenue from federal, state, and local contributions, as well as local, state, and federal grants. Mr. Fisher noted appreciation for the state's TRS/PERS on-behalf payments of \$34,539,780. Those dollars, although reflected in previous years budgets as pass-through funds, were not included in the 2012-13 proposed budget.

With the possibility of flat funding, the administration had projected a responsible budget, and like many other districts in the state, anticipated a funding shortfall for the upcoming year. The administration's budget, based on flat funding, resulted in an anticipated funding shortfall of approximately \$12.3 million. The proposed budget was based on what the district knew; which was neither increased nor sustained funding. The district would continue to do the best they could to offer a comprehensive education experience to all students. It would not be the same experience offered in 2011-12 and the same successes should not be expected.

In the operating budget, expenses were projected at \$192.4 million with projected revenue of \$180.1 million, resulting in a \$12.3 million shortfall. The budget shortfall assumed flat local funding, no increase to the Base Student Allocation (BSA), loss of one-time state energy funding, flat federal funding, small enrollment increase, and a final adjustment to the District Cost Factor (DCF).

Mr. Fisher explained what a maintenance level budget looked like.

\$2.0+ million	Absorbing the cost of 22 on-time funded "jobs bill" teachers
\$2.3+ million	Adding over 23 special education specialists (Psychs/OT/PT/Speech, Teachers/Aides to meet mandated level of services)
\$1.0+ million	Increased subsidy to the Pupil Transportation Fund
\$1.4+ million	Purchase social studies and career technical curriculum materials deferred from the current year
\$4.0+ million	Salary, wage, health, and other benefit cost increases for over 1,740 positions and a \$105 million dollar payroll
\$.8+ million	Inflationary pressures on supplies, materials, maintenance, and service contracts
<hr/>	
\$11.5+ million	2012-13 Maintenance Level Budget Increase

Projected Revenue:

Funding Source	11-12 Budget	Change	12-13 Budget
Local Funding	\$ 48,468,300	\$ (29,200)	\$ 48,439,100
Federal Funding	\$ 13,985,250	\$ (28,970)	\$ 13,956,280
Use of Fund Balance	\$ 2,079,820	\$ (229,820)	\$ 1,850,000
State Funding	\$ 116,435,440	\$ (566,800)	\$ 115,868,640
Change in State Funding:			
Base Student Allocation (BSA)		\$ 0	
One-time Energy Funding		\$ (2,137,890)	
Enrollment, Categorical Sped, DCF		\$ 1,455,200	
QSI and Other State Revenue		\$ 115,890	

2012-13 Proposed Budget (continued)

The district's budget shortfall was a combination of:

- expected flat revenues from local and federal sources
- no anticipated increase on the state BSA
- expected loss of this year's one-time state energy funding
- delaying part of the shortfall from the current year by using one-time "jobs bill" funding
- delaying part of the shortfall from the current year by deferring purchases of curriculum materials
- and in large part due to general inflationary pressures on salaries, benefits, services, and supplies

Mr. Fisher stated the harsh reality was:

- The district did not expect the state or any one funding body to make the shortfall go away.
- There would be an adjustment to a more sustainable level of service.
- There would be cuts. They would impact all areas including the classroom.
- A reasonable and permanent increase to state funding was justified and necessary to continue the success gained over the past few years.
- Continued flat funding or one-time funding from the state would result in substantially reduced programs, or only continue to defer part of the problem until the next year.

Mr. Fisher reviewed what \$12.3 in cuts to maintenance level services might look like:

\$ 3.5+ million	Eliminate 29 districtwide positions including assistant superintendents, management, maintenance staff, support staff, teachers, and reading and math tutors.
\$ 6.5+ million	Eliminate 28 elementary school positions, including a principal and 27 teaching positions. Increase kindergarten class sizes by +1 to 23:1, grades 1-3 by +1.5 to 25:1, and grades 4-6 by +2 to 27.5:1.
\$ 2.2+ million	Eliminate 21.8 middle school and jr/sr high school positions, including an assistant principal and 20.8 teaching positions. Eliminate middle school team collaboration time and increase grades 7-8 class sizes by +1.5 to 26.5:1 and jr/sr class sizes by +2.
\$ 1.4+ million	Eliminate 16.2 senior high school positions, including 3 counselors, 3 library assistants, and 10.2 teaching positions. Increase grades 9-12 class sizes by +2 to 28.5:1.
\$ 2.1+ million	Make across the board non-personnel cuts in most programs and services, including legal and risk support, recruiting travel, advertising, operation and maintenance supplies and services, library support, professional development, instructional technology, school activities and supplies, and lobbying services.

Mr. Fisher and the administration were appreciative of the past efforts of the legislature and the recent increases in the categorical special education funding and district cost differentials, but the continued flat funding of the BSA would impact classrooms, programs, and the educational experience the district would provide and the results the district strived to achieve.

Mr. Fisher asked for suggestions and comments on his presentation before he presented it to the legislature on February 10.

Superintendent Lewis would be making a similar presentation to the Senate Education Committee, highlighting the district's successes.

Board Questions/Comments

Board members discussed the presentation and made a few suggestions including stressing the district's increase in the graduation rate, elaborating and clarifying the cycle of curriculum replacement and implementation, and acknowledging the legislature addressing the TRS/PERS issue. Board members thought Mr. Fisher's presentation was good, thorough, and relayed the district's need for additional education funding.

Superintendent Lewis and President Brophy would be testifying before the legislature on Wednesday from the Fairbanks Legislative Information Office and thought it would be helpful to work in some of the district's positive achievements.

The Academic and Other Educational Program Offerings and Layoff Plan would be before the board the following evening. Superintendent Lewis emphasized the document would be a guide which the board could change as needed.

Board members clarified the document would not commit them to anything specific to the budget. Superintendent Lewis reiterated the document was a fluid guide on the programs and process and could be changed at any time. The board had final determination on programs and cuts as they worked through the budget process.

The school board had public hearings and budget work sessions scheduled in March and the Citizen's Budget Review Committee was meeting weekly during the month of February so there were many opportunities for board members to hear from the public as they worked through the budget process. The budget was scheduled to be approved by the board on March 22. The approved budget was due to the borough by April 1.

Board members were encouraged to contact Superintendent Lewis or Mr. Fisher if they had any questions about the budget. Board members were also encouraged to attend the Citizen's Budget Review Committee meetings.

Attendance

Mrs. Dominique, Policy Review Committee chair, reported the committee had reviewed the district's attendance policy and had offered input and suggestions. To allow for more discussion, the board agreed to focus on attendance at their February 20, 2012 work session. Superintendent Lewis asked if board members would like principals at the work session. Board members agreed having principals at the work session would be helpful. As the board and administration moved forward with an attendance policy, principals needed to know the board's expectations and the board needed to hear the daily challenges principals faced. It would be good for the two groups to meet on the issues.

Board Comments/Discussion

Superintendent Lewis distributed copies of the district's parent involvement policy. The policy was currently under review at the request of a board member. Both the Board Diversity Committee and the Board Policy Review Committee were currently reviewing the policy. If there were proposed policy revisions, they would come to the board for approval.

The meeting adjourned at 7:11 p.m.

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

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

Regular Meeting

MINUTES

February 7, 2012

President Brophy called the meeting to order at 7:00 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. Barnette Magnet School first graders led the Pledge of Allegiance and performed for the Board under the guidance of their teachers, Lesa Meath and Molly Sherman.

Present:

Kristina Brophy, President
Sharon McConnell, Vice President
Sean Rice, Clerk
Silver Chord, Member
Wendy Dominique, Member
John Thies, Member
Brooke Wilson, Student Representative

Absent:

Sue Hull, Treasurer
Thomas Daack, Base Representative
Ronald Johnson, Post 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
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Traci Gatewood, Director of Grants & Special Projects
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Louise Anderl, Director of Federal Programs
Gayle Pierce, Director of Labor Relations
Katherine Sanders, Director of Library Media Services
Sharon Tuttle, Executive Assistant to the Board

PRELIMINARY ITEMS

ESP of the Month

The presentation of February's ESP was postponed to the February 21, 2012 meeting. Due to a family emergency, the recipient was unable to attend the meeting.

Spotlight: Alaska Native Education

Yatibaey Evans, Alaska Native Education coordinator, made a brief presentation on the district's Alaska Native Education (ANE) program. The district's program was an excellent program designed to assist Alaska Native students with a holistic approach to success in life.

Alaska Native Education was a federally funded Indian Education program under the Title VII statute. The district had been assisting students through Title VII funds since 1974. The program provided tutors in schools with a combination of the following factors: high Alaska Native/American Indian student population, low Adequate Yearly Progress, and where students had low Standard Based Assessment (SBA) scores. A component of ANE was to provide further awareness, appreciation, and respect of all students and staff in the school district.

Spotlight: Alaska Native Education (continued)

An overview of the Alaska Native Education program:

- There were 14 tutors in 17 of the schools.
- The graduation success/attendance liaison helped students graduate and monitor attendance.
- A family advocate was provided to assist with the social-emotional needs of students and families.
- The Parent Advisory Committee (PAC) offered a unique perspective that was valuable to the program's endeavors.
- Presentations and opportunities to share with others about the vast cultures that encompassed Alaska were given by Elders in the community and all people involved with ANE.

Indian education spanned across the nation. Alaska Native Education was supported by a variety of institutions such as: the Department of Education, National Indian Education Association, and the American Indian Education Foundation. Support was also received from local organizations such as Doyon, Fairbanks Native Association, Tanana Chiefs Conference, Ahtna Heritage Foundation, and other local and state businesses. The support of all the organizations made it possible to host a variety of essential events throughout the year.

The program's goals were:

- Improve overall performance of all students
- Increase the graduation rate and reduce the dropout rate
- Provide culturally relevant events and activities
- Parent Involvement in education
- Enhance the community

Nancy Teter, an ANE tutor and parent of three children, shared how the ANE tutors at her children's schools had really helped her children transition in to larger schools. The care and attention the ANE tutors had given her children had given them confidence and helped them to be successful in and out of school.

Ms. Evan's extended an invitation to board members for the ANE Potluck at Denali Elementary School on Friday, February 10, 2012 from 5:30 to 7:30 p.m.

Mr. Thies arrived at 7:10 p.m.

AGENDA

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

The following consent items were moved:

accepted the Target Field Trip grant award in the amount of \$700, per Fiscal Note 2012-49.

accepted the Office Max Charitable Foundation grant award in the amount of \$5,000, per Fiscal Note 2012-50.

accepted the Department of Education award in the amount of \$5,000, per Fiscal Note 2012-51.

Consent Agenda (Continued)

approved the minutes from the special meetings January 17 and 31, and the regular meeting January 17, 2012, as submitted.

approved the 2012 Legislative Grants Request Procedure and List as submitted.

approved Budget Transfer 2012-076: Charter School Carryover for \$449,131.

approved submission of the Indian Education Formula Grant Part I.

accepted the gift of \$1,400 from the Anne Wien PTA to Anne Wien Elementary School for community field trips.

accepted the gift of \$1,000 from the Weller PTA to Weller Elementary School towards the purchase of an automated external defibrillator.

approved the Personnel Action Report for the period January 11-31, 2012.

acknowledged the Personnel Information Report for the period January 11-31, 2012.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

STUDENT ADVISORY VOTE. 1 AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Margorie Illingworth, 5730 Eielson Farm Road, associate professor, Emerita, University of Alaska Fairbanks, a Salcha community member, and the grandparent of five children in the Salcha attendance area, voiced her concern over the district's 2012-13 proposed budget. Ms. Illingworth understood the board's difficult position. She had previously served on the Fairbanks school board as the Eielson base representative and was a current member of the New Hope Church School Board. She recognized finding ways to deal with declining revenue was extremely difficult.

Ms. Illingworth asked the board to consider many issues, including the logistics and administrative issues of a small school at a significant distance from the administrative center. It was over an hour's drive to the administrative center from Salcha and over half an hour from other neighboring schools in North Pole or Eielson Air Force Base. The only other school in the district in a similar situation was Two Rivers.

Ms. Illingworth acknowledged everyone knew how important good teachers were to children's success. But it was also important to remember principals had an important role in children's success. Principals had a myriad of responsibilities that kept a school running smoothly. They represented the school board and the district in their home school and community. Principals handled the administrative tasks assuring the district's high standards were met. A good principal's efforts allowed all members of their staff to perform their duties to the best of their ability. They provided a positive learning atmosphere for students. They encouraged and supported volunteers in the school and brought community support to their school and district. That was why schools had principals.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Illingworth spoke of the important leadership principals provided. It was especially true in the case of a small school with limited physical facilities. Principals supported teachers every day to transform a small, old facility into a positive learning environment so children had the opportunity to learn to the best of their ability. Teachers could concentrate on their classrooms when they knew they had a good principal. In situations where no principal was present and something unexpected happened, teachers could not devote their full attention to their students. Ms. Illingworth pointed out something as simple as the flu, a discipline issue, or a number of other small things could become very disruptive for faculty and staff, but more importantly for children, without an administrator in the building.

Ms. Illingworth asked what would happen in the event of a serious emergency. There was no substitute for strong leadership in a difficult situation and it was even more critical in an emergency. Other schools in the district were nearby other schools or the administrative center where in the case of an emergency, another leader could step in if the principal was absent. Ms. Illingworth pointed out "just a phone call away" in Salcha meant at least a half-hour drive. She also pointed out the lack of cell phone service in Salcha in the event the land lines were inoperable.

Ms. Illingworth knew Salcha had fabulous teachers and a very competent staff, each with their own responsibilities in the event of an emergency. Principals had their role as well. Who would fulfill those responsibilities if something happened on a day when there was no principal in the building?

If an elementary principal had to be cut, Ms. Illingworth asked the board to consider making the cut in two schools in close proximity so the principal could realistically support both schools. Making the cut in two schools an hour and a half apart would necessitate the principal spending more time driving between the two schools than supporting the faculty and students of either school.

Ms. Illingworth felt the loss of half a principal, coupled with other losses the lean budget might cause, would detrimentally affect the ability of Salcha Elementary School to provide a quality educational experience and a safe environment for students on a daily basis. It would also critically impact the school's ability to respond to the unexpected. Ms. Illingworth asked the board to maintain Salcha's leadership with a full-time principal.

President Brophy thanked the Salcha students in the audience for coming to the meeting and for their signs of support.

John Tidwell, 6449 Johnson Road, asked all the people in the audience who were there to represent Salcha to stand. Mr. Tidwell explained that in the 1970's he was a kid who hated school with a deep and abiding passion. He couldn't read. All the other kids were learning; he wasn't. Mr. Tidwell thought all the other kids must have been smart and he was dumb. The shame of that feeling made him absolutely detest going to school and he would cry every day when he got home.

Mr. Tidwell recalled a special education teacher who had helped him significantly when he was in the third grade. He believed he would have never learned to read without her assistance. The following year, when he was being integrated into the regular classroom, he recalled his fourth grade teacher, who he thought was probably at the end of her career. He described his fourth grade teacher as tired and noted the students did not think she cared about them. Mr. Tidwell had had two contrasting teachers – one who had saved his life and one who was worn out, tired, and too stressed.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Tidwell had shared his experience about his teachers to help make his point. Over the past five years, there had been four principals at Salcha Elementary School. The school had good competent teachers. At the current time, with Annie Keep-Barnes as principal, the school had excellent leadership. Ms. Keep-Barnes was an administrator and teacher who demanded excellence and gave her all to the school. She was a member of the community and she had galvanized the school. She had resurrected many defunct school programs and activities. Ms. Keep-Barnes had also been able to inspire and get the school involved in other things, such as a ten-year study on beaver dams in collaboration with the Alaska Railroad. She had arranged for swim lessons for all students.

Mr. Tidwell reported Ms. Keep-Barnes held weekly leadership meetings with staff and inspired and demanded excellence from them. Just as his wonderful life-saving teacher in third grade had given to him, Ms. Keep-Barnes asked all the teachers to give to their students. Mr. Tidwell shared he was the father of eight children and what happened in the school district was important to him. He asked the board not to make the Salcha principal a half-time position shared with another school. If the position became a half-time position, Ms. Keep-Barnes could not be excellent; she could only be half of excellent and that was not enough to save the students.

Pax Staley, 6291 Johnson Road, was a Salcha resident and had served as a captain in the United States Air Force. His wife had grown up in Salcha and they had returned to Salcha after he left the service in 2007. Mr. Staley knew exactly what it meant to run large organizations such as the school where many people looked to the principal for decisions and leadership. Ms. Keep-Barnes was a strong leader.

Mr. Staley represented the Salcha Ski Club. The ski club had originally been founded in the early 70's and had been a huge success in developing confidence and the abilities of Salcha community students. The ski club had started as something for students to do in the winter. It had developed into a very competitive organization which produced Olympic class skiers. For many years, it had been the premier ski organization in the entire state of Alaska.

Mr. Staley explained the ski club had fallen on some hard times due to the changes in Salcha Elementary School's leadership over the years. He noted it was a completely voluntary organization and board members served at their convenience and as best they could. In the four years Mr. Staley and his family had been back to Salcha, he and his wife had been involved in the ski club as parents and supporters. For the last three years, his wife had served on the board and he had been board president for the past two years.

Mr. Staley stated the ski club had never functioned better than under the direction of Ms. Keep-Barnes. As an example of her leadership, he shared a story of how Ms. Keep-Barnes had been able to get much needed rain gutters for the ski building. The rain gutters had been a safety issue and Ms. Keep-Barnes had been instrumental in getting the issue resolved. Mr. Staley felt without Ms. Keep-Barnes' leadership, the ski club would have suffered because of the turnover in Salcha's leadership; it had been difficult to maintain continuity. With Ms. Keep-Barnes being part of the Salcha community, both as a parent and an educator, she knew how the school should be run. It never ran better than when there was good communication and good work between the school principal and the ski club board – which they now had. Mr. Staley asked the board not to take that away.

Teresa Loveless, 6665 Richardson Highway, a home owner, business owner, borough resident, and a parent, understood budget cuts. Everyone was making budget cuts – utilities were up, fuel bills were high. Ms. Loveless felt it was unrealistic for Salcha to make effective budget cuts and function effectively without good leadership. She understood the need to tighten the belt, but the last thing they needed was to get rid of Salcha's good leadership.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Loveless noted one of the first moves in battle was to take out the leader in an effort to cripple the entire army and make them less effective. She noted if you wanted to kill something; cut the head off. She did not believe that was the message that should be sent to Salcha.

Ms. Loveless agreed there needed to be cuts, but they needed to be done under good leadership. She had been in the school and seen firsthand when Ms. Keep-Barnes had to fill in for teachers due to family emergencies and other issues. It was nearly impossible to find substitutes to fill in all the way out in Salcha, especially last minute and for part days.

Salcha needed a good leader who could step into a classroom if needed. Ms. Keep-Barnes was an outstanding teacher. Ms. Loveless had known Ms. Keep-Barnes for over 20 years, as her children had been students in her classrooms over the years and her grandchildren would be attending in the next couple of years. Ms. Loveless noted she had eight children.

Ms. Loveless stated it was critical for Salcha to have good leadership. The school was too far from the district to have fill-ins or part-time leadership.

Theodore Lowry, 6887 Markgraf Street, a Salcha resident, believed others testifying before him had touched on many of the same points he was going to make. Mr. Lowry agreed it had been several years since the Salcha school had seen good leadership like Ms. Keep-Barnes. The school had great teachers. But great teachers needed a great support system which started with great leadership, such as Ms. Keep-Barnes.

Mr. Lowry noted how Ms. Keep-Barnes had written the Salcha school song when she had been at the school years earlier. Since she had returned to Salcha, Ms. Keep-Barnes had reached out to the community to procure non-classroom opportunities at no cost to the district, such as the beaver dam study. She had also arranged for swim lessons for Salcha students which Mr. Lowry was volunteering his own time to help with. He believed swimming was a survival skill and every student in the borough should have the opportunity for some form of swim lessons during their education.

Mr. Lowry thought Ms. Keep-Barnes exemplified leadership. She had a vested interest in the Salcha community. He understood the need for budget cuts, but asked the board not to leave the Salcha students and community without a principal. He said he wasn't worried about his children, but for all the kids who might fall through the cracks if they did not have an advocate like Ms. Keep-Barnes looking out for their best interests.

Mr. Lowry had seen Ms. Keep-Barnes in action. She worked year round for the community. If you asked her a question at midnight in Walmart, she was happy to work with you. That was the kind of leader she was and the type of leadership every school needed. Mr. Lowry hoped the board would seriously consider the great impact making the Salcha principal half-time would have on the small community at the edge of the borough. He thanked the board.

Melanie Linton, 3779 Mitchell Avenue, said she had sent the school board an email on Friday, January 20, 2012 which had turned into several messages back and forth between her and President Brophy. Ms. Linton said in her first message she had asked if teachers were allowed to speak to board members, as it had been her understanding teachers were to direct their questions to the board president only. Ms. Linton had received a quick response from President Brophy and quoted it, "of course you're free to ask questions and share your thoughts and concerns with board members! We value your input so please don't hesitate to communicate with the board." Ms. Linton assumed President Brophy's response was sincere so she posed some questions about the district's initial proposal. She had not asked questions about money, but was simply looking for clarification as to why there seemed to have been so many additional items placed in the proposal which had not been agreed upon during the IBB process.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Linton felt President Brophy had not answered her questions. She felt instead, the questions had been deflected and she had been directed to the bargaining ground rules. Ms. Linton said President Brophy had stated it would not have been appropriate for the two of them to discuss items on the proposal and all communications regarding negotiations had to occur through the teams' spokespersons.

Ms. Linton had been confused by President Brophy's reply. She had simply been asking for clarification. It had been her understanding the negotiation ground rules only applied to the two bargaining teams. Since she and board members were not on the bargaining team, Ms. Linton did not feel the ground rules applied to them. After making that point in her next email to President Brophy, Ms. Linton felt sadly it had been the demise of the open and honest communication. To date, she had not received any further responses from President Brophy and it had now been 17 days.

Ms. Linton took the opportunity during testimony to again pose her questions to the board. She asked why the school district's proposal eliminated job shares. She asked why it changed the school work day. She noted an elementary teacher could not leave when students left for the day. Ms. Linton said the buses did not leave until a half-hour after the student's day. She felt the proposal was basically asking teachers to work an extra half hour without pay.

Ms. Linton understood the board's proposal would give the administration the ability to override grades. She poured her heart and soul into her students' grades and questioned what purpose the proposal served. What Ms. Linton had found most disturbing was the deletion of "just cause" in relation to transfers and firing. She thought the administration wanted the ability to fire her without giving her any explanation. She found that a little bit scary. Ms. Linton said she knew she was pesky with testifying and emailing, but she didn't want that to be a reason she could be fired.

Ms. Linton was certain after hearing the concerns the board would understand why teachers questioned the board's commitment to the bargaining process. She personally questioned it when faced with such overwhelming evidence such as the additional proposals she had just mentioned, which had nothing to do with money. How could she do anything else but question the board's intentions? Ms. Linton loved her job and knew the other teachers loved their jobs and they wanted to be there for the kids. Ms. Linton thanked the board for their time.

Lalia Brehmer, PO Box 58518, felt compelled to speak and apologized for getting emotional. Ms. Brehmer had been with the district for a little over 10 years. She had started as a student teacher and through her ten years had also worked as a tutor, building substitute, Title I facilitator, a train-the-trainer, and teacher. She had done everything she could to better herself as a teacher and to grow professionally.

Ms. Brehmer's entire life had been dedicated to teaching. She had known she wanted to be a teacher since she was in the sixth grade. She shared she had come from a broken family where school had been an escape and she had loved school. Every day, Ms. Brehmer tried to share that passion and love for school and learning with her students.

Ms. Brehmer had been very disappointed in the school board and district's actions regarding bargaining. She understood the difficulty with budget cuts. She was not only a teacher, but a parent. Her husband worked summers only, so the family lived off her paycheck. Ms. Brehmer wanted to continue to dedicate her life to education and her students. She did not think her livelihood was a game nor should it be treated as such. She wanted to continue teaching. She urged the board to stop the games and get back to bargaining. She thanked the board.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Leslie Connor, 4494 Melan Drive North, shared she had had the privilege over the past 15 years of working at Lathrop High School. She also shared for the last three to four years she had had the privilege and the opportunity to work with some very challenging students. She referred to her afternoon classes as her "déjà vu" students, which meant they had all taken the class before. She said the kids got called a lot of names but she preferred to call them her déjà vu students because it sounded nicer.

On the very first day of class, Ms. Connor had looked at the students for about five seconds and asked them to guess what they all had in common. In the afternoon, she had a ninth grade and a tenth grade déjà vu class. She thought as people could imagine, the classes were quite challenging. Each class had about 30 students, mostly boys. They were challenging. She posed the question on how to get 30 kids, mostly boys, who hated school and being told what to do and who hated to read and write, to write in an English class.

Ms. Connor shared she had tried a lot of things to get students to write and what she had found the most successful was getting them to discuss life's injustices. She could always get them to talk about, read about, or write about things that weren't fair. Ms. Connor said lately, the school board had been giving her plenty of material to work with. To save time, she would only share two, but she knew the list was longer.

Ms. Connor first spoke to the filing of the Unfair Labor Practice. She asked why it had been filed when a simple phone call from Gayle Pierce to Dave Cox asking for more time could have resolved any misunderstandings. It would have resulted in continued bargaining as scheduled. Secondly, Ms. Connor asked why the school board had sent a letter to all teachers explaining the district's intentions regarding bargaining and then restricted the flow of dialogue among the teachers. She pointed out the irony of the school board censoring open communication between teachers on the Internet, not to mention how difficult it had been to get a response from school board members about the current state of negotiations.

Ms. Connor thought the school board was supposed to hear both sides of an argument. That was what was done when one was trying to be fair. She had students who could not pass ninth grade English who could tell the board any truly fair person heard both sides. She would like to be able to tell her students the school board knew that as well.

Coleen Pickering, PO Box 57141, had hoped Colonel Daack [absent], the board representative from Eielson Air Force Base, would be in attendance. Ms. Pickering stated she had last come before the board on January 17 about a series of emails. At the end of her testimony she had shared a horrible experience she had encountered at dismissal time earlier in the day which had involved a parent.

Ms. Pickering was before the board now to publicly thank the Air Force and the security police. Two days after her board testimony, Officer Truex started showing up at the school to help with and be a positive presence during dismissal and morning drop-off times, as well as at their sister school on base.

Ms. Pickering thought in the current time of negativity and lack of positive communication, it would be appropriate to publicly thank Air Force Officer Truex and the security police for caring about the students and school by standing with school officials to help students be safe and get to their parents.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Patricia McCoy, PO Box 55249, said she had had the privilege of teaching kindergarten and first grade at Anderson Elementary for the past 17 years. She had a poem to share with the board. "A was for awesome, teachers we are. B is for bargaining, it cannot be far. C is for community, we feel its support. D is for dollars, I'm coming up short. E is for expectations, more each year. F is for funding, we believe it's here. G is for grading, hours it seems. H is for heating, eleven hundred dollars last month – is this a bad dream. I is for intentions, to educate as ours. J is for jumping, prices from food, fuel, and cars. K is for kindle, negotiations we pray. L is for leaving, our state for respect and better pay. M is for moral, your support we need. N is for nutrition, our families we must feed. O is for occupation, a new one when I still love what I do. P is for plans, retirement not until 2022? Q is for quality, in education we strive. R is for respite, our goal to survive. S is for sizes, bigger numbers they say. T is for time, we are devoted beyond our day. U is for understanding, the perception of we your best. V is for validating, the years we had stood the test. W is for welfare, one's state of health and happiness. X is for extreme, the feeling is called stress. Y is for year, this one without a contract. Z is for zeal, something we may lack. This might sound elemental to those gathered here tonight, but I believe my peers behind and around me are here to show our might. We will strive to do our best in the calling that is apparent, though the only thanks we receive may be productive graduates and proud parents. So with this I end my discourse. What will be your recourse?" Ms. McCoy thanked the board.

Mari Torgerson, 1263 Nordin Drive, had sat and listened to the beautiful poem and song presented at the beginning of the meeting by the Barnette first graders. It had started her thinking and running the poem through her head – "I like me, there is no doubt about it. You like me..." Ms. Torgerson had a lot of doubt about that. The children had also spoke about a family under one sky and she was not seeing that. Somewhere along the way, the family had been lost. Fairbanks was too small a community to have this division.

Ms. Torgerson was also a home owner. Her husband owned a business that operated in the summer. She was the family paycheck. She had watched her money dwindle from oil costs and rising prices. Ms. Torgerson had a fierce wondering. She didn't know if board members knew what that was, but if they wanted to find out, she suggested they visit any classroom in the district to watch as they helped children discover and research their fierce wonderings. Ms. Torgerson's fierce wondering, as she had stated during previous testimonies, was what had teachers done to have the board treat them like they were being treated.

Ms. Torgerson asked why file the Unfair Labor Practice allegation when a phone call could have easily been made asking for more time. She also asked about delivery method. Her mother, her most valuable person in her life as a mentor, had taught her you don't wait until daddy came home to punish a child or talk to them about what they had done wrong. If you truly cared about that person, if you were the mother in their life, then you took care of the issue right away. Ms. Torgerson asked the board to please go back to the table.

Robin Feinman, PO Box 80748, had been teaching in the district for six years as an art and English teacher. First and foremost, Ms. Feinman wanted to state she loved her job. It was never boring and it was never easy. She had grave concerns about the contract offers she had heard from the district that were not an incentive to stay in the teaching profession.

One specific concern Ms. Feinman had was the provision allowing the superintendent to override the grade earned by a student. She thought it insulted both the student and teacher and gave the power of assessment to someone who had spent zero time in the classroom with the student.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Feinman expressed her frustration with the negotiation process in general. It was the second time during her teaching career in Fairbanks she had witnessed it. Contract negotiations were drawn out for so long. Each time the contract had come up for negotiations, it had become antagonistic. Ms. Feinman worked very hard. She shared how she worked weekends, at home at night, and chased students out of her room when she was ready to go home hours after her contract day was over. She worked hard because she cared. She knew her colleagues cared too.

Ms. Feinman thought a 2.5 percent cost of living increase to inflation proof teachers' salaries was totally doable in the district's current budget. It would go a long way towards keeping good, dedicated, passionate teachers in the district. It would also help to draw new teachers. Ms. Feinman knew parents wanted great teachers and successful students. She and her colleagues deserved 2.5 percent. She thanked the board.

Chris Beks, 5545 Eielson Farm Road, spoke as a dad of two children who attended Salcha Elementary School. He thought strong leadership was hugely important, especially in a small school, in a small community that was isolated from the other schools. Ms. Keep-Barnes was a great principal. It really showed through her leadership, the kids, and the community.

Mr. Beks thought management was important to the staff, as well as to the kids. He thought the board might not see the financial benefits they were looking for by making the principal part-time. Ms. Keep-Barnes was not only the principal, she was also a math teacher, a substitute teacher, and ski team coordinator; she wore many hats. If her position was made half-time, her duties would need to be made up somewhere – perhaps by hiring another math teacher or substitute. As was mentioned earlier, Mr. Beks reiterated the difficulty in finding substitute teachers who were willing to drive to Salcha. Considering these issues, the board might not see the savings they projected.

Mr. Beks noted how a small school relied heavily on parents and other community members to help run the school. He urged the board to reconsider the idea of making the Salcha principal position part-time.

Mr. Beks explained his children were not present in the audience because he did not want them to know about the principal issue. He could not explain to them why a group of adults could not seem to find the money to keep their school leader and math teacher full-time. He did not want to explain to them why money seemed to be more important than they were. There were other elementary schools in the district that had full-time principals and leaders. Why his children didn't deserve that, he did not know. Why the board would consider that move, he did not know. Mr. Beks thought the proposal made very little financial sense. It made very little management and leadership sense. But most importantly, it made very little common sense. Mr. Beks strongly urged the board to reconsider the proposal. He thanked the board.

Margaret Donat, 1122 Ivy Drive, had been teaching art for 33 years, 28 in the school district. Ms. Donat's children had come through the district's excellent system. She was proud to say one would be graduating from medical school this year and the other in petroleum engineering. Ms. Donat thanked the many teachers and support staff who provided her children the education foundation to move on to excellent careers. Although she had been teaching for 33 years, she noted both her children would begin their careers making more money than she had ever dreamed of. That was okay with her. She light heartedly shared both her children had promised to buy her the house on the hill she could never afford. They owed her and they knew it. She was holding them to it.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

As a single parent, Ms. Donat had worked two jobs for the past ten years because she believed in her children's education and wanted to maintain being a teacher. Her family had not lived lavishly. She lived in Westgate in a house as old as she was; it had been built in 1955. It was 965 square feet, but it was all hers and it was sweet. For Ms. Donat, it was not about being rich, but she did deserve to make ends meet.

Ms. Donat was an excellent employee. Some board members had been her students; some had children who had been her students. Over the years, her students had consistently earned awards at local and state levels. When asked how she got her students to do such great stuff, Ms. Donat usually gave all the credit to the kids, because they were the creators. In reality, she tricked them into it. She shared a few of her tricks.

First off, Ms. Donat knew her stuff. She was highly educated and it was her pleasure to give that to her students. Secondly, she was a professional in her field. She was an artist. Her work could be viewed all over town. Third, Ms. Donat was fun. She knew the fun factor had to be in place for students to learn. She made certain the element of play was always present in her classroom as she was teaching important skills. Fourth, Ms. Donat never told the kids how hard anything was going to be. She taught kids how to break down complicated problems into simple steps anyone could follow. Before they knew it, the students had created something they never thought they could do. Fifth, Ms. Donat taught discovery. She gave students enough information to get them started and she encouraged them to find their own answers. But Ms. Donat's most important trick was she believed in her students so hard, they believed in themselves. She was not only their biggest critic; she was their biggest cheerleader. She taught kids school was their current job. Like it or not, it was their job to do their best. They would not always like their jobs in the future but it was no excuse to do a lackluster job.

Ms. Donat rewarded kids for going above and beyond. Her happy dance might not be pretty, but it was full of joy and kids were always hoping their work would make her bust out a move. Ms. Donat was the students' boss and they wanted to please her, partly because they knew she was going to celebrate their accomplishments from deep down inside and she was truly joyful when they succeeded and partly because they simply wanted to please her. Students knew Ms. Donat loved them. They knew she knew them. They knew she respected them. They knew she believed in them.

Ms. Donat asked the board, her employers, if they knew the teachers. Had they taken the time to be in the schools and see what teachers did? Did the board love the teachers? Was the board proud of the teachers? Did the board think the teachers were the best professionals in the industry? Was the board willing to give teachers a good contract? Ms. Donat urged the board to let teachers know they were listening. Let teachers know they wanted to keep them in the district and wanted teachers to have a fair contract. Board members were the leaders. Ms. Donat asked board members to lead teachers the way they wanted the teachers to lead their children.

Swaesy Johnson, 6925 Old Richardson Highway, was a former student of Salcha Elementary School with two younger sisters who attended the school and a younger brother who would be attending. As a student, Ms. Johnson had personally witnessed the dramatic effects of the leadership changes at Salcha with the many interim principals who had served after Mrs. Bonnie Gaborik had left.

Ms. Johnson had seen traditions, commitment, and Salcha heritage lost through the changes. She thought after Mrs. Gaborik left, things at Salcha kind of fell apart. It was obvious the interim principals had no desire or dedication to meet Salcha's needs. She reported the last principal had said, "she had no desire to be there." As a student herself, Ms. Johnson said it made students feel insecure and not confident, since their principal didn't want to be there.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Johnson said Salcha had lost activities like choir chimes, and the school song had died out. Also the close bond between students and teachers had been lost. Now that Salcha had Ms. Keep-Barnes, a principal who cared for and loved the school, some of the things that had been lost had been rekindled, such as the school song, which Ms. Keep-Barnes had written. The school needed the strength of Ms. Keep-Barnes for the development of Salcha students. Ms. Johnson thanked the board.

Flora Roddy, 480 Jeannette Way, Dry Cabin #3, spoke in support of small schools such as Salcha and Two Rivers keeping their full-time principal. Her children had attended Two Rivers School and she knew how important a principal was in a small school that was a distance away from other schools. Ms. Roddy had three cousins who had attended Salcha Elementary School and she was pleased Salcha now had a very fine principal.

Ms. Roddy was also in support of getting FEA back to the bargaining table. Her contract, as part of the Education Support Staff Association (ESSA), came up for bargaining in the current year. She was an administrative secretary for the curriculum department. The ESSA union would begin talking about bargaining, she believed in March. Ms. Roddy was very disheartened about how her contract would be negotiated if the teachers did not receive a fair contract.

Ms. Roddy shared the cost of living in her neighborhood. She lived in a dry cabin. She had no running water. She had an outhouse and in the winter, a honey bucket. Fuel prices were out the roof. Electricity had gone from \$85 a month to \$165 a month. She knew teachers faced the same rising expenses. Ms. Roddy knew the school board would do the right thing for her contract. She did not want to be divided with the teachers so she would like their bargaining to go well so she could trust her bargaining would go well. Ms. Roddy thanked the board.

Michelle Rosser, 10293 Old Valdez Trail, was from Salcha. Ms. Rosser pointed out the current Ms. Alaska was from Salcha. Six valedictorians at Ben Eielson High School had been from Salcha. Ms. Karen Gaborik was from Salcha. The community was very small, 83 students and five teachers.

Ms. Rosser worked at the school. She was an ERII and EMII tutor and helped as much as she could. She said she was nowhere near as good as Ms. Keep-Barnes. Ms. Keep-Barnes was never in her office because she was doing reading groups, math groups, and in the classrooms because there were five teachers and 83 kids. If a student was sick and the nurse was out, Ms. Keep-Barnes was taking care of the student. If the teacher was sick, Ms. Keep-Barnes was the substitute teacher because no one wanted to drive to Salcha. She said Salcha was in the middle of nowhere with more moose on the way to Salcha than anything else. For substitutes, it was not worth the cost to drive out to the school.

From what Ms. Rosser understood of the budget cuts, the school would lose a teacher, leaving four teachers for 80+ students. The school would lose the music and physical education teachers. The school had one teacher that covered both positions, but it would be gone. Ms. Rosser said her job would not exist next year. The person she reported to would not exist next year. Taking the principal was the worst thing the board could do to the school because Ms. Keep-Barnes took the time to tutor kids and help them with their math. She worked with entire grade levels on math, because third and fourth graders could not be taught math at the same time expecting both grades to understand. It wasn't going to happen.

Ms. Rosser told the board they had to keep the principal. The other positions would be cut and Ms. Rosser was okay with that because Ms. Keep-Barnes could do everything she did and ten things more. She asked the board not to take the principal.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Maria Baker, 10299 Old Valdez Trail, was a volunteer at Salcha Elementary for the last four years. She wanted to ditto everything that had already been stated. Ms. Baker was an educator who had volunteered Monday through Thursday every week. She had seen firsthand over the past four years what happened to the school when there was an interim principal or a half-time principal. Tension in the school increased and it was more chaotic when the school did not have a full-time principal. With a part-time principal, sometimes no one was there to speak with parents when they had an issue. Also, in the past, Salcha had experienced a bomb threat, vandalism, and other issues where the presence of a full-time administrator was needed. The school was a Title I school which had made AYP for the last several years. Ms. Baker thought the school did so well because the community was there for the children.

As Ms. Baker recalled, the proposed budget called for taking half a principal, the music teacher, the physical education teacher, four of the ERII/EMII tutors, and a teacher. It was close to ten positions being taken away from the school and children. The community was geared towards volunteerism, but they could not cover that many positions. Ms. Baker asked the board not to take away from Salcha what other communities in Fairbanks and North Pole would have next year. It was not fair. She asked the board to keep Salcha's physical education, music, and regular teacher, along with their full-time principal. The community and children really needed it. The children were important. Board members could tell from the support in the audience how much community members loved their children and their community. Ms. Baker reiterated Salcha was a Title I school who made AYP and did whatever was needed to support their children.

John Brown, 814 Austin Street, was a trade unionist. He explained a trade unionist was someone who, no matter what they did, if they went to work and worked hard, everyday, they deserved a living wage. It included teachers. Mr. Brown believed the only way to get a fair wage was to join together with the people one worked with and sit down and demand it through the collective bargaining process. It was their right; it was the law. The law stated teachers had the right to collective bargaining. It worked for everybody. It worked for both sides. It worked for the community; it worked for the individuals; it worked for the employer.

Mr. Brown said when collective bargaining broke down, and it had been breaking down in the United States for 40 years, you could see what happened. The economy was in the toilet. People in Alaska were lucky, but Alaska would not escape the hard times, they were coming to Alaska too. Wages had not kept up with inflation for 40 years. Employers had been asking employees to do more work for less money every year for 40 years. That would never work for society. The economy would continue down to the gutter if changes weren't made.

Mr. Brown stated his message was for teachers as well because they wouldn't get anything unless they asked for it strongly. He said the teachers were doing the right thing by standing together. Mr. Brown did not believe the school board was driving the train. He believed the administration was driving the train. He did not believe Gayle Pierce was driving the train, because he knew, that she knew, an Unfair Labor Practice was nothing but a stall tactic, whether it had any merit or not.

Mr. Brown said an agreement could not be reached if the parties were not at the table. He did not want to see them go down the road to where people were talking about a strike or taking strike votes. That type of thing did not work for the community. The kids needed their teachers in the classroom. Teachers needed a fair wage.

Mr. Brown asked the administration to get back to the table and do the right thing. Waiting on the results of an Unfair Labor Practice charge was just a stall tactic. It was not fair to anyone. It was not fair to the kids. It was not fair to the teachers. It was wrong for the community. He thanked the board.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ron Metzner, 5001 Haystack, noted he had not been cynical before, but he was now cynical. He thought Mr. Fisher had decided the teachers got too much money last time and he brought Superintendent Lewis in to make certain it did not happen again.

Mr. Metzner stated he was horrified to see the people of Salcha begging for their principal at the same time teachers were there to ask for a 2.5 percent raise. The same day that bargaining was suppose to start, was the day the administration announced all the teacher layoffs. Mr. Metzner thought it was planned. He thought it was deliberate and it was trying to take advantage of the situation. He did not think it was fair. Mr. Metzner said Salcha needed their principal; the board knew that.

Chris Benshoof, 405 Noble Street, thought leadership seemed to be the theme of the evening. He taught math at Lathrop High School and in addition to his four different math classes, he also taught a class on leadership and advised the student council. The students serving on student council were elected by their peers and worked hard to organize schoolwide activities.

In addition to Mr. Benshoof's class at Lathrop, he had taught leadership programs within the Boys Scouts of America with a course called *National Youth Leadership Training*. The course was considered on par with many national leadership programs used in the corporate/private sector. Mr. Benshoof knew effective leadership when he saw it. Apparently the people of Salcha also recognized it, as well.

In Mr. Benshoof's leadership class, he explained the first quarter was spent talking about perhaps the three most important characteristics of good leadership – vision, communication, and inclusiveness. As elected officials, he hoped school board members kept those three things in mind. A vision was what future success looked like and should be guiding the leaders decisions at all times.

As Mr. Benshoof looked at the district's new initial proposal, it appeared to him the school board's vision included larger class sizes, capricious retention of teachers with the removal of due process, and a move to find cheaper, not better teachers. All of the issues seemed contradictory to the direction the district had gone in the past. They seemed contradictory to the findings of the National Education Effectiveness Research. They seemed contradictory to the needs and wants of the voting public who elected board members to their positions, including Mr. Benshoof.

The second factor in effective leadership was communication. Mr. Benshoof shared he had responded to the board's letter to all FEA members by saying thank you for the letter. While he disagreed with many of the claims made, he did appreciate the attempt at communication. However, when the employees tried to respond, the email system was shutdown, making it appear the board was not really trying to bridge a gap. Bargaining was about communication. The FEA bargaining team was in audience and ready to sit down and get back to work. Mr. Benshoof encouraged the board to get their team back to the table so things could be settled.

Mr. Benshoof explained the value of inclusiveness. His students knew that just as important as getting the job done, was making certain everyone felt they were on the same team. Education was no different. It amazed Mr. Benshoof how polarized the district had become as a result of the board's leadership. He had a hard time imagining a resolution to the situation that would put everyone back on the same team, but he believed it was possible if they got back to the business at hand and moved on with negotiations instead of waiting for the teachers to grow tired or give up.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Benshoof stated his high school students had a lot to learn, but even the freshmen and sophomores in his leadership class knew the value of vision, communication, and inclusiveness. He hoped to see the same from the board in the near future. He asked the board to please get back to the table and bargaining. He thanked the board.

President Brophy thanked all the Salcha parents and students for coming and attesting to Ms. Keep-Barnes leadership. Ms. Keep-Barnes' reputation preceded her. The board was well aware of her skills and abilities, but the parents had reminded them how highly the community thought of her. President Brophy thought Ms. Keep-Barnes was lucky to have so much parent and community support.

OLD BUSINESS

Included in the Consent Agenda.

NEW BUSINESS

Implementation Agreement to the Mediation Agreement of February 1987

The administration recommended the school board adopt the two revisions the Fairbanks Native Association (FNA) proposed to the language of the Implementation Agreement of the Mediation Agreement between FNA and the school district, which the board adopted in 2007.

MCCONNELL MOVED, CHORD SECONDED, TO ADOPT THE REVISIONS TO
THE IMPLEMENTATION AGREEMENT TO THE MEDIATION AGREEMENT OF
FEBRUARY 1987 BETWEEN FNA AND THE SCHOOL DISTRICT.

Superintendent Lewis reported the administration had been meeting with FNA leadership on a regular basis over the past six months. The group had reviewed the 1987 Mediated Agreement and the proposed changes before the board were the results of that collaboration. The Fairbanks Native Association would also be taking the proposed changes forward to their board for approval.

Bett Schaffhauser, employment and education opportunity director, reminded board members the last time they had seen the agreement that had originated as the 1987 Mediation Agreement was when it had come before the board as the Implementation Agreement in 2007. The district had been working under the agreement ever since. As Superintendent Lewis had indicated, two revisions had been suggested.

Ms. Schaffhauser reviewed the proposed revisions. The Fairbanks Native Association would like to add the language "and Indian Education Grant funded" to section five. She explained the district would not only be forwarding vacancy notices regarding administrative positions at the district, but also any vacancy notice for any position funded under the Indian Education Grant of the Alaska Native Education program. Ms. Schaffhauser did not anticipate the request would be any problem and could easily be accommodated. It was understandable FNA would like notification of the positions as they became vacant.

Ms. Schaffhauser reminded everyone the original purpose of the agreement was as a hiring document. It was an agreement between the school district and FNA.

The second proposed change was the addition of a new section, #11. The new language asked the school district to provide FNA with the number of Alaska Native and American Indian students it submitted as the total student count in the Indian Education Formula grant application. Ms. Schaffhauser explained the language was guided by 506 Forms and could be different than the number of students reported in the ethnicity report. Under the ethnicity report, students self-identified and on the 506 Forms for the grant there were very specific requirements for students to meet the requirements of the grant application.

Implementation Agreement to the Mediation Agreement of February 1987 (continued)

BOARD QUESTIONS

Ms. McConnell asked for the reasoning behind the addition of the new language regarding student count numbers. Ms. Schaffhauser understood there was interest in clarifying how many students met the requirements under the grant application because it required a certain quantum of tribal membership. Ms. McConnell clarified FNA wanted a truer number. Ms. Schaffhauser stated Ms. McConnell was correct.

Superintendent Lewis added as grants became available and as the rules changed on how the federal government was tracking ethnicity, it was advantageous for FNA to get the data so they could take advantage of grant opportunities to serve students.

PUBLIC COMMENTS

None

BOARD COMMENTS

Ms. McConnell thanked Superintendent Lewis for meeting with FNA on a regular basis. She thought it was very beneficial to the district. The Mediation Agreement had evolved over a number of years and Ms. McConnell was glad the groups were meeting on a regular basis to keep the cooperation going and the relationship strong.

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

Academic and Other Educational Program Offerings and Layoff Plan

The Board of Education received the draft Academic and Other Education Program Offerings and Layoff Plan document and report at the January 17 meeting. The plan was now before the Board for approval. The plan would be a fluid document used as a guide during the budget process.

MCCONNELL MOVED, CHORD SECONDED, TO APPROVE THE ACADEMIC AND OTHER EDUCATIONAL PROGRAM OFFERINGS AND LAYOFF PLAN.

Superintendent Lewis noted the plan provided a guide to the board and administration as they worked through the budget process. It was a fluid document and the administration recommended the plan's approval.

BOARD QUESTIONS

Mr. Chord asked about the process for making changes to the document. Superintendent Lewis stated Mr. Chord would need to make a motion to make a change.

President Brophy clarified Mr. Chord was referring to the document currently in front of the board for approval.

Mrs. Dominique asked if the board should make motions at the current time or wait until after the budget work sessions.

Superintendent Lewis explained in accordance to the document's timeline, the proposed budget was currently being reviewed by the Citizen's Budget Review Committee. It would come before the board in March at which time they would have multiple opportunities during work sessions and public hearings to make any adjustments with approval of the final budget at the end of March.

Academic and Other Educational Program Offerings and Layoff Plan

President Brophy clarified the plan being a fluid document meant there could be changes as the budget process progressed. There was nothing in the plan that was in cement at the current time. Superintendent Lewis stated President Brophy was correct.

PUBLIC COMMENTS

None

BOARD COMMENTS

President Brophy thanked Superintendent Lewis for the document. She thought it was a good plan that was fluid and would help guide the board as they worked through the budget process.

STUDENT ADVISORY VOTE. AYE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

INFORMATION AND REPORTS

Report on Sustainability in Our Schools

The term sustainability in today's world encompassed resource conservation, recycling, and energy management. Assistant Superintendent Dave Ferree provided a brief report on the district's efforts at sustainability.

The school district encompassed 29 school buildings; five support buildings, 2.5 million square feet; about 900 classrooms; 40 parking lots; and approximately 700 acres. The average age of district buildings was 22 years. The district's electrical power was provided by GVEA. There were 22 buildings heated with fuel oil; six buildings heated with steam (district heat); three buildings heated with hot water (district heat); and three buildings heated by either fuel oil or natural gas. The district had 29 buildings on local water utility (six different systems) and five buildings on dual wells/hailed water and septic systems. Alaska Waste, Inc. hauled garbage for 30 of the buildings and four buildings were serviced by the military waste contractor.

Sustainability was a popular term used to encompass a range of efforts aimed at meeting society's economic needs, while attempting to preserve resources and a healthy environment for future generations. For the district's purposes, this included recycling, energy conservation, renewable energy use, and so on. A major objective was to minimize the long-term cost of operating and maintaining school buildings.

As reported in the past reports, facilities management had been hard at work for a number of years striving to reduce the district's need for costly and carbon-emitting energy, particularly for electricity and heating. They believed the district was having some success in the effort, and planned to continue the work on a number of fronts. An overview of the district's total energy consumption over the past five years showed the following pattern:

FISCAL YEAR	MEGAWATT HOURS (ELEC.)	MILLION BTU (HEAT)
2007	23.783	171,900
2008	23.229	172,700
2009	22.581	**
2010	21.472	153,427
2011	22.290	163,413
FIVE YEAR CHANGE	-6.3%	-4.9%

***The heating data from 2009 was incomplete. Total consumption that year was probably about average of the five year period.*

Report on Sustainability in Our Schools (continued)

Despite having some success over the past five years in reducing energy consumption, the total expenditures for energy had climbed significantly. As everyone was well aware, unit costs of fuel and electricity had climbed significantly, far outstripping the district's ability to conserve. Also, the cost of almost all energy tended to follow the raw cost of a barrel of crude oil:

FISCAL YEAR	DISTRICT'S TOTAL ENERGY COST	AVERAGE ANNUAL PRICE OF A BARREL OF OIL*
2005	\$4,242,950	\$50.04
2006	\$5,150,535	\$58.30
2007	\$5,504,185	\$64.20
2008	\$6,309,202	\$91.48
2009	\$5,902,497	\$53.48
2010	\$5,983,134	\$71.21
2011	\$6,784,270	\$86.84

**From New York Mercantile Exchange as reported by Bloomberg*

As in past years, the district continued to take numerous steps to save energy and costs. A few significant examples included:

- Moving to higher efficiency lighting (fluorescent and LED)
- Improving building envelopes (walls, doors, and windows) wherever possible
- Using computerized controls of our mechanical systems
- Using building temperature set-backs, shutting down multiple systems outside of business hours, and fine tuning all schedules to maximize down time
- Wide use of occupancy sensors to automatically shut down lighting and other systems when sections of buildings are unoccupied
- Cycling parking lot outlets

Some specific efforts over the past year were worth mentioning:

- The district was participating in Golden Valley Electric Association's energy rebate program. That allowed the district to upgrade portions of the lighting at Pearl Creek and North Pole Elementary last summer while recouping most of the fixture costs through the rebate.
- Maintenance technicians had been gradually upgrading windows at Pearl Creek, significantly reducing heat loss and improving classrooms environments. The old windows were some of the worst performers the district had.
- The district had struggled with abnormally high electrical consumption at West Valley for a long time. In the current year, the district's electrical crew had success in reducing the load through intensive maintenance of the building lighting and occupancy controls.

The district continued their efforts to diversify the heating sources. There were now three schools on natural gas with plans to extend natural gas to West Valley next summer. It was hoped to further expand that number in the next few years, providing gas supplies were available as expected.

Report on Sustainability in Our Schools (continued)

To make even more inroads into consumption, the district needed to engage all building occupants to be aware of energy use. A few simple actions by many people could yield good results:

- The district was a consumer of large quantities of electricity, and therefore, paid more than \$700,000 annually in "demand charges." Demand charges were used by utilities to ensure adequate power was available when needed. But by smartly reducing consumption, the district was not only able to save power and its associated cost, but also reduced demand charges. In effect, it multiplied the savings.
- Thousands of computers and peripherals were almost never shut off. The potential savings in this area districtwide was in the hundreds of thousands of dollars if a large percentage of devices were consistently turned off evenings and weekends.
- Shutting off unneeded lights and reporting malfunctioning occupancy sensors (these sensors generally fail the lights on) also could yield hundreds of thousands of dollars.

Facilities Management had a goal of continuing the downward trend in energy consumption which had been established over the past few years. They were working hard to do that, and believed an overall 5 percent additional reduction was quite possible in the next couple of years, especially if users increased their awareness. Most of the savings would be in electrical consumption, but there could also be some additional success with heating, with the caveat that weather played a huge part in consumption patterns in Fairbanks. There were also numerous individual accomplishments on a daily basis by facilities personnel, which added up over time.

The administration believed that as an educational organization, the district should show leadership in reducing energy consumption and, where economically feasible, diversify to more sustainable energy sources.

BOARD QUESTIONS

Ms. McConnell asked if there were other schools, in addition to West Valley, that might be close to connecting to natural gas next year. Mr. Ferree stated there were a number of schools in the core area where Fairbanks Natural Gas had systems or systems were close by. The district would continue to work on the issue. There were a number of schools that might eventually be able to be connected. Ms. McConnell asked if those projects would be included in the capital improvement list. Mr. Ferree stated some might, but the district probably had funding for some of them and might be able to connect them in the summer of 2013. He explained the district had a capital grant from the state that was initially given to the district for replacing old and possibly leaking underground storage tanks. The district had been able to complete the operation with money to spare. Using that left over money to hook up more systems to natural gas was a legitimate part of the project. It was tentatively planned for summer 2013.

Ms. McConnell asked how many schools were utilizing modern natural lighting elements. Mr. Ferree stated there were new systems in the gymnasium at Hutchison High School and Barnette Magnet School. The district would continue to put them in, but they were expensive so they were normally installed during renovations.

Ms. McConnell asked if there had been any research into solar energy. Mr. Ferree stated the photovoltaics system at the physical plant was part of the district's solar energy project. The ground source heat loop with the heating panels was also part of the project. The district was watching it, but it was very difficult to make a system in a subarctic area pay. Mr. Ferree was cautious about it, but the district was watching it. There had been a lot of effort put into solar systems and ground source heat systems in the last five to ten years. If trends continued, some of the options would be appropriate for Fairbanks. Ms. McConnell noted Doyon was researching solar options for the Doyon building.

Report on Sustainability in Our Schools (continued)

Mr. Rice asked if the current boiler at West Valley High School would be converted or if the conversion would require a new boiler. Mr. Ferree stated the existing equipment would be converted.

President Brophy noted the consistent decrease in megawatt consumption from 2007 to 2010 and asked if the district had been able to identify why there was an increase in consumption for 2011. Mr. Ferree wasn't certain. The trend, no matter what the district did, would not always be down. There would be dips and valleys. The district hoped the long term trend would be down and not up. Mr. Ferree stated on the heating side, it was a little more straightforward. He expected there would be an increase in 2012 because of January's frigid weather. Heat costs were directly correlated to the weather but with electric, there was a lot more to it – personal use, lighting, fans, and much more.

President Brophy noted the energy saving steps like lighting and thought the district's energy costs would have been higher had they not be implemented. Mr. Ferree stated President Brophy was absolutely correct. Mr. Ferree hoped the district could continue to impact the energy costs. They did not want them to level out; they wanted costs to continue to decrease. The district was working hard to reduce consumption, but the rates of energy costs were going up so fast it was overwhelming the savings.

President Brophy thanked Mr. Ferree for the report and everything he and his staff did to help keep energy costs down.

PUBLIC COMMENTS

None

BOARD COMMENTS

None

Technology Assessment Results 2011

During the 2010–2011 school year, the Alaska Department of Education and Early Development (DEED) informed districts across the state certified staff and all 8th graders must be assessed on their technology literacy skills. Districts were given the latitude to choose their own assessment tools, as long as the assessments were aligned to the National Education Technology Standards for Students (NETS-S) or National Education Technology Standards for Teachers (NETS-T).

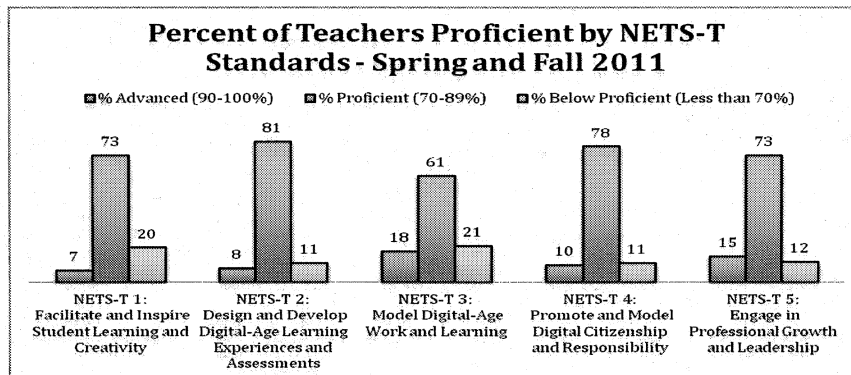
Kathy Port, Instructional Technology Coordinator, presented the report. In response to the State DEED notice, the district's curriculum department had reviewed several different assessment tools. In the spring of 2011, the district piloted the assessment tools designed by Learningn.com. Eighth graders at Ryan Middle School and sixth graders at University Park Elementary School were assessed using the 21st Century Skills Assessment. Teachers and administrators from those schools and the instructional technology teachers were assessed using the Wayfind Teacher Assessment.

The student assessment was aligned to NETS-S standards and the teacher assessment was aligned to the NETS-T standards. Questions were multiple choice/text, multiple choice/graphic, and performance based. The performance based questions were scored on whether the task was accomplished – not the process. The assessments had been reviewed nationally and the questions were psychometrically validated.

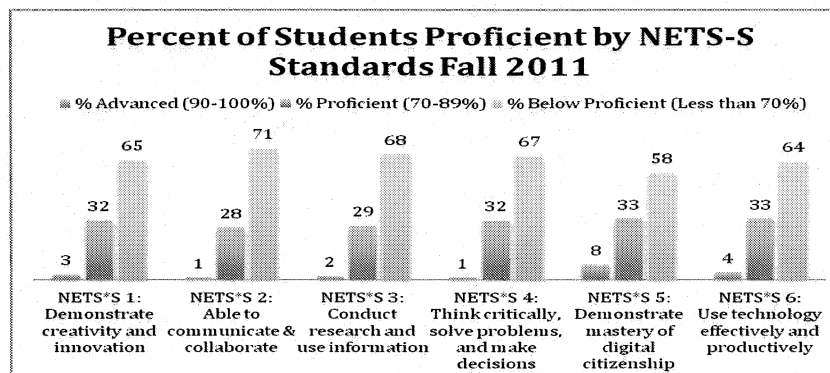
Technology Assessment Results 2011 (continued)

The pilot enabled the district to assess the efficacy of the assessment tools, research the alignment to the draft of the K-12 Technology Curriculum, and assess the practicality of the assessment model.

In addition, information regarding the assessment was disseminated to all teachers during the April 22, 2011 technology focused early out. All elementary, secondary, and assistant principals were given the assessment in May 2011.



Of the 1,018 teachers, administrators, and library associates who were assessed, 616 or 61 percent were proficient in all five NETS-T standards and 207 or 20 percent were proficient in four of the NETS-T standards.



In the fall of 2011, 919 eighth graders were assessed on their technology literacy skills. Of the 919 students assessed, 81 or 9 percent were proficient in all six NETS-S standards and 95 or 10 percent were proficient in five of the NETS-S standards.

The following recommendations were noted from the report.

Teachers:

1. Continue to provide professional development that increased teachers' skills and provided opportunities for embracing 21st century skills.
2. Continue developing a bank of lesson plans that modeled technology integrated within content areas.
3. Provide specific training on using technology for formative and summative assessments, i.e. PowerSchool; clickers; Google forms, iPad/iPod apps. (Addresses NETS-T Standard 2.d).

Technology Assessment Results 2011 (continued)

4. Provide specific training on equipment and applications such as Vernier Probeware and Excel that provided students with the opportunity to gather and analyze data. (Addresses NETS-S Standards 1.d and 4.c).
5. Research blended learning environments (on-line plus face to face) in order to provide professional development in alternate ways.
6. Continue to promote the use of Alaska Staff Development Network (ASDN) and Alaska Learning Network (AKLN). Both these organizations provided a variety of on-line technology-based courses for students and teachers.
7. Continue to provide credit courses with a focus on integrating technology into instruction.

Students:

1. Provide technology assessments at the 5th/6th grade level in order to identify areas that needed additional support.
2. Support Google Docs for upper elementary through high school students in order to help students gain the needed skills of collaboration. (Addresses NETS-S Standard 2.d.).
3. Provide students with continuing opportunities to become content creators using technology, rather than just being content consumers. Many teachers were skilled at having students use apps for mobile devices, websites and applications that provided drill/instruction to students. The apps, websites, and applications typically were focused on lower-level thinking skills as identified in Bloom's Taxonomy and Norman Webb's Depth of Knowledge (DOK).
4. Provide students more opportunities to be engaged with technology during the school day (i.e. rather than being a passive recipient of SMART board use, students create and present with the SMART Notebook software).

The district's instructional technology program had grown significantly since it was first established in 2007. In January 2011, the supervision of the instructional technology teachers was transferred to the curriculum department and the district's three-year Educational Technology Plan was developed and approved by the state in April 2011.

For the 2011-2012 school year, the K-12 Technology Curriculum was adopted and the ITT model was modified. More emphasis was now being placed on supporting strong content embedded with technology and less on managing equipment.

Since the initial laptop rollouts during the 2006-07 and 2007-08 school years, anecdotal and observational information showed teachers had increased their skills with technology. The improvement could be attributed to:

- teachers had 1:1 access to computers for four years
- intensive professional development had been offered
- Google Docs, a document collaboration tool, had been available for teacher use since the 2010-11 school year

BOARD QUESTIONS

Mrs. Dominique thought the recommendations were great. She asked if there was specific class information regarding the 345 students who were not proficient in any of the standards. Ms. Port did not have that information. Ms. Dominique asked how the district planned to help those students if they could not be identified. Ms. Port stated a different cohort of eighth graders would be tested next year. The current year was a baseline assessment to gather data to make recommendations to support teachers and get more students involved in technology.

Technology Assessment Results 2011 (continued)

Mrs. Dominique clarified there would be no penalties for the students or district for those who were not proficient. Ms. Port stated there were no penalties. She went on to say one of the reasons the administration was recommending assessments at the fifth or sixth grade level was to help identify students who were having difficulty before they reached eighth grade where the assessment was required.

Mr. Chord asked if within five years or so if there would be a teaching ratio of 1 to 50 or 1 to 75. Ms. Port did not understand Mr. Chord's question and asked for clarification. Mr. Chord wondered if with the advancement of technology the district would need as many teachers per student as they had currently. Ms. Port said technology did not replace teachers. It was a tool teachers used to engage students in learning. It was an alternate way to provide delivery of content. Technology would not replace the teacher.

President Brophy, following up on Mrs. Dominique's question, noted the recommendations seemed to address technology overall and not the needs of the 20 percent of the teachers who were below proficient and the 345 students who were not proficient in any of the standards. Ms. Port stated President Brophy was correct; the recommendations did not address the needs of individual students. The district needed to get technology into the hands of students because they had not had the opportunity like teachers had to utilize technology on a regular basis. Ms. Port reiterated the need to get technology into the hands of students so they were using technology in a way that blended their learning environment. A lot of the questions on the assessment related to how certain programs, such as Excel, could be used to analyze data or how Excel could be used to show something. The district needed to work on getting teachers and students to apply technology more to their classes. Ms. Port hoped by supplying lesson plans teachers would be able to integrate technology seamlessly into their lesson instead of thinking as technology as something they did in the computer lab once a week.

President Brophy hoped by implementing the recommendations the 325 students and the 20 percent of teachers would improve.

Mr. Chord asked if the testing was done statewide. Ms. Port stated yes, the state required every district to assess their certified teachers and their eighth graders, but each district had the flexibility to select their own assessment tool as long as it was aligned to the educational standards. Mr. Chord wondered if there was a comparison report of the different schools within the state. Ms. Port stated a comparison report had not been done because the data could not be compared with districts using different assessments. But what had come from the state was a report on how many total students were proficient in the different areas. She would get a copy of the report to board members.

PUBLIC COMMENTS

None

BOARD COMMENTS

None

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Mrs. Dominique thanked the Barnette Magnet School first graders for their wonderful performance. She made note of her grandson's bright performance. The teachers had really worked hard to prepare for the performance. It was great to see the children. She also thanked Ms. Evans and Ms. Teter for their presentation on the district's Alaska Native Education program. She liked the collaboration with the Alaska Native community. She hoped in the future all cultures would be working in the same atmosphere.

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

Mrs. Dominique thanked the teachers who had come to the meeting. She realized it was a very discouraging time with negotiations, but she really appreciated the comments. The board was doing everything they could and she knew they would get back to the table.

Mrs. Dominique also extended her thanks to all the students who had participated in the Black History Month contest; there had been more participants than ever before. She thought the prizes helped draw students. Mrs. Dominique thanked Ms. Schaffhauser for her assistance with the contest and judging. It had been a great experience and Mrs. Dominique had thoroughly enjoyed it.

The theme for the Black History Month contest had been "Black Women in American History and Culture." Mrs. Dominique shared some of the women recognized by students in the contest. Augusta Savage, a sculptor, had applied for a study scholarship to France. However, when the committee discovered she was African American, her application had been denied. She proceeded to charge them with discrimination, which she won. She was able to continue her studies and sculpting. She had many sculptures throughout the world. She had passed away from cancer in 1962.

Dr. Patricia Bath, an ophthalmologist, had graduated from Howard University School of Medicine specializing in ophthalmology and corneal transplant. Dr. Bath was the first African American female surgeon at UCLA Medical Center. She was also the first African American female doctor to patent a medical invention. She invented the Cataract Laserphaco Probe machine that helped blind people who could not see. Dr. Bath helped millions of people who had lost their sight.

Patricia Roberts Harris, served as United States Secretary of Housing and Urban Development, and United States Secretary of Health, Education, and Welfare (which office later became United States Secretary of Health and Human Services) in the administration of President Jimmy Carter. Ms. Harris had attended Howard University, serving as vice-chairman of the university's student branch of the NAACP and graduating with honors. She continued her education at the University of Chicago studying industrial relations. Ms. Harris went on to become a corporate attorney at large firm, had served on boards such as IBM, Scotch Paper Company, Chase Manhattan Bank, and appointed to co-chair the National Women's Committee for Civil Rights by President John F. Kennedy. In 1965, Harris broke new ground for African American women when she was appointed U.S. ambassador to Luxembourg by President Lyndon B. Johnson. She left her law practice in 1977 after being selected by President Jimmy Carter to serve in his cabinet. Ms. Harris was the first African American woman to hold a cabinet position, serve as an ambassador, and head a law school.

Oseola McCarty was a local washerwoman, and the University of Southern Mississippi's most famous benefactor. In the sixth grade, her aunt (who had no children of her own) was hospitalized and later needed homecare, so Ms. McCarty quit school, never to return. She would later become a washerwoman, like her grandmother, a trade she would continue until arthritis forced her to quit in 1994. She had always dreamed of becoming a nurse, but never saw her dream fulfilled. For 70 years, she washed clothing and dreamed about education. Ms. McCarty, at age 70, donated \$150,000 to the University of Southern Mississippi (USM). She became the first African American to ever donate such an amount to any school of education. Ms. McCarty had been able to save her money while washing clothing. In 1998, she was awarded an honorary degree from USM, the first such degree awarded by the university. She received scores of awards and other honors recognizing her unselfish spirit, and President Bill Clinton presented her with a Presidential Citizens Medal, the nation's second highest civilian

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

award, during a special White House Ceremony. She also won the United Nations' coveted Avicenna Medal for educational commitment. In June 1996, Harvard University awarded McCarty an honorary doctorate. Ms. McCarty went on to write, *"Simple Wisdom for Rich Living"* about how to succeed.

Mr. Chord had been thinking of two people who were very instrumental in the Revolution - one was Thomas Paine and the other was Patrick Henry.

Ms. McConnell reported the Legislative Committee had met and reviewed some of the senate and house bills currently before the legislature, including transportation and energy. The district had submitted its capital list. The committee also heard a report from John Ringstad, district lobbyist, and Superintendent Lewis regarding their recent trip to Juneau. The committee had also discussed the messages they wanted to convey when a group of board members – herself, Mrs. Hull, and President Brophy, along with Superintendent Lewis visited legislators in Juneau later in the week. The Legislative Committee and board were keeping up on the issues and bills affecting the district. Ms. McConnell noted there had also been some discussion about the possible moving of the F-16s from Eielson Air Force Base and the impact it would have on the school district.

Ms. McConnell thanked everyone who had testified. One gentleman [Mr. Benshoof] had spoke on leadership. He had talked about vision, communication, and inclusiveness which all leaders needed. Ms. McConnell wanted to let him know, as board members, they took their roles very seriously. There were some very difficult decisions to be made in the upcoming months. Ms. McConnell appreciated the testimony and hearing everyone's perspective. There were some very passionate individuals from the Salcha area and she thought they had some very valid points. The board would take their thoughts and concerns into consideration as the budget was discussed, but as she had stated, there were some very difficult decisions to made by the board in the next several months.

Mr. Rice also thanked everyone who testified. He thought Ms. Donat had been talking about him – he had been in her 7th grade art class. Mr. Rice explained the reason he had been a couple of minutes late in arriving was because he had come from the North Pole High Choir Spaghetti Fundraiser. The group was raising money for their trip to New York over spring break where they would perform in front of the Statute of Liberty and Ground Zero. They would be visiting Radio City Music Hall and participate in a couple of clinics sponsored by professional producers. They would also be able to attend a Broadway show while they were there. The students had been working really hard to raise the money for their airfare, room and board, and other expenses. Mr. Rice was excited to be able to travel with them as a chaperone.

Mr. Rice noted the Citizen's Budget Review Committee meeting the following evening at 6:00 p.m., with the Curriculum Advisory Committee meeting at 5:30 p.m. He would try to attend both meetings.

Mr. Thies added his appreciation to all the teachers who testified and parents who spoke about Salcha. As Ms. McConnell had stated, the board had a lot of tough decisions to make and would take all the comments into consideration. Mr. Thies also mentioned the Citizen's Budget Review Committee meeting scheduled for the following evening, as well as each Wednesday through the month of February. He invited and encouraged everyone to attend.

Ms. Wilson thanked the Barnette Magnet School students for their performance; it was wonderful. She also thanked Ms. Evans and Ms. Teter for their presentation on the ANE program. It was good to hear about the wonderful impact the program had on kids in the community.

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

Superintendent Lewis thanked the Fairbanks Central Council PTA for their recent Reflections Art contest. There had been winners in the categories of literature, film, dance, photography, music composition, and visual arts. He shared the Regional Student Council had taken on the cause of suicide prevention. There would be some trainings scheduled at the end of February or early March for students and staff on the importance of suicide prevention, as well as the signs and symptoms.

Superintendent Lewis congratulated and thanked the participants and teachers who worked all day Saturday at the World Declamation Contest. There had been 58 different events with over 170 students in six different languages. He appreciated the time and effort everyone had put into making the event a success.

Superintendent Lewis also extended his congratulations to West Valley High School for their team's victory in the We The People competition. West Valley's team would be heading off to nationals.

If people were watching the Super Bowl pregame show, they might have seen North Pole High School's winning video in the Energy Efficiency Makes \$ense! Video contest. Superintendent Lewis was proud to share Matthew Bierer's Video Productions class at North Pole High School had won the statewide contest which was sponsored by the Alaska Energy Efficiency Partnership. He extended his congratulations to all involved. The commercial would be showed at an upcoming board meeting.

Superintendent Lewis also congratulated Nicole Stellon O'Donnell, a Lathrop teacher, on the recent launch and reading of her book, *Steam Laundry*. He noted the Space Foundation would be visiting the district the following week.

President Brophy agreed with most the comments mentioned already by other board members. She did announce a Senate Finance Committee hearing on SB 171 scheduled for Wednesday morning. Both she and Superintendent Lewis would be testifying in support of an increase to the Base Student Allocation (BSA). They would continue to use their energies to advocate for additional educational funding.

President Brophy added her appreciation to the Salcha parents and students who were in attendance. It was always good to hear affirmation about an individual, such as Annie Keep-Barnes. As she had stated earlier, board members always heard a lot of good things about Ms. Keep-Barnes; she was a great teacher and leader. She was doing great things at Salcha. President Brophy thought the Salcha parents were great examples of parents who were engaged in their children's education and what a difference that involvement could make, even in a small environment with limited resources.

President Brophy thanked all the teachers who had testified. She also thanked them for the emails the board had received. They had received both positive and negative emails. Although the negative emails sometimes stung, they certainly provided the board with the opinions of the teachers in regards to negotiations. Board members appreciated hearing both the positive and negative. President Brophy thought it might appear the board and teachers were on opposite sides, but ultimately she thought everyone wanted the same thing – a positive work environment for all district employees, a nurturing, supportive, and inspiring learning environment for students; and the ability and funding to continue to provide the programs the district currently enjoyed. Those were the things the board was working and focusing on when they made any decision, whether it was on negotiations or any other issue before the board.

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

President Brophy recognized it had been a long difficult process; everyone looked forward to a resolution. The board was hopeful the Alaska Labor Relations Agency would resolve the board's complaint as promptly as possible so they could return to the bargaining table. Once bargaining began, the board was confident both teams would make every effort to achieve an agreement that was in the best interest of both parties. As things moved forward, President Brophy expressed the thanks and appreciation of the entire board, for everything everyone did for the school district. Everyone, including board members, needed to pause for a moment and remember Fairbanks was a great district, with great people, and great students. The board will move forward, follow the process, and do what they needed to do. Tomorrow was a new day.

Ms. Dominique announced the Breakfast and Martin Luther King Look-a-Like contest on Saturday, February 11 at the J.P. Jones Community Center, from 10:00 a.m. to noon. The look-a-like contest was for students. Everyone was invited!

The meeting adjourned at 9:29 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.



520 Fifth Avenue, Fairbanks, AK 99701
www.k12northstar.org

2011

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2nd Quarter: 45 days

2011

August

- 11&17 Teacher Work Days
- 12,15,16 Professional Development Days
- 18 First Day for Students

September

- 5 Labor Day Holiday
- 23 Early Dismissal-Students
- 26 Professional Development

October

- 4-6 HSGQE Retakes
- 14 End of 1st Quarter (early dismissal)
- 27-28 Parent-Teacher Conferences

November

- 11 Early Dismissal-Students
- 24-25 Thanksgiving Holiday

December

- 5 CLOSED - BAD WEATHER
- 19-21 Last 3 Days-Early Dismissal
- 21 End of 1st Semester (early dismissal)
- 22 Winter Break Starts

2012

January

- 4 Last Day of Winter Break
- 5 Teacher Work Day (no school)
- 6 Professional Development
- 16 Martin Luther King Jr. Holiday

February

- 3 Early Dismissal-Students
- 20-21 Parent-Teacher Conferences

March

- 9 End of 3rd Quarter (early dismissal)
- 12-16 Spring Break

April

- 3-6 Testing-All
- 20 Early Dismissal-Students

May

- 16-18 Last 3 Days-Early Dismissal
- 18 Last Day for Students
- 21 Professional Development Day
- 22 Teacher Work Day

□ School Start/End

- End of Quarter (early dismissal)
- T Testing Day

- ◇ Teacher Training (early dismissal)
- Last 3 days (early dismissal)
- ◆ Professional Development Day (no school)

■ Vacation/Holiday (no school)

- ▲ Parent-Teacher Conferences (no school)
- Teacher Work Day (no school)
- Tentative make-up days for bad weather
- ⊗ CLOSED BAD WEATHER

1st semester: 89 days
2nd semester: 91 days

2012

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3rd Quarter: 45 days

April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4th Quarter: 46 days

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30