
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



BOARD OF EDUCATION REGULAR MEETING

Tuesday, April 17, 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**

April 17, 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: Crawford Elementary School
4. Roll Call
5. 2012 Interior Alaska Science Fair Winners 3-4
6. Alaska Statewide High School Science Symposium Winners 4 & 11-17
7. 2012 State History Day Winners 4-5
8. Presentation of the 2012 AASB June Nelson Scholarship Recipient 5
9. Presentation of the 2012 John Kelly Scholarship Recipients 5
10. Spotlight: School Partnership Program 5

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2. Presentation on Agenda Items 6

C. PUBLIC COMMENTS ON NONAGENDA ITEMS

D. ACTION ITEMS – OLD BUSINESS

- * 1. Acceptance of Professional Services Contract and Amendments 6 & 18-19
- * 2. Grant Acceptance: Classroom Technology Upgrades 6 & 20-21
- * 3. Minutes See minutes

E. ACTION ITEMS – NEW BUSINESS

1. First Day of School Attendance Waiver for Ignition Day High School Pilot 7 & 22
- * 2. Fundraising/Travel Request: North Pole High School 7 & 23
- * 3. Travel Request: Lathrop High School 7 & 24
- * 4. Gift Acceptance: Anne Wien Elementary School 7 & 25
- * 5. Gift Acceptance: Lathrop High School 7 & 26
- * 6. Personnel Action Report 7 & 27

F. INFORMATION & REPORTS

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- * 2. Personnel Information Report 8 & 28
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G. BOARD AND SUPERINTENDENT'S QUESTIONS/COMMENTS/COMMITTEE REPORTS

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

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

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

**7:00 P.M. – REGULAR BOARD MEETING
April 17, 2012
AGENDA**

A. PRELIMINARIES

Reference Pages

A. 1. Call to Order by President

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

A. 3. Music

Crawford Elementary School students will perform for the Board under the direction of Cynthia Sibitzky, 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. 2012 Interior Alaska Science Fair Winners

The Interior Alaska Science Fair was held March 28-31, 2012, at Pioneer Park Civic Center. There were 451 projects with 578 students involved and approximately 50 judges. Board Treasurer Sue Hull and Stephanie Rudig, retired teacher, were coordinators for this year's event. Mrs. Hull will present the recipients of the Fairbanks Memorial Hospital, Conrad Limbaugh, and Director's Awards.

Fairbanks Memorial Hospital Awards

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Chandler Wappett	Weller Elementary	Finicky Chickadee
Ms. Madsen's Class	Ladd Elementary	Iron It Out – Fe in Cereal
Zeke Schnabel	Pearl Creek Elementary	Driving to Distraction
Riley French	Anne Wien Elementary	Which Pet has the Most Germs?
Tiffany Steffes	Denali Elementary	Winogradsky Column
Ewan Enterkin	Barnette Magnet	Which type of Winter Boots?
Mrs. Campbell's Class	Anne Wien Elementary	The Secret World of Water
Kiara Anderson	North Pole Middle	Elodea: Can We Kill It?

Conrad Limbaugh Award

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Caden & Michaela Wimer	Joy Elementary	Chena River Fish

A. 5. 2012 Interior Alaska Science Fair Winners (continued)

Director Awards

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Frederich Bierer	Anne Wien Elementary	How Do Dino Bones Become Fossil?
Max Lawler & Hank Zacheis	Barnette Magnet	Acid Rain or Snow
Joshua Gloria	Pearl Creek Elementary	The Buzz About Bees
Neeshi Hullavarad, Apryle Collison, & Conor Esslemont	Woodriver Elementary	Koponen Middle School of the Future
Jesse Schnabel	Pearl Creek Elementary	Distractability Helmut
Logan Mendez	Pearl Creek Elementary	What Happens to Poop?

A. 6. Alaska Statewide High School Science Symposium Winners *Ref. Pgs. 11-17*

Dr. Bult-Ito, Alaska Statewide High School Science Symposium regional director, will present the award winning students from the Alaska Statewide High School Science Symposium. Dr. Bult-Ito has also provided additional information and a summary of the awards on each of the local winners and the titles of their papers.

<u>Student</u>	<u>Award</u>	<u>School</u>
Dolma Ombadykow	1 st Place – National Speaker #1	West Valley High School
Jiyeon Baek	3 rd Place (Unable to attend National Meeting)	West Valley High School
Arthur Schweitzer	4 th Place – National Speaker # 2	West Valley High School
Robin Spielman	5 th Place – National Poster Presenter	West Valley High School
Sarah Swanson	6 th Place – National Delegate	West Valley High School
Maria Berkeland	7 th Place – National Delegate	West Valley High School

A. 7. 2012 State History Day Winners

This past February, district students competed in our local History Day with the theme *Revolution, Reaction, Reform*. Students from Barnette Magnet School and West Valley High School won the state competition in several categories and are eligible to participate in the National Competition held each June on the University of Maryland campus. Melanie Hadaway, secondary curriculum coordinator, will make the presentations.

Krishna Nautiyal (Barnette Magnet School)

Junior Division Paper Category – 1st Place

"Her Liberty Born in Blood: Haiti's Storm of Revolutionary Turbulence"

Christopher Hopkins, Austin Bonwell, Mason Odsather (Barnette Magnet School)

Junior Division Group Website Category – 1st Place

"Mexican Revolution"

Cory Johnson, Erich Hoefler, David Swenson (West Valley High School)

Senior Division Group Documentary Category – 1st Place

"Bill Koch and the Revolution of Skate Skiing"

A. 7. 2012 State History Day Winners (continued)

Addeline Mitchell (West Valley High School)
Senior Division Individual Website Category – 1st Place
"Kobukson: Admiral Yi's Reaction to Imjinwaeran"

Danny Eagan, Patty Eagan (West Valley High School)
Senior Division Group Website Category – 1st Place
"The Revolution of Running Shoes"

Sarah Hartman, Liz Lent (West Valley High School)
Senior Division Group Website Category – 1st Place
"Students for a Democratic Society: Fire Power, Flower Power and Their Reaction to the Vietnam War"

A. 8. Presentation of the 2012 AASB June Nelson Scholarship Recipient

Each year, the Association of Alaska School Boards (AASB) awards the June Nelson Memorial Scholarship to students throughout the state of Alaska. The June Nelson Memorial Scholarship is named in honor of the late June Nelson, longtime school board member from Kotzebue. Ms. Nelson contributed much to the cause of education, and will be remembered for her outstanding service on behalf of Alaska's children. The scholarship is funded by individual contributions of school board members and administrators from across the state. AASB President-Elect and School Board Treasurer Sue Hull will make the presentation to Hannah Ekblad from Lathrop High School.

A. 9. Presentation of the 2012 John Kelly Scholarship Recipients

Chuck Lemke, with the Fairbanks North Star Education Foundation, will present the recipients of a \$1,000 John Kelly Scholarship.

Patricia Hopson.....	CEC	Kyle Milke	Hutchison
Genevieve Kenaston.....	CEC	Lynette Thompson	Hutchison
Margaret Lokken	CEC	Joanna Jagow.....	Lathrop
Annah McGhee	CEC	Haley Kennedy.....	Lathrop
Ana Aguilera	Eielson	Emily Koenig	Lathrop
Alice Browder	Eielson	Sheridan Culver	North Pole High
Kristopher Luddington	Eielson	Caitlin Elliott	North Pole High
Mikayla Scarboro	Eielson	Nichole Rood	North Pole High
Mckensie Sorensen.....	Eielson	Terry Smith	North Pole High
Megan Tuttle	Eielson	Mickayla DeVore.....	Star of the North
Carolyn Deskins	Hutchison	Geoffrey Granger.....	Star of the North
Amanda King	Hutchison	Abigail Holderby.....	Star of the North

A. 10. Spotlight: School Partnership Program

U.S. Army Alaska Community Relations Chief Mary Rall and Staff Sergeant Vanessa Collazo, North Pole Middle School and 1st Battalion 52nd Aviation Regiment School Partnership Noncommissioned Officer in Charge, will present a brief overview of the School Partnership 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.

D. ACTION ITEMS – OLD BUSINESS

D. * 1. Acceptance of Professional Services Contract and Amendments *Ref. Pgs. 18-19*

The district has received a total of \$65,000 from the Alaska Department of Education and Early Development for statewide professional development opportunities for district staff. This amount represents the original award and Amendments 2 through 6 of the Professional Services Contract (contract #523015) between the district and DEED.

MOTION is to accept the DEED Professional Services Contract and Amendments 2 through 6 for a total award of \$65,000, per Fiscal Note 2012-60.

D. * 2. Grant Acceptance: Classroom Technology Upgrades *Ref. Pgs. 20-21*

The district has received an award in the amount of \$30,000 as a Fairbanks North Star Borough pass through grant from the Alaska Department of Commerce, Community, and Economic Development.

MOTION is to accept the Classroom Technology Upgrades award in the amount of \$30,000, per Fiscal Note 2012-61.

D. * 3. Minutes *See Minutes*

MOTION is to approve the minutes from the work session on March 19; the regular meeting on March 20; and the special meetings on April 2 and April 6, 2012, as submitted.

E. ACTION ITEMS – NEW BUSINESS

E. 1. First Day of School Attendance Waiver for Ignition Day High School Pilot Ref. Pg. 22

Over the past five years, the Fairbanks North Star Borough School District has implemented *Ignition*, a high quality freshman orientation program to facilitate the transition of eighth graders to our local high schools. The program is a high-energy, full-day event that requires participation of the entire school staff. The administration is asking the board to approve limited attendance for the first day of school and allow the superintendent to seek a waiver from Alaska Statute to allow this pilot program to occur.

■ MOTION is to approve the administration's request to limit high school attendance on the first day of the 2012-2013 school year and to direct the superintendent to request a waiver to AS 14.03.030 from DEED to allow the pilot program to occur.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

E. * 2. Fundraising/Travel Request: North Pole High School Ref. Pg. 23

North Pole High School is requesting permission to raise funds to send students to the national *We the People* competition in Washington, D.C., April 27 – May 1, 2012, with substitute costs paid by the district.

MOTION is to approve North Pole High School's request to raise funds to send students to the national *We the People* competition in Washington, D.C., April 27 – May 1, 2012, with substitute costs paid by the district.

E. * 3. Travel Request: Lathrop High School Ref. Pg. 24

Lathrop High School is requesting permission to send their ACA-DECA team to Albuquerque, New Mexico, April 23-30, 2012 to participate in the National ACA-DECA Competition, with the district paying substitute and per diem costs.

MOTION is to approve Lathrop High School's request to send their ACA-DECA team to Albuquerque, New Mexico, April 23-30, 2012 to participate in the National ACA-DECA Competition, with the district paying substitute and per diem costs.

E. * 4. Gift Acceptance: Anne Wien Elementary School Ref. Pg. 25

Anne Wien Elementary School is requesting gift acceptance of \$1,275 from the Anne Wien Elementary PTA for classroom field trips.

MOTION is to accept the gift of \$1,275 from the Anne Wien Elementary PTA to Anne Wien Elementary School for classroom field trips.

E. * 5. Gift Acceptance: Lathrop High School Ref. Pg. 26

Lathrop High School is requesting gift acceptance of \$1,500 from Susan Stitham for the Susan Stitham and Josh Boycott Scholarship funds.

MOTION is to accept the gift of \$1,500 from Susan Stitham to Lathrop High School for the Susan Stitham and Josh Boycott Scholarship funds.

E. * 6. Personnel Action Report Ref. Pg. 27

MOTION is to approve the Personnel Action Report for the period March 28 – April 10, 2012.

F. INFORMATION AND REPORTS

- F. 1. **FNSBSD 3-Year Educational Technology Plan Review** Separate Cover
Superintendent Lewis and Kathy Port, K-12 instructional technology coordinator, will provide an update on the district's Educational Technology Plan.

- F. * 2. **Personnel Information Report** Ref. Pg. 28
The Personnel Information Report for the period March 28 – April 10, 2012 has been provided.

- F. * 3. **Expulsion Report**
Expulsions for the 2011-2012 school year, as of April 11, 2012, are listed below:

Substance Abuse	7
Fighting/ Assault.....	8
Weapons	5
Other	9
TOTAL	29

- F. * 4. **Board's Reading File**

4-02-12	Email & Attachment from Superintendent to All Staff RE: Budget Update
4-02-12	Email from J. Carson to Management Team RE: District in the News: March 26-April 2, 2012
4-04-12	Letter from the Board to Crowley Petroleum RE: Gift Thank You
4-04-12	Letter from the Board to Juneau Economic Development Council RE: Gift Thank You
4-04-12	Letter from the Board to Richard P. Raugust RE: Gift Thank You
4-04-12	Email from Superintendent to Board RE: Information
4-05-12	Email from Superintendent to Board RE: Barnette Principal Announcement
4-06-12	Email & Attachment from Superintendent to Board RE: HB 313
4-06-12	Email & Attachments from Superintendent to Key Communicators RE: HB 313
4-06-12	Email & Attachments from Superintendent to Board RE: Eielson
4-06-12	Email from Superintendent to Board RE: Update
4-09-12	Memo & Attachments from B. Schaffhauser to Board RE: PRC Recommendation on SB Policy 957: Elementary Student Activities
4-09-12	Email from J. Carson to Management Team RE: District in the News: April 2-9, 2012
4-11-12	FEAdback Volume 30, #22
4-11-12	Email & Letter from Superintendent to Board RE: Mayors' Letter to Brigadier General McLeod

F. * 4. Board's Reading File (continued)

4-11-12 Email from H. Rauenhorst to all Administrative Center Staff
RE: Survey from the Commissioner of Education

4-11-12 Email on Behalf of Superintendent to Board
RE: Badger Elementary Bus Accident

4-11-12 Email & Flyer from A. Topkok to Board
RE: ANE Leadership Panel

4-11-12 Email on Behalf of Superintendent to Board
RE: Update: Badger Elementary Bus Accident

4-11-12 Email & Letter on Behalf of Superintendent to Board
RE: Parent Letter: Badger Elementary Bus Accident

4-12-12 Email from N. Winford to Board
RE: Settle

4-12-12 Email from Board to N. Winford
RE: Settle

4-12-12 Email from C. Sween to Board
RE: Questions from a Journalism Student

4-12-12 Email on Behalf of the Superintendent to Board
RE: Information on Students Visiting Kodiak

F. * 5. Coming Events and Meeting Announcements

4/18/12 5:30 pm Board Curriculum Advisory Committee Meeting

4/19/12 5:30 pm Board Diversity Committee Meeting *(rescheduled from 4/12/12)*

4/23/12 5:15 pm Policy Review Committee Meeting

4/26/12 6:00 pm Career Technical Education Advisory Committee Meeting
(Meeting will be held at North Pole High School)

4/30/12 5:30 pm Special Meeting: Executive Session for Student Discipline & Negotiations

5/01/12 6:15 pm Board's Retirement Reception for Retiring District Staff

5/01/12 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

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2012 Finalist Winners & Awards

27TH Alaska Statewide High School Science Symposium

UNIVERSITY OF ALASKA FAIRBANKS &

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

31 MARCH AND 1 APRIL

PLACEMENT	PRESENTER & PAPER TITLE	AWARDS EARNED
1 st Place <i>National JSHS</i> <i>Speaker #1</i>	Dolma Ombadykow <i>West Valley High School</i> Factors Influencing Hedonic Well-Being Across The Lifespan	\$4,125 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals (Bethesda, Maryland) \$2,000 Army/Navy/Air Force Scholarship \$200 CIF (Cash in fist) 1 st Place Winner, Session 4 \$8,575 total
2 nd Place Can Not Attend National Meeting	Kelsey Schober <i>Palmer High School</i> The Effect of Triclosan on the Growth of Common Soil Bacteria	\$4,125 UAF Tuition Scholarship \$1,500 Army/Navy/Air Force Scholarship \$150 CIF (Cash in fist) 2 nd Place Winner, Session 3 \$5,775 total
3 rd Place Can Not Attend National Meeting	Jiyeon Baek <i>West Valley High School</i> Survival of <i>Elodea nuttallii</i> : Competition with Indigenous Species and Exposure to Limiting Factors	\$4,125 UAF Tuition Scholarship \$1,000 Army/Navy/Air Force Scholarship \$200 CIF (Cash in fist), 1 st Place Winner, Session 1 \$5,325 total
4 th Place <i>National JSHS</i> <i>Speaker #2</i>	Arthur Schweitzer <i>West Valley High School</i> The Effects of Pool Chlorine on Lung Exertion in Adolescent Swimmers	\$4,125 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals (Bethesda, Maryland) \$500 ASHSSS-UAF Scholarship \$150 CIF (Cash in fist) 2 st Place Winner, Session 4 \$100 American Society of Physiology Award \$7,125 total

5th Place <i>National JSHS</i> <i>Poster Presenter</i>	Robin Spielman <i>West Valley High School</i> Snow Pit Accuracy with the Variability of Snow Conditions	\$2,250 All expense-paid trip to Nationals (Bethesda, Maryland) \$150 CIF (Cash in fist) 2nd Place Winner, Session 2 \$100 Sigma Xi Award \$2,500 total
6th Place <i>National JSHS</i> <i>Delegate</i>	Sarah Swanson <i>West Valley High School</i> Bird Species and Abundance in Burned and Unburned Spruce Forest	\$2,250 All expense-paid trip to Nationals (Bethesda, Maryland) \$150 CIF (Cash in fist) 2nd Place Winner, Session 1 \$100 American Society of Foresters Award \$2,500 total
7th Place <i>National JSHS</i> <i>Delegate</i>	Maria Berkeland <i>West Valley High School</i> Geochemistry of the Chena and Tanana Rivers near Fairbanks, Alaska: Effects of seasonality and the City of Fairbanks	\$2,250 All expense-paid trip to Nationals (Bethesda, Maryland) \$200 CIF (Cash in fist) 1st Place Winner, Session 2 \$300 total
8th Place National JSHS Alternate	Abigayle Fisher <i>Mount Edgecumbe High</i> <i>School</i> The Effects of Different Forest Management Practices on Microbial Communities	\$200 CIF (Cash in fist) 1st Place Winner, Session 3 \$100 American Society for Microbiology Award \$300 total

Fairbanks North Star Borough School District winners are indicated in **bold**.

West Valley High School took 6 of 8 1st and 2nd placed and 2 of 4 3rd placed ASHSSS session winners. Austin E. Lathrop High School took 1 of 4 3rd placed ASHSSS session winners.

Seven EPSCoR \$1,000 scholarships and certificates went to Nellie Alakayak, Tiana Bactad, Abigayle Fisher, Kimberly I. Jessup, Sacha Mattley, Reanna Moses, and Alexandra Self from Mount Edgecumbe High School, Sitka, Alaska.

The Alaska Satellite Facility (ASF) awarded Rachel Lindley from West Valley High School \$100 and a certificate.

2012 Preliminary Session Winners

27TH Alaska Statewide High School Science Symposium

UNIVERSITY OF ALASKA FAIRBANKS &
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
31 MARCH AND 1 APRIL

SESSION 1: Organismal Diversity

NAME/SCHOOL	PAPER TITLE	RANK
Jiyeon Baek <i>West Valley High School</i>	Survival of <i>Elodea nuttallii</i>: Competition with Indigenous Species and Exposure to Limiting Factors	1
Sarah Swanson <i>West Valley High School</i>	Bird Species and Abundance in Burned and Unburned Spruce Forest	2
Brigit Noon <i>West Valley High School</i>	Avian Biodiversity in Alpine and Subalpine Habitats in Interior Alaska	3
Jesse Zhang <i>West Valley High School</i>	The Production of Biochar From Three Alaskan Tree Species	4
Tiana Bactad <i>Mount Edgecumbe High School</i>	Genetic Diversity Among <i>Aegialites</i> Beetle Populations	5
Nellie Alakayak <i>Mount Edgecumbe High School</i>	The Molecular Differences Between <i>Vaccinium ovalifolium</i> and <i>Vaccinium alaskaense</i>	6

SESSION 2: Physical and Chemical Sciences

NAME/SCHOOL	PAPER TITLE	RANK
Maria Berkeland <i>West Valley High School</i>	Geochemistry of the Chena and Tanana Rivers near Fairbanks, Alaska: Effects of seasonality and the City of Fairbanks	1
Robin Spielman <i>West Valley High School</i>	Snow Pit Accuracy with the Variability of Snow Conditions	2
Jaguar Kristeller <i>Austin E. Lathrop High School</i>	Neural Networks: The Most Efficient Training Set	3
Rachel Lindley <i>West Valley High School</i>	Stellar Surface Temperature Determined by Spectroscopy	4

SESSION 3: Microbiology and Molecular Biology

NAME/SCHOOL	PAPER TITLE	RANK
Abigayle Fisher <i>Mount Edgecumbe High School</i>	The Effects of Different Forest Management Practices on Microbial Communities	1
Kelsey Schober <i>Palmer High School</i>	The Effect of Triclosan on the Growth of Common Soil Bacteria	2
Sacha Mattley <i>Mount Edgecumbe High School</i>	A Phylogenetic Analysis of <i>Russula</i> in the Sitka, Alaska, Area	3
Kimberly I. Jessup <i>Mount Edgecumbe High School</i>	Phylogenetic Analysis of Local <i>Lactarius</i> in Sitka, Alaska	4
Alexandra Self <i>Mount Edgecumbe High School</i>	Fungal Communities in Different Forest Stands Near Riparian Zones	5
Reanna Moses <i>Mount Edgecumbe High School</i>	Bacterial Communities in a Riparian Zone within Different Micro-Habitats	6

SESSION 4: Organismal Biology

NAME/SCHOOL	PAPER TITLE	RANK
Dolma Ombadykow <i>West Valley High School</i>	Factors Influencing Hedonic Well-Being Across The Lifespan	1
Arthur Schweitzer <i>West Valley High School</i>	The Effects of Pool Chlorine on Lung Exertion in Adolescent Swimmers	2
Allison Ward <i>West Valley High School</i>	Examination of Western and Traditional Products Utilized by Athabaskan Families in the Yukon-Charlie Mining District by Analyzing Trash and Cabin Remains	3
Kelly May <i>Austin E. Lathrop High School</i>	Size Dimorphism in Alaskan Shrews: Implications for Studying Responses to Climate Change	4
Neil Magnuson <i>West Valley High School</i>	An Analysis of Winter Travel Rates by Lynx in Interior Alaska	5
Forrest Campnell <i>Chugiak High School</i>	The Effect of Alcohol on Visceral Fat Deposition and Organ Composition in Siberian Dwarf Hamsters, <i>Phodopus Campbelli</i>	6

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Seven EPSCoR \$1,000 scholarships and certificates went to Nellie Alakayak, Tiana Bactad, Abigayle Fisher, Kimberly I. Jessup, Sacha Mattley, Reanna Moses, and Alexandra Self from Mount Edgecumbe High School, Sitka, Alaska.

The American Physiological Society (APS) awarded Arthur Schweitzer from West Valley High School \$100, a Certificate, and Book.

The Alaska Satellite Facility (ASF) awarded Rachel Lindley from West Valley High School \$100 and a certificate.

The American Society for Microbiology (ASM) awarded Abigayle Fisher from Mount Edgecumbe High School \$100 and a certificate.

The American Society of Foresters (ASF) awarded Sarah Swanson from West Valley High School \$100 and a certificate.

Sigma Xi awarded Robin Spielman from West Valley High School \$100 and a certificate.

2012 Alaska Statewide High School Science Symposium (ASHSSS) Awards and Associated Monetary and In-Kind Support Cost Summary

SUMMARY:

Our University of Alaska Fairbanks (UAF)/Fairbanks North Star Borough School District's 2012 consortium conducted the 27th meeting of the Alaska Statewide High School Science Symposium (ASHSSS) on 31 March and 1 April.

Over 140 people were involved in making this year another success. These awesome individuals included West Valley High School teachers Cyndie Beale and Greg Kahoe, Austin E. Lathrop High School teacher Christopher Benshoof, Mount Edgecumbe High School teacher Chohla Moll, three ASHSSS Directors, nine UAF faculty paper/abstract reviewers, 10 UAF student organization volunteers, 18 UAF judges, 17 community member research mentors, and 27 sponsors, in addition to many supportive peers and parents.

This year, 104 awards were distributed to 22 student participants from five schools from across Alaska, West Valley, Austin E. Lathrop, Mount Edgecumbe, Palmer, and Chugiak high schools. The student monetary awards totaled \$50,600 in cash, scholarship and travel funds, which averages \$2,300 per student. Financial program gifts totaled \$16,750, cash awards to student volunteers totaled \$800, and symposium costs were \$5,800. Travel funds for the chaperone and the ASHSSS director totaled \$4,500. In addition, \$64,000 was contributed in in-kind support, bringing the total amount of monetary and in-kind funds utilized during this year's ASHSSS to over \$140,000.

The local organizing committee, the ASHSSS Director Dr. Abel Bult-Ito, Associate Director Dr. Barbara Taylor, and Past Director Dr. Gary Laursen, thank all who participated in making this another successfully conducted Science, technology, Engineering, and Mathematics (STEM) experience.

Please visit our website <http://www.uaf.edu/cnsm/ashsss/> for additional information and a listing of our contributors.

A. CERTIFICATES and PLAQUES: (149 total)

- a. 110: ASHSSS (In 22 Student Plaque, 22 Student, 8 Student Finalist, 4 High School Teacher, 10 Logisticians and Staff, 18 Judge, 17 Mentor, and 9 Paper/Abstract Reviewer Certificates)
- b. 7: JSHS (7 National JSHS attendee certificates)
- c. 5: State of Alaska Governor Parnell (5 student certificates)
- d. 7: Special Societal Awards (7 student certificates)
- e. 6: Fairbanks North Star Borough School District (6 student certificates)
- f. 7: EPSCoR scholarship certificates (7 student certificates)
- g. 2: 2012 ASHSSS High School Teacher of the Year Awards (Plaque and Certificate to Chohla Moll and Cyndie Beale)
- h. 1: 2012 ASHSSS Mentor of the Year Award (Plaque and Certificate to Kitty LaBounty)

B. CASH-IN-FIST (CIF): (39 for \$3,650)

- a. 22: ASHSSS Student Presenter Awards (\$2,150; \$25, \$50, \$100, \$150, or \$200 each)
- b. 7: Special Societal Student Presenter Awards (\$700)
- c. 10: Logisticians and Staff Awards (\$800; \$350 to 10 UAF undergraduate students (\$25 or \$50 each, and \$225 to the Latin American Student Organization and \$225 to the Honors Student Advisory Council)

C. FINANCIAL PROGRAM GRANTS AND GIFTS: (4 for \$16,750)

- a. Army-Navy-Air Force through Academy of Applied Sciences (\$11,000)
- b. Fairbanks Memorial Hospital & Denali Center (\$5,000)
- c. Alaska Science Consortium (\$500)
- d. Usibelli Foundation (\$250)

D. SCHOLARSHIPS: (10 for \$36,500)

- a. 4: \$4,125 UAF Scholarships (\$16,500)
- b. 7: EPSCoR scholarship certificates (\$7,000; \$1,000 each)
- c. 3: US Army/Navy/Air Force, 1st, 2nd, & 3rd place finalist winners (\$4,500)
- d. 1: ASHSSS, 4th place finalist winner (\$500)
- e. 2: UAF School of Mines (\$8,000; \$4,000 each)
- f. The potential to win \$12,000, \$8,000 or \$4,000 NJSHS scholarships

E. TRAVEL – San Diego, CA: (7 for \$15,750)

- a. 5: NJSHS Student (\$2,250 ea. = \$11,250)
- b. 1: NJSHS Chaperone (\$2,250)
- c. 1: ASHSSS Director (\$2,250)

F. Symposium Costs: (3 for \$5,800)

- a. Plaques (25 at \$1,500)
- b. Awards banquet and other food and drink expenses (\$4,000)
- c. Office supplies (\$300)

G. IN-KIND SUPPORT: (8 for \$64,000)

- a. UAF/College of Natural Science and Mathematics Facility Use (\$4,000)
- b. ASHSSS Directors Time Commitment (\$15,000)
- c. High School Teachers Time Commitment (\$16,000)
- d. Sponsors Time Commitment (\$10,000)
- e. Mentors Time Commitment (\$8,000)
- f. Judges Time Commitment (6,000)
- g. Logisticians and Staff Time Commitment (\$2,500)
- h. Abstract/Paper Reviews Time Commitment (\$2,500)

GRANT TITLE: Statewide Professional Development
FUNDING AGENCY: Alaska Department of Education and Early Development
STATUS: Acceptance of Professional Services Contract
AWARD AMOUNT: \$65,000
AWARD TYPE: Original award and Amendments 2-6
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: July 1, 2011-June 30, 2012

GRANT PROGRAM GOAL: The Alaska Department of Education and Early Development at times wishes to have administrative or teacher input in the creation or review of educational programs and policies, or provide training to district staff at State-sponsored professional development workshops. This grant provides funds for attendance at these State meetings and workshops.

POPULATION TO BE SERVED: K-12 teachers and administrators.

PROPOSED ACTIVITIES AT SUBMISSION: This grant pays for the expenses of district staff for travel to: a) assist the State in the development of workshops and training for teachers, or other workproducts of interest to the State, such as teacher certification revision; b) be presenters at statewide training venues; and/or c) attend State-sponsored professional development workshops such as evaluation for technology projects. The State identifies which activities are to be covered by this grant, the representation they would like (e.g., teachers, principals, parents), and how many staff may attend.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT: Commitments: Invest in quality professional development to meet district goals.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): The district will not charge indirect on these funds.

Budget: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2012-60

Project Title: Statewide Professional Development
Project Purpose: Provide training to district staff
Project Director: Peggy Carlson, Executive Director of Curriculum

Project Information:

District Fund Name: Statewide Professional Development
 State Function Classification: Instruction
 This Budget Award: \$ 65,000.00 Period: July 1, 2011 to June 30, 2012
 Matching Requirements: None
 Indirect: Waived district indirect
 Future Liabilities/Comments: None

**This Budget
Award**



	2011-12			Total Funding Award(s)
FUNDING SOURCES:				
State Department of Education	\$ 65,000	-	\$ -	\$ 65,000
Total funding sources	<u>\$ 65,000</u>	<u>-</u>	<u>\$ -</u>	<u>\$ 65,000</u>
APPROPRIATIONS:				
Certificated salaries	\$ 2,500			
Non-certificated salaries	4,000			4,000
Employee benefits	422			422
Staff travel	50,078			50,078
Supplies, materials, and media	8,000			8,000
Total appropriation	<u>\$ 65,000</u>	<u>-</u>	<u>\$ -</u>	<u>\$ 65,000</u>

Position control for new positions:

<u>Position Title</u>	<u>Position ID</u>	<u>Est Annual Budget</u>	<u>FTE</u>

District review/approvals

Grants/Special Projects	4/12/12
CFO	<i>[Signature]</i>

Approved by School Board

Date _____

8337/23030

GRANT TITLE: Classroom Technology Upgrades
FUNDING AGENCY: Alaska Department of Commerce, Community and
Economic Development Pass Through Fairbanks North Star
Borough
STATUS: Acceptance
AWARD AMOUNT: \$30,000
AWARD TYPE: Initial: 100% of expected amount
SUBMISSION DEADLINE: N/A
REVIEWED BY: Grant Review Committee
TIME PERIOD: February 8, 2012-April 30, 2016

GRANT PROGRAM GOAL: Funds to upgrade the current technology for Hunter Elementary classrooms.

POPULATION TO BE SERVED: Students and staff at Hunter Elementary School.

PROPOSED ACTIVITIES AT SUBMISSION: This grant pays for purchasing of supplies/materials/software and equipment necessary to upgrade the current technology equipment for Hunter Elementary School classrooms.

BOARD PERFORMANCE GOAL, ON-GOING COMMITMENTS, AND/OR NEW INITIATIVE SUPPORTED BY THIS GRANT: Goal: Create and support sufficient opportunities for students to be successful in their future technology use. Commitment: Use technologies, including PowerSchool Premier, to enhance learning, monitor student progress, involve parents, enhance communication, and maintain efficient district operations.

ACTIVITIES CHANGED SINCE SUBMISSION: N/A

DISTRICT OBLIGATIONS DURING GRANT/UPON COMPLETION (i.e., in-kind services): The district will not charge indirect on these funds.

Budget: See fiscal note.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT FISCAL NOTE

FN 2012-61

Project Title: Classroom Technology Upgrades
Project Purpose: Upgrade current technology for Hunter Elementary classrooms
Project Director: Mike Fisher, Chief Financial Officer

Project Information:

District Fund Name: Classroom Technology Upgrades
 State Function Classification: Instruction
 This Budget Award: \$ 30,000.00 Period: July 1, 2011 to June 30, 2012
 Matching Requirements: None
 Indirect: 6.20%
 Future Liabilities/Comments: Allocation of unallocated funds

**This Budget
Award**



	2011-12			Total Funding Award(s)
FUNDING SOURCES:				
State of Alaska (Pass thru FNSB)	\$ 30,000	-	\$ -	\$ 30,000
Total funding sources	<u>\$ 30,000</u>	<u>-</u>	<u>-</u>	<u>\$ 30,000</u>
APPROPRIATIONS:				
Supplies, materials, and media	15,000			15,000
Equipment	15,000			15,000
Total appropriation	<u>\$ 30,000</u>	<u>-</u>	<u>-</u>	<u>\$ 30,000</u>

Position control for new positions:

<u>Position Title</u>	<u>Position ID</u>	<u>Est Annual Budget</u>	<u>FTE</u>

District review/approvals

Grants/Special Projects	4/14/12
CFO <i>[Signature]</i>	<i>[Signature]</i>

Approved by School Board

Date _____

23110

MEMORANDUM

DATE: April 10, 2012

TO: Board of Education

THROUGH: Pete Lewis, Superintendent

FROM: Karen Gaborik, Assistant Superintendent, Secondary Education

SUBJECT: First Day of School Attendance Waiver

Over the past five years the Fairbanks North Star Borough School District has implemented *Ignition*, a high quality freshman orientation program to facilitate the transition of eighth graders to our local high schools. Junior and senior students serve as mentors during orientation events at the beginning of each school year, as well as facilitators of biweekly classroom sessions supporting freshmen transition throughout the year. High school orientations also include separate welcome events for sophomores, juniors, and seniors who are new to the school. Multiple staff sponsors organize the orientation events and provide guidance to all participating students throughout the school year in our high school advisory programs.

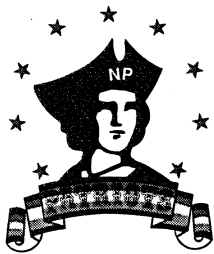
At the beginning of the school year, the *Ignition* program is a high-energy, full-day event that requires participation of the entire school staff. Up to this point, district high schools have worked within the constraints of designated teacher professional development and work days. For the fidelity of implementation, the administration is proposing the district limit first day student attendance to freshmen, upper class *Ignition* mentors, and students new to the school in grades 10-12. The attendance limitation on the first day of school would impact only our high schools. Students in grades pre-k through 8 would attend school on the first day as usual.

In order to limit first day attendance and meet the requirements of Alaska Statute 14.03.030, the district must seek a waiver from Alaska's Department of Education and Early Development (DEED). If approved, the 2012-2013 school year attendance waiver will be implemented as a one-year pilot program to support our freshman and new student orientation day. The administration will evaluate the pilot program through a feedback process that includes input from students, parents, and staff, as well as provide feedback on the pilot program to the school board.

The administration respectfully requests the school board approve limited high school attendance on the first day of the 2012-2013 school year and direct the superintendent to request a waiver to AS 14.03.030 from the DEED to allow this pilot program to occur. By limiting first day attendance to those students involved in the *Ignition* program it will allow our high schools to facilitate the highest quality freshman orientation day possible. It will also allow for maximum participation from all staff, as well as more fully welcome and transition new students in the upper grades.

We appreciate your consideration and thank you for your support of students and educators in the Fairbanks North Star Borough School District.

cc: Cabinet



NORTH POLE HIGH SCHOOL

601 N.P.H.S. Blvd. North Pole, Alaska 99705 (907) 488-3761 Fax (907) 488-1488
www.northstar.k12.ak.us/schools/nph/nphshome.htm

MEMORANDUM

Date: April 11, 2012
TO: Karen Gaborik, Assistant Superintendent-Secondary
FROM: Bridget Lewis, Principal, North Pole High School
RE: Fundraising/Travel Request

Who is Traveling: 9 students and 1 advisor
Destination: Washington, DC
Date of Travel: April 27 – May 1, 2012
Reason for Travel: To participate in the national "We the People" competition
Cost to District: Substitute costs for three school days. All other expenses will be paid through fundraising.



AUSTIN E. LATHROP HIGH SCHOOL

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

MEMORANDUM

DATE: April 3, 2012

TO: Karen Gaborik, Assistant Superintendent

FROM: Dave Dershin, Principal
Lathrop High School

RE: Permission To Travel

Who Is Traveling: ACA-DECA team 9 students and 2 chaperones

Destination: Albuquerque, NM

Dates of Travel: April 23-30, 2012

Reason for Travel: National ACA-DECA Competition

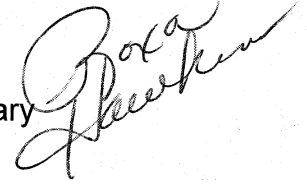
Cost to the District:
School Per Diem for 8 days (\$360.00) to be paid by Lathrop High

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

March 28, 2010

TO: Roxa Hawkins, Assistant Superintendent – Elementary



FROM: Leslie Campbell, Principal 
Anne Wien Elementary School

RE: **GIFT ACCEPTANCE**

Donation From: Anne Wien Elementary PTA
1500 Hampstead Avenue
Fairbanks, AK 99701

Item(s) Donated: Donation for Classrooms

Item(s) to be used for: Field Trips in Community

Value of Donation: \$1,275.00



AUSTIN E. LATHROP HIGH SCHOOL

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

MEMORANDUM

DATE: March 30, 2012

TO: Karen Gaborik, Assistant Superintendent

FROM: Dave Dershin, Principal
Lathrop High School

RE: Gift Acceptance

Donation From: Susan Stitham
P O Box 337
Ashland, OR 97520

Money Donated: \$1,500.00

To Be Used For: Susan Stitham Scholarship and Josh Boycott Scholarship

PERSONNEL ACTION REPORT

For the period: 3/28/12 – 4/10/12

EMPLOYMENT OF BUILDING ADMINISTRATION

NONE

TRANSFER OF EXEMPT PERSONNEL

NONE

EMPLOYMENT OF CERTIFIED PERSONNEL

Nafpliotis, Stephanie

Education: B.A., 2011, University of Alaska
Fairbanks

Experience: NONE

Ms. Nafpliotis is being recommended to serve as a Fourth grade teacher at Woodriver Elementary School effective March 29, 2012. Her annual salary of \$9,170.85 is based on 190 days a year.

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

EMPLOYMENT OF EXEMPT PERSONNEL

NONE

TERMINATION OF EXEMPT PERSONNEL

NONE

CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

NONE

CERTIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

Schmitz, Orien

Date of Hire: October 24, 2004
Position: Elementary teacher at Weller
Elementary School
Effective Date: November 24, 2011 through
the end of the 11/12 school
year
Reason: Child Care Leave

TERMINATION OF CERTIFIED PERSONNEL

NONE

TERMINATION OF PRINCIPAL PERSONNEL

NONE

PERSONNEL INFORMATION REPORT

For the Period: 3/28/12 – 4/10/12

EMPLOYMENT OF CLASSIFIED PERSONNEL

Macrae, Hilary

Date of Hire: April 2, 2012
Position: Response to intervention assistant
at Anne Wien Elementary School
Reason: Replaces Kari Gimbel, resigned

Sartz, Anna

Date of Hire: April 3, 2012
Position: Counseling technician at Lathrop
High School
Reason: Replaces Linda Oates, transferred

Tallan, Barbara

Date of Hire: April 2, 2012
Position: Teacher assistant at Chinook
Montessori School
Reason: Replaces Cynthia Weber, resigned

TERMINATION OF CLASSIFIED PERSONNEL

Alabran, Eunsuk

Date of Hire: October 25, 2010
Position: Nutrition services aide at Ryan
Middle School
Effective Date: May 18, 2012
Reason: Resigned

Koonz, Whitney

Date of Hire: September 27, 2011
Position: Nutrition services aide at Tanana
Middle School
Effective Date: April 6, 2012
Reason: Resigned

VanderPlas, Nora

Date of Hire: August 22, 2011
Position: Nutrition services aide at Lathrop
High School
Effective Date: April 20, 2012
Reason: Resigned

MINUTES

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

BOARD OF EDUCATION

FAIRBANKS, ALASKA

Work Session

MINUTES

March 19, 2012

President Brophy called the work session to order at 6:03 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue to discuss the district's 2012-2013 Proposed Budget and to hear public testimony.

Present:

Kristina Brophy, President
Sharon McConnell, Vice President
Sue Hull, Treasurer
Silver Chord, Member
Wendy Dominique, Member
John Thies, Member

Absent:

Sean Rice, Clerk

Staff Present:

Pete Lewis, Superintendent
Mike Fisher, Chief Financial Officer
Karen Gaborik, Assistant Superintendent – Secondary
Roxa Hawkins, Assistant Superintendent – Elementary
Dave Ferree, Assistant Superintendent – Facilities Management
Kathy Hughes, Executive Director of Alternative Instruction & Accountability
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Robin Mullins, Director of Business Services
Katherine Sanders, Director of Library Media
Richard Smith, North Pole Middle School Principal
Kathy Helmick, Budget Specialist
Sharon Tuttle, Executive Assistant to the Board

Public Testimony on the Proposed 2012-13 Budget

Lynne Krizek, 682 Gold Vein Road, Lathrop High School librarian, had come before the board previously in support of reinstating the library assistant positions. Ms. Krizek quoted Ben Franklin, "Energy and persistence conquer all things." She had the persistence – she had come before the board previously, along with her library assistant at a regular board meeting, and at a work session with a transcript of student testimony on their thoughts regarding the loss of library services.

Ms. Krizek prepared a spreadsheet handout for board members showing the responsibilities of the librarian (herself) and her two current library assistants, as well as daily tasks shared by all of them. With the proposed cut of a library assistant, she had to take all the responsibilities of one of the assistants, because she would have to absorb those duties.

Ms. Krizek was not sure how she would function next year with 75 more lines (according to her chart) of responsibilities. She was greatly concerned about the issue because collaboration played an important role in the library. She enjoyed working with classes and helping students, but was not sure how she would do that next year if a library assistant position was eliminated. She would not have the time to get out and about in the building.

Public Testimony on the Proposed 2012-13 Budget (continued)

Ms. Krizek asked the board to help her prioritize which duties on her spreadsheet she would be able to complete and which duties she would be able to cut, because she was greatly concerned she would not be able to do that. She had recently read about the trend of the librarian as the “embedded librarian” meaning one might not know it, but librarians were all over the building, all the time, all through the day.

The main goal was to help students in their learning and have the library be the place where students focused on learning. Ms. Krizek needed to be free to help students, but she did not know how she would be able to do that. Instead of the “embedded librarian” she might turn out to be the “emaciated librarian” because she would not have time to eat as she tried to complete all the duties, in all the columns from her spreadsheet.

Ms. Krizek realized there were many cuts, but she thought it would be a great disservice to students, student achievement, and learning if the library did not have a full force. Ms. Krizek thanked the board for their time.

Mrs. Hull asked Ms. Krizek to speak to the librarian’s responsibilities related to technology and how Lathrop’s library load might be different from other schools. Ms. Krizek stated just the size of Lathrop’s student body – 1,170 students – using the library’s iPads was a big endeavor. A lot of her time was spent cleaning up the iPads, ordering the apps, and making certain they were updated. The iPads alone had added to Ms. Krizek’s work load. Mrs. Hull asked if network services could provide some support or was it a building assigned responsibility. Ms. Krizek stated she was the mobile device manager and in charge of purchasing apps. The three carts of iPads had been distributed to teachers as home base managers, but they did not have the time to go through them. Students did mess with the devices so constant clean-up was necessary. Network services had such a backlog.

With the technology curriculum, Ms. Krizek explained students were making travel brochures, iMovies, and other technology based assignments and she would like to be able to help students with their work. Teachers were not always adept to the latest technology. The ITTs were not in the building all that often. They came to the school when they were booked. People knew the library was the information source regarding technology. Teachers came to the library when they needed assistance. They did a lot of handholding.

Mrs. Hull asked Ms. Krizek about the work load of Lathrop’s library compared to other schools. Ms. Krizek did not know, but she thought a school of 800 students would have a lot less work than Lathrop.

Jenifer Cameron, PO Box 117, encouraged the board to support the recommendation of reinstating the elementary art specialist. She believed the position needed to be reinstated because art was a part of everyone’s world. If board members closed their eyes and thought about how they would learn without visual literacy, it was something that could not be done. The brain depended upon the visual interaction with the world. District students were 21st century learners. The world was becoming increasingly visual. Students would be at a disadvantage if the district did not continue with a strong core arts program.

As Ms. Cameron traveled around the state and Outside to conferences, she absolutely touted the support the district and board had provided to the arts. It had given her great pleasure and honor to talk about how the district had supported the arts program from elementary through high school. Art was core to the district, included on report cards, and required to be taught in the district. Without the support of the elementary art specialists for every elementary teacher, in every elementary classroom, for every elementary student, it would be inequitable. There would be gaps in art education.

Public Testimony on the Proposed 2012-13 Budget (continued)

Art was not isolated. The arts were in place to make engineers better engineers. They made mathematicians better mathematicians. Art was how spark was created for new ideas and creativity. If art was impacted in a negative way, beginning with the elementary students, they would not have a second opportunity. The elementary art program was where art specialists could support what they knew about brain research and effective teaching practices.

Ms. Cameron felt the community had always supported a strong arts program because they liked to use it as something important to attract people to the community. Fairbanks' strong arts and cultural offerings were absolute diamond. Ms. Cameron wished the board would support a fully-staffed elementary arts specialist program.

Larry Ehnert, PO Box 74918, a member of the Citizen's Budget Review Committee, chastised himself for some of the comments he made and not made during the committee's report presented at a previous work session. He had made a couple of mistakes. In talking about special education funding and the cost of hiring the 23 positions, he felt the costs were over estimated. The costs had been estimated at an average cost of hiring a teacher. He did not think a teacher would actually be hired in at the average cost. He acknowledged, for budgeting purposes, the average cost would be used, but a new person actually being hired would not cost that much.

Mr. Ehnert also believed there would be savings in regards to health care costs for a new hire. The 26 percent benefit factor for \$70,000 was \$18,200, but the district's cost for health care for an employee was approximately \$12,200. Mr. Ehnert did not believe it would be a big deal with the average costs if the district was hiring only one or two people. But in calculating 23 positions by over estimating between \$20,000-\$30,000, it would total close to half a million dollars. It seemed to him to be a little over estimated.

Mr. Ehnert understood the budget committee did not want to talk much about the state of negotiations, but as the list of priorities for add-back money was discussed, it would be nice to see it on the list of priorities. He knew it was everyone's priority to settle the contract but it was never part of the budget committee discussion.

Mr. Ehnert wanted to discuss the contract in terms of the budget. He provided board members with a scattergram and a handout of scattergrams on salary steps and columns for certified staff across the district. He pointed out as more money was received from different revenue sources, the graph never changed. One would not know what year the scattergram was from. Mr. Ehnert found it pretty profound the graph never changed. If it never changed, the only cost, in terms of the budget, to settling the contract was the percent on the base. The steps and columns stayed the same. People left the district and people came to the district. Mr. Ehnert wanted to make it clear the only real cost to the budget was the percent on the base.

Mrs. Dominique asked if the issue was something to be considered in negotiations or as part of the budget package. Mr. Ehnert stated the reason it was a concern to the budget was because many times during the budgeting process, status quo – maintenance level increases were discussed. Status quo meant the district had to budget for projected maintenance level increases in salaries and benefits. He thought the administration had budgeted at one percent or so for next year, noting the contract had not yet been settled. Mr. Ehnert's personal opinion was one percent was not the correct number to use. He had found it a little frustrating being on the budget committee when the real budget numbers were not used to make the budget more accurate. The budget was not so tight that 3 percent, 2.5 percent, 2.0 percent, or whatever it turned out to be, could not be absorbed. The only number that increased was the \$63 million or so that was spent on salaries. Every percentage was an extra \$630,000 to the budget. It was only the base that affected the budget, it was not the steps and/or columns because they did not change from year to year – they remained constant, unless a step or column was added to the salary table. Mr. Ehnert noted the big lines on his graphs were the master's and bachelor's columns where employees had topped out.

Public Testimony on the Proposed 2012-13 Budget (continued)

Mr. Ehnert reiterated negotiations weren't really discussed at the Budget Review Committee meetings. They had worked in the constraints of the one percent. He believed that was a little unrealistic. He hoped the issue would become a priority for the school board.

Karen Stomberg, 4076 Birch Lane, spoke in support of the art program. Ms. Stomberg shared information about the district's art program because she thought some board members might not have a long history with the district. The district's art programs were thirty years old. Art had been on the budget cliff many times over the years, but the elementary art program had never been cut because it had always been seen as a very cost effective way to get a lot of art into the elementary schools. The school board would like every child to have at least one hour of art a week. The program had been very effective and had sustained over time because it worked.

Ms. Stomberg spoke about the district's high school art programs. The high school programs were continuing to help amazing students do amazing work. Teachers worked hard to learn skills and utilize their creative thinking to work in collaborative ways to bring art to students. Unfortunately the programs had been eroded over the past few years. There were teacher retirements which had not been filled. There were skeleton art crews working in the high schools.

Ms. Stomberg mentioned the creative things which were being done with technology and art. She believed it was an area that needed to be watched. More and more everyone had technology in their hands. The basis of a lot of technology had to do with visual understanding. Art teachers in many districts were working hand in hand with tech teachers or they were technology teachers as well as art teachers. Ms. Stomberg thought it was something the district had to consider at the high school level to help train students in ways to use technology more effectively. She recognized the secondary art issues were site-based decisions on how the cuts were being made at middle and high schools. She wasn't certain if there was a direct way the school board could affect the issue, but she wanted them to be aware that as strong and wonderful as the programs had been, teachers were over taxed. Frequently, teachers had three or four levels of art going on in a classroom at the same time, with up to forty students. Ms. Stomberg thanked the board for their time.

Heidi Atkinson, 1504 22nd Avenue, a districtwide elementary art teacher, spoke in support of the arts. Ms. Atkinson, understandably emotional, stated it would be her position, as an elementary art specialist, that would be eliminated in the proposed budget. She did not wish to speak about herself, but about the position. Ms. Atkinson saw over 1,000 students and 100 teachers. She helped them schedule the art kits and secure materials they did not have the resources to obtain. The district's elementary art program was an amazing, award winning program. It had been replicated and received national grants.

Ms. Atkinson would like to see the elementary art program remain strong. She was a product of the program. She grew up in Fairbanks and attended district schools. She had left the state to get an art education degree so she could return to Fairbanks to teach. The program had done amazing things for her. Ms. Atkinson thanked the board.

Proposed 2012-13 Budget

Board members began their in-depth review of the administration's 2012-13 Proposed Budget. Board members would consider the Citizen's Budget Review Committee's recommendations; the public input they had received over the course of the budget process; and the needs of the district as they worked to develop the district's 2012-13 Recommended Budget which had to be presented to the borough assembly by April 1. The unknown factor of revenues made producing a recommended budget very difficult. Board members would have to determine a reasonable revenue level or projected revenue level on which to base the recommended budget.

Proposed 2012-13 Budget (continued)

In determining the administration's proposed budget, the administration had looked at every department and some positions had been recommended for elimination. It was reported from a board member she had received reports of staff members in the administrative center who were spending their time reading the paper, playing on the computer, and other non-work related activities and those positions should be looked at for elimination. Superintendent Lewis stated if there were individuals who were not performing, they certainly needed to be addressed on an individual basis.

Board members thoroughly reviewed the budget committee and the administration's proposed budget add-backs. The board would need to determine their add-back list to determine a recommended budget. Class size was a board priority. Board members asked about the number of teachers needed to restore class size from the proposed budget back to the current level. There was some confusion on the number of teachers needed to be added back in; the administration would have the information at the next meeting.

Throughout the budget process, the board had heard public testimony in favor of restoring class size and the ERII and EMII programs, and reinstating the library assistants, the districtwide art teacher, custodians, the middle school concept, and a principal position to cover a full time principal at both Two Rivers and Salcha. They had also heard support for adding an assistant principal to Arctic Light Elementary School.

As part of the board's review of the proposed budget, they asked for costs associated with the library assistant, art teacher, and custodian positions. Special education services, staffing, funding, and growth were discussed. Board members acknowledged the hard work of the Citizen's Budget Review Committee and thought it was beneficial to have it operate as a year-round committee.

Board members spoke to the importance of program success and sustainability. One board member voiced concern decisions were being made arbitrarily and felt each program and person in a department should be reviewed. The board member had not seen enough data to show what program worked and which program did not work. Most the comments were anecdotal and the board was making decisions off the top of their head and not backed by data. The board had to consider the impact of their decisions. The board member asked for the meaning of success.

Other board members agreed the board needed to consider the effectiveness of programs and the results achieved for students by the programs in their decisions, but sometimes the measurement of success of a program was beyond the data. The administration provided and presented reports throughout the year filled with data and information on the success or failure and pros and cons of the district's many programs. It was the responsibility of each board member to ask questions and familiarize themselves with the information. Program review was an ongoing process throughout the entire year. The best the board could do was to consider the expert advice of the administration specialists, the budget committee's recommendations, the input from the public, and the information they had obtained throughout the year on different programs when considering the proposed budget and program cuts. The board was faced with a \$12 million shortfall; there was no easy fix.

During discussions on reinstating the elementary principal position, board members asked about enrollments at Salcha and Two Rivers, as well as the cost of a head teacher position versus a principal position. In an effort to balance the return of some positions, board members looked at decreasing the two safety liaisons positions from twelve months to ten months.

The board had many questions surrounding the middle school concept and the impact on students and staff if the concept was eliminated. Board members voiced concern about the possible loss of student academic time, staff collaboration time, scheduling issues, and elective options. The loss of

2012-13 Budget (continued)

the middle school concept would equate to the loss of several teacher positions and team Proposed collaboration time. Concern was also voiced over the issue of equity in collaboration time between middle schools, high schools, and elementary schools. The administration believed collaboration time could be provided with some restructuring of the schedule. They also did not believe student core academic time would be reduced. As was noted by a middle school principal at an earlier meeting, elective options might be increased with the elimination of the middle school concept.

To help facilitate the board's work, the administration suggested providing board members with a listing of each proposed cut, as well as each recommended add-back and its associated cost at the board's next work session. Board members would then be able to reinstate or remove positions and programs within the budget constraints.

Revenue Picture

Superintendent Lewis stated the administration's proposed budget was based on flat funding from the state, borough, and federal levels. The budget committee had built in approximately \$4 million (\$3 million from the state and \$1 million from the borough) in additional projected revenue. The administration believed the district would receive some additional state revenue, although how much and in what form was not known. The governor had proposed \$30.3 million in one-time education money to help with transportation and energy costs, but that was not guaranteed. The administration thought the district would receive at least \$3 million in additional state funding; it might be more. The state legislature had been looking at different education funding options outside the base student allocation (BSA) including energy, transportation, and other options.

In working to determine a reasonable revenue amount for the district's recommended budget, the board discussed different funding levels from \$3 to \$5 million in possible additional state revenue and an additional \$1 million in local funding. Some members expressed reservations in utilizing the larger figure in state funding and were not optimistic about the additional local funding. But the board agreed it was important to ask the borough for what was needed.

After much discussion, board members agreed to a more conservative estimate of \$3.5 million in additional funding from the state and \$1 million from the borough. In going with the lesser amount, Board members felt it would be easier to reinstate personnel and programs rather than have to eliminate them again. Also, the district had some contractual deadlines to meet regarding nonretention and other personnel actions in the event of cuts.

The administration noted the district had received updated utility costs for the year. Noting the frigid cold month of January, they believed energy costs would be at least \$600,000+ more, but would have more information at the next meeting.

Public Testimony on the Proposed 2012-13 Budget

Karen Stomberg, 4076 Birch Lane, thanked the board for their hard work on the budget; she found their discussions interesting. She knew it was hard to squeeze water out of a stone. Ms. Stomberg presented some data in support of the art center. There were five teachers who saw every elementary student from preschool to sixth grade – approximately 8,000 students – three times a year, which equated to 24,000 student contacts per year. The program had a \$15,000 supply budget which was wonderful, but equated out to less than seventy-five cents per student. The art teachers had figured out how to make it work and deliver excellent art without spending a lot of money.

Ms. Stomberg spoke about the district art kits. The art teachers had created them from their art lessons. The kits circulated throughout the district so teachers could check them out to present art on their own to classrooms. Ms. Stomberg stated 72 art kits had been sent out earlier in the day to classrooms across the district. About 36,000 kits were circulated through the year, which were a result of the team of art teachers. Ms. Stomberg appreciated the work of the board.

Public Testimony on the Proposed 2012-13 Budget (continued)

Richard Smith, 739 Fabian Drive, North Pole Middle School principal, having heard the board's discussions felt compelled to advocate on behalf of his 668 students, their families, the North Pole community, and his faculty. North Pole Middle was the fourth largest secondary school in the district; they had four fewer students than North Pole High for next year and only 27 fewer students as of current time.

Mr. Smith realized the board's daunting task. He appreciated the advocacy for the middle school model. He understood it was expense and might go away. Mr. Smith reported North Pole Middle did a lot and they did it with less. One of the board's priorities was excellence and equity. He agreed equity did not mean the same for everyone and it did not mean a school hit a certain enrollment number and received a certain number of staff or other resources. He reiterated North Pole did the same with less.

Mr. Smith explained North Pole Middle got the job done with one less assistant principal, two less counselors, and three less secretaries than North Pole High and four less than the other large high schools. The school did a lot and did it well. Mr. Smith would be happy to share the school's SBA data with the board. The school's writing scores had grown dramatically, although the math scores still needed work. Mr. Smith asked that North Pole Middle School not be lumped with the other three middle schools; they were not the same. North Pole Middle was not the same size; they did not have the same dynamics. North Pole Middle was proud to be different.

When looking at parent input from the school's climate and connectedness survey, Mr. Smith reported 88 percent of the families stated their student enjoyed coming to school. Seventy-four percent believed the middle school model was helpful; 74 percent of parents believed their child had a positive relationship with teachers; 82 percent found the building was safe; and 82 percent gave the school a grade of an A or B.

Mr. Smith acknowledged the board had a huge budget to balance. It would be a terrible shame if the middle school model was eliminated. He emphasized North Pole Middle did a lot with less. When talking about equity, Mr. Smith asked that North Pole Middle School not be compared with the middle schools any longer. They were a high school in size. The school and faculty were doing an outstanding job. North Pole Middle families and community should be proud.

Mr. Chord asked Mr. Smith how North Pole Middle School would adapt if the middle school concept was eliminated. Mr. Smith did not have an answer for Mr. Chord, but he would work closely with the superintendent and assistant superintendent to get it figured out. The school would do it.

Mrs. Hull tried to clarify Mr. Smith's testimony, as the middle school concept would not eliminate the equity issues Mr. Smith raised. Mr. Smith stated Mrs. Hull was correct, it was not just about the middle school model, but it was part of the issue. He would be happy to show the board any of North Pole Middle School's SBA data; they had made wonderful gains. In having attended the last couple of work sessions and hearing discussions about equity, Mr. Smith felt if he, as building principal, did not advocate for his building and community, who would. He felt it was part of his responsibility, although it might be unpopular.

Mrs. Hull did not believe Mr. Smith's advocacy was unpopular and she hoped her question had not implied that; she was just trying to clarify Mr. Smith's concerns. The issues he mentioned – one less assistant principal, two less counselors, and three less secretaries – would not be changed by the middle school concept. Mr. Smith agreed. Mrs. Hull thought the staff issues had caused pressure. Mr. Smith agreed there was pressure. He recognized the added positions were not in the proposed budget and he was not asking for them to be added to the proposed budget. He wanted the board to be aware of North Pole Middle's numbers and size and hoped they would consider it more towards the high school model than the other three middle schools. Mr. Smith was not asking for additional staff, just for an awareness by the board. The North Pole Middle School staff worked very hard.

Public Testimony on the Proposed 2012-13 Budget (continued)

Jenifer Cameron, PO Box 117, thanked the board for their discussions. She recognized the hard job they had in balancing the budget, but reminded them they had to remember quality of life and other things that were important to the future. Even though hard decisions were being made at the current time, the impact of those decisions in the future needed to be considered. Ms. Cameron asked the board to remember the elementary art specialist program served as mentors to teachers. They were embedded professional development. They touched the future of the quality of art education in the district. Cutting one position would impact like a pebble in a pond; not knowing where the impact would end. The elementary art program was a very cost effective program, but by cutting one person, it would greatly impact the program's ability to provide the current level of professional development to teachers.

Ms. Cameron spoke to Mr. Chord's earlier remark about looking at each program. She spoke about the concept of treating the school district like a business. When businesses got into trouble, they looked at how to divide the trouble over the departments. Ms. Cameron thought it was good in one aspect, but education was not a business. Why look at programs that were cost effective and working? In a business model, if there was a section that needed adjusting, you would make the adjustment, but if there were successful parts of the business, you wouldn't cut it just because it was the equitable thing to do. That was Ms. Cameron's rationale regarding Mr. Chord's comments of looking at the programs and reviewing each of them individually.

Ms. Cameron had just returned from Minneapolis and shared a bumper sticker she had seen on a passing car, "The best way to predict the future is to create it." Ms. Cameron thought that was the job of the district. She thanked the board.

President Brophy thanked everyone who had testified and who were still in the audience. She commended everyone for coming out. Thinking about how many people the budget affected, the people in the audience were very few.

Lapse Fund

Mr. Fisher reviewed the lapse ordinance handouts. One of the handouts was an explanation of the lapse ordinance prepared by Mr. Fisher. The other was a packet of information from the borough regarding the lapse ordinance.

Superintendent Lewis updated the board on the lapse ordinance. The assembly would be meeting on Thursday to hear Assemblymember Hutchison's proposed ordinance which would have the district using the same process the borough used regarding lapse funds. The district was supportive of Assemblymember Hutchison's ordinance. It would be a great change for the district and help the district's budget.

Superintendent Lewis thought it would be important to have board members present at the borough assembly meeting, as well as other key stakeholders such as PTA members, parents, staff, etc. It would be helpful if a couple of board members were prepared to testify in support of the ordinance.

The meeting adjourned at 8:10 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

March 20, 2012

President Brophy called the meeting to order at 7:02 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue. Two Rivers School's Jazz Band led the Pledge of Allegiance and performed for the Board under the guidance of Kathleen Kennedy, band director.

Present:

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

Absent:

Brooke Wilson, Student Representative

Staff Present:

Pete Lewis, Superintendent
Roxa Hawkins, Assistant Superintendent – Elementary
Karen Gaborik, 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
Bill Bailey, Director of Public Relations
Elizabeth Schaffhauser, Director of Employment & Educational Opportunity
Louise Anderl, Director of Federal Programs
Gayle Pierce, Director of Labor Relations
Janet Cobb, Director of Information Systems
Katherine Sanders, Director of Library Media Services
Sharon Tuttle, Executive Assistant to the Board

PRELIMINARY ITEMS

State Cross Country Ski Champions

The West Valley High School girls' cross country ski team captured the state championship at the Alaska State Cross Country Ski Championships in Anchorage. Hannah Boyer earned her third consecutive girls' Skimeister award. Davya Flaherty, West Valley coach, made the presentations.

Hannah Boyer
Kira Leonard
Emalia Mayo

Eliza Rorabaugh
Elizabeth Whisenant
Helen Sudkamp-Walker

Academic Decathlon State Champions

The Lathrop High School Academic Decathlon team was scheduled to be recognized but was unable to attend. It was hoped the team would be available to be recognized in April.

Alaska Society for Technology in Education (ASTE) 2012 iDidaContest Winners

The Alaska Society for Technology in Education (ASTE) recently announced the winners of the 2012 iDidaContest. Kathy Port, K-12 technology coordinator, made the presentations.

iDidaTunes: Entertain Us Category:

Joy Curtis	1 st Place: K-4 th grade	Joy's Song	Denali Elementary School
Katelynd Darling	1 st Place: 5 th -8 th grade and People's Choice Award	Moon Dance	North Pole Middle School

iDidaMovie:

Make Me Laugh:

Marissa Jackson Maggie Martinez	1 st Place: 5 th -8 th grade	NPM's Turkey Galore	North Pole Middle School
Tim Belmont Mark Stoller Lucas Acker	1 st Place: 9 th -12 th grade	Basic World	North Pole High School

Teaching in Alaska:

Olivia Pertuso Mackenzie O'Connor Jae Kim Katie Gearhart Josef Galath-Schruf	1 st Place: 5 th -8 th grade	Tipping Troubles	North Pole Middle School
Jarod Want	1 st Place: 9 th -12 th grade	Quick n' Cheap Waffles	Hutchison High School

iDidaPhoto:

Make Me Laugh:

Cheyenna Lindgren	1 st Place: 9 th -12 th grade	Feeling Silly	Hutchison High School
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Alaska Life:

Gretchen Petrie	1 st Place: 9 th -12 th grade	A Moment of Winter	Hutchison High School
Jenny Long	1 st Place: Teacher	Denali's Fading Colors	North Pole Middle School

2012 Alaska Society for Technology in Education (ASTE) Tech Support of the Year Award

On February 29, at the 2012 Alaska Society for Technology in Education (ASTE) Conference, Lindy Kinn, instructional technology teacher, received the Tech Support of the Year Award. Kathy Port, K-12 technology coordinator, made the presentation.

Spotlight: Fairbanks B.E.S.T. (Building Educational Success Together)

Kathy Hughes, executive director of alternative instruction, and the staff from B.E.S.T. made a presentation on the district's correspondence school. Students chose the B.E.S.T. program for a variety of reasons including travel, student or family member illnesses, late enrollment, credit recovery, and for dual high school and college enrollment. Each B.E.S.T. student has a story and their reasons for choosing the program were often unique, but a common factor was often flexibility in terms of time.

The program offered two options – home school and online learning. B.E.S.T. currently had an enrollment of 282 students with 112 working in the home school option, 164 students enrolled in online courses, and six students in the LIFT program, which worked with students who enrolled too late in the year to receive credit in a traditional setting.

In the homeschool program, parents served as the primary teacher providing customized instruction while receiving allotment support for curriculum materials. The online courses were taught by qualified teachers and provided students and families with anytime/anywhere access.

As a district program, B.E.S.T. offered some advantages over other home schools. All B.E.S.T. students:

- Worked with a certified educational specialist
- Developed individual learning plans
- Participated in state-mandated district testing
- Were eligible to participate in athletics, music programs, and other extra-curricular activities at their home attendance area school
- Could enroll in up to two classes at their home attendance area school
- Had access to district resources: tutoring, library media services, special education, and after school programs

Mrs. Hughes shared B.E.S.T. program highlights from the 2011-2012 school year:

- AYP (Adequate Yearly Progress) in 2011 (second year in a row)
- EED (State Education Department) Monitoring visit: Excellent Review Scores
- Northwest Accreditation
- NCAA approved courses
- College Board Advanced Placement courses
- Student Accomplishments: high achieving scholars, musicians, athletes, and World Language Declamation participants
- Increased enrollment
- Additional professional development workshops for homeschooling parents

As part of the presentation and to highlight some of the student talent in the B.E.S.T. program, there were two student performances. Emma Hughes, an accomplished vocalist and musician, sang "At Last" and Jonathan Gallegos played a classical guitar selection.

Mrs. Hughes introduced the B.E.S.T. staff including educational specialists Donna Curry, Joe Griek, and Kristan Kelly; clerical staff Roz Sandland, Emily Cary, and Britt Larson, and Eric Schiff, tutor. B.E.S.T. staff also provided support to other district programs including summer school, SMART, Co-op, and AP and world language classes. Mrs. Hughes thanked staff members for their hard work.

Spotlight: Fairbanks B.E.S.T. (Building Educational Success Together) (continued)

In April, B.E.S.T. would be hosting their 2nd Annual Spring Showcase. The event was planned for Thursday, April 12 from 1:00-5:00 p.m. at the Morris Thompson Cultural and Visitors Center and Wednesday, April 18 from 1:00-5:00 p.m. at the Noel Wien Library. The showcases were a great way to learn more about the B.E.S.T. program.

Mrs. Hughes shared a story about how she had received a call from North Pole High School last spring to tell her the North Pole High School "rock" had been painted by B.E.S.T. students. It had been symbolic and indicative for Mrs. Hughes on how far the program had come. Students identified B.E.S.T. as their school. Mrs. Hughes joked B.E.S.T. should have a rock outside the administrative center like the other high schools.

Mrs. Hughes was very appreciative of the hard work of the B.E.S.T. staff and very proud of the program and its accomplishments. B.E.S.T. filled an important niche in the district and community, giving many students the means to continue their education in the district while pursuing other endeavors.

BOARD QUESTIONS/COMMENTS

President Brophy thanked Mrs. Hughes for her great presentation. The board really needed to hear about B.E.S.T. She also appreciated the wonderful option B.E.S.T. provided to students. President Brophy thanked the B.E.S.T. staff for attending the meeting, as well as Emma and Jonathan for their beautiful performances.

Mrs. Hull thought B.E.S.T. should have a rock in front of the administrative center. Mrs. Hughes noted she had looked at Styrofoam alternatives. She noted the program was only in its fourth year, but give her another year or so, and there might be a rock out front.

AGENDA

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

The following consent items were moved:

accepted the FY10 carryover reduction of \$8,574 and the FY12 adjustment to the Section 619 Preschool Disabled grant award in the amount of \$19,282, per Fiscal Note 2012-53.

accepted the FY12 Title VI-B Special Education Disabled Grant award in the amount of \$89,904, per Fiscal Note 2012-54.

approved the minutes from the special meeting and work session on March 5, 2012, as submitted.

approved Budget Transfer 2012-105: Watershed Charter School in the amount of \$49,520.

approved submission of the FY2013 Alaska Interlibrary Cooperation Grant application.

approved Pearl Creek Elementary School's request to send students to Usibelli Coal Mine in Healy, Alaska on May 2, 2012 where students will enhance their knowledge of science and social studies curricula, at no cost to the district.

approved Pearl Creek Elementary School's request to send students to Denali Park on May 11, 2012 to explore ecosystems and habitat preservation, at no cost to the district.

Consent Agenda (continued)

approved West Valley High School's request to send students to New York, in February 2013 to participate in the 2013 New York Wind Band Festival, with substitute costs paid by the district.

accepted the gift of \$2,088.50 from Ketchikan High School to Lathrop High School for the school's girls' basketball program.

approved the Personnel Action Report for the period February 29 – March 8, 2012.

acknowledged the Personnel Information Report for the period February 29 – March 8, 2012.

acknowledged the Superintendent's Budget Transfer Report for March 20, 2012.

acknowledged the Expulsions for the 2011-2012 school year, as of March 12, 2012.

acknowledged the Board's Reading File.

acknowledged the Coming Events and Meeting Announcements.

STUDENT ADVISORY VOTE. NONE

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 7 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Tammy Smith, 2118 S. Cushman, FEA president, noted the end of the school year was fast approaching with only nine weeks of school left. Students would be faced with a lot before the school bell rang in May. Students would be faced with testing, working on finals, graduations, field trips, spring sports, art fairs, plays, concerts, proms, and much more. All the events were significant to the lives of students. They created lasting memories and strengthened the bonds of the community. The community also benefited from the events the schools provided. Ms. Smith noted all of it was the reason she had gone into teaching. She wanted to help be a part of a strong plan to build good communities and help students and the overall betterment of society. It was also why she had continued to be committed to being a leader for the teachers. She knew her job supported the tremendous role that teachers had in making a difference for Fairbanks' students.

That stated, Ms. Smith noted the reality was much of the teachers' energy and focus had been directed towards negotiations. She was concerned it was taking a toll on the teaching staff. It was unnecessary and quite frankly, counterproductive to what the district wanted. Last spring the district was waiting for the legislature to end in order to complete the first attempt of reaching a settlement and this spring they were back and hearing the same message. Ms. Smith believed the contract could be settled immediately, given the state of the current budget. Teachers wanted and needed to end the school year with a contract. There were only nine weeks left in the school year and Ms. Smith thought if negotiations continued beyond the end of school there would be an even greater toll on teachers next fall. The time had come for the board to make settling the contract a top priority.

David Parsons, PO Box 80467, reported the school district spent \$125,000 a year on white copy paper. By itself, it was not a lot of money in the grand scheme of things, but there was other stuff that went with the paper – binders, ink cartridges, toner cartridges, binder clips, paper clips, correction fluid, report covers, envelopes, file boxes, file folders, file hangers, file trays, file cabinets, highlighters, pens, pencils, tape, staples, printers, printer repair, copiers, copier repair, shredding, postage, etc. Mr. Parsons thought reducing or eliminating the items were not part of the narrative of an administrative meritocracy. Rather, the district used Occam's razor. Occam's razor had become a sort of Damocles for fourteen custodians.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Parsons felt the district could do without the copy paper. It was 2012. If it was 1912, the district would need the paper, but not in 2012. The paper was just one example of where the district spent money unnecessarily. When money was short, the first thing the district proposed was to send people home, so the paper and other materials could be kept. There were a lot of supposedly smart people in the administration with degrees who were supposed to be able to figure things out. But the best they could come up with was to send people home. Mr. Parsons found that incredulous. He thought if the administration really tried they could think of something else to do which would show the world the district was better than that.

Tim Parker, 1716 Reed Circle, a Lathrop High School teacher, stated it had been 265 days since the teachers had a contract, although they had been working the entire time. Mr. Parker thought it was sad the district was still stuck in bargaining, but what really saddened him was how far the issue had set back the district and teachers' ability to work together.

Based on the 13 years Mr. Parker had been with the district, he thought teacher morale was at an all-time low. If the situation continued and a contract was not reached, at some point the teachers would be in a position where they would have to strike. What the district was offering was a pay cut. Inflation was currently at 3.4 percent and the district's offer was well below that number.

In spite of the state of negotiations, Mr. Parker thought there was some good news to share. Around the world, there were examples of districts doing a good job and working in partnerships with their teachers. Over spring break he had the opportunity to attend the International Summit on the Teaching Profession in New York City. Mr. Parker reported the summit had been attended by 23 different countries. The United States was represented by Arne Duncan, U.S. Secretary of Education, in partnership with Dennis Van Rockel, National Education Association (NEA) president and Randi Weingarten, American Federation of Teachers (AFT) president. The three had sat together in partnership with 23 other countries all represented by their education ministers and union leaders. It was the formula that worked. The district and teachers had to figure out ways to come together and work on the partnership, but right now, that was not happening.

The summit had provided good examples of what worked in education. One prime example Mr. Parker shared had to do with one of the largest school districts in the United States – Montgomery Maryland. Montgomery Maryland was bigger than all the districts in Alaska, in regards to its size and number of students served. Their superintendent, Jerry Weast, along with the union leader for the Montgomery County Education Association (MECA), Doug Prouty, sat side by side and spoke about what a good partnership could do and how much it could improve education in a district. The group spoke about a professional growth system they had put together. They spoke about paying teachers an adequate wage and extending the school year for certain teachers who signed up to work extra days. They found ways to work together. There were ways and examples throughout the country that could be used.

Finland had also been represented at the summit. Mr. Parker recalled the board had heard a lot about Finland and some of the good things they were doing in education. One of the quotes by a Finnish representative had really gotten to him, "If you pay peanuts, you get monkeys." Mr. Parker thought it was an important quote. The district had the ability to settle the contract immediately. Pay cuts did not encourage a partnership and trust with teachers. Everyone needed to get past the negotiations and get on to improving schools and student learning.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Jan Dawe, 1106 Pika Road, a forest science instructor at UAF, supported district teachers getting a fair contract and art in the schools. She specially spoke in support of the art center and retaining the five art specialists. She did not support the elimination of one art specialist as it was proposed in the administration's proposed 2012-13 budget.

Ms. Dawe had come to value the art center over the past couple of years through her work at the university with an education outreach program called OneTree. OneTree taught students about the forest by making things from the tree and designing experiments to answer their own science questions. It was about designing integrated curriculum that brought science, math, technology, art history, and literary arts together.

Over the two and a half years OneTree had existed, Ms. Dawe stated the group had worked with about three dozen district teachers at all levels and reached about a thousand students. She thought the success of the program was due almost entirely to the input received from the K-12 teachers and the partnerships built between teachers, community members, and university personnel. Over that time, one partner had been particularly innovative, constant, reliable, and beyond compare – the district's art center.

According to Ms. Dawe, the art center had hosted the OneTree program at the beginning of the project to learn more about it and the science of birch trees. After that, the art center just ran with the project. Each of the art specialists had done a personal project with OneTree the first year and put on an exhibit of their work. The second year, the art specialists had helped with procuring classroom materials and helping the program through other rough spots. They also curated the K-12 art science show at the end of the second year.

Ms. Dawe shared the art center had adopted OneTree and birch trees as their fall curriculum focus at the beginning of the current year – the project's third year. The cadre of art specialists each designed one or two lesson plans and tested them in over 600 pre-k through sixth grade classrooms. The lessons were now available as completed tested kits available for checkout by any district teacher.

Ms. Dawe thought the OneTree project collaboration was one example of how the art center was successful as a small effective team of people working together. The university's OneTree project had reached 1,000 students in two and a half years, but the art center had reached 7,000 students in about eleven weeks. Beyond the question of numbers, the teachers were at the center of all learning. The science of learning showed all great input first went through the sensory and emotional parts of the brain before it got to the rationale centers. Art, far from being peripheral, was really at the center of all learning.

All the literature Ms. Dawe had been reading showed it was very important for the country as a whole, if the aim was innovation and being a world leader, to recognize what was special in each child. You had to know the student's capture point. Art teachers were above the parallel in being able to recognize what was unique. Where other people might see mess, art teachers saw genius at work in each student. Ms. Dawe hope the board would be able to retain the excellent five member art center.

Chris Villano, 2142 Bridgewater Drive, a mom, wife, community member, volunteer, and teacher, was filled with pride every time she attended a board meeting because of the wonderful work teachers and students were accomplishing together. It wasn't just teachers, Ms. Villano acknowledged the support staff, the board, and the administrative center all working together to accomplish beautiful things.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

That said, Ms. Villano shared she was very stressed out, as were all the teachers. Teachers were distracted and were losing focus from the things that were really important because of a lack of a contract settlement.

Ms. Villano wanted to work with Ms. Dawe and the OneTree project. She had been a project OneTree teacher in the past, but was unable to participate this year because she was the bargaining support chair. If the board would settle the contract, she could do project OneTree, as well as help Mrs. Hull with the Interior Science Fair, and help her school with its alternative governance. But unfortunately she could not do any of it. She could not do any of the extra things she loved to do to help transform education for kids because she was one of the people in charge of bargaining support.

Ms. Villano was apologetic to Mrs. Hull for only having found one judge for the science fair because she did not have the time to help. She was responsible to help with 1,000 teachers being frustrated and needing a contract settled in a timely manner before the end of the year. Once the last weeks of March were gone, in a blink of an eye, the school year would be over and teachers wouldn't have a contract and Ms. Villano would still be providing bargaining support. She would not be doing project OneTree or helping Mrs. Hull with the science fair, which she had worked on for 20 years. She would not be focused and able to help Denali Elementary transform an alternative governance because she had to provide bargaining support for her brothers and sisters in the teaching profession.

Ms. Villano asked board members to dig really deep in their heart and come up with a fair contract for district teachers. She thought Mr. Parker had been very eloquent in his testimony; he could just talk off the top of his head about anything. The one thing that struck Ms. Villano was collaboration. Everyone needed to collaborate – that was how better schools were made; not when people felt they weren't being heard – it never worked. She strongly encouraged the board to settle a fair contract for teachers.

Mary Burtness, 415 Hagelbarger Avenue, had researched businesses on the web. She found a quality business was one which had little turnover. Persistent employee turnover could have a negative effect on staff morale and productivity. A small business relied on its existing staff to provide excellent support for clients and manufacture high quality products. One of the effects of turnover in business was a drop in the overall quality of the company's business practices.

Ms. Burtness found information in a Forbes article and likewise, a quality school had little turnover. Based on evidence from staff climate surveys and case studies, it was clear high turnover schools faced significant organizational challenges. Schools with higher teacher turnover rates had difficulty planning and implementing a coherent curriculum and sustaining positive working relationships amongst teachers. Estimates put the cost of teacher attrition at \$7.3 billion a year. Whatever money was saved from benefits and higher veteran teacher salaries was lost in recruitment, training, and other expenses associated with high turnover.

Ms. Burtness brought the information up because she was the school union representative for Hunter Elementary and many people came to her with questions and to vent. What especially concerned Ms. Burtness, at the current time, was the fact there were several young, very well qualified teachers who were thinking about leaving the district. It was not just about the salaries. It was about the very demoralizing negotiation process currently in progress. Also of concern were some of the district's proposals. Teachers were wondering if the current state of negotiations was the district's and board's standard operating procedure. If it was, they questioned why they should stay. Ms. Burtness was not certain if it was the district or the negotiation team's intent to create such a climate, but it most certainly was a by-product.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Burtness suspected veteran teachers would not be quick to encourage a young person to stick around. Early in her career, she would have thought twice about sticking around. It was time to complete the negotiations with a fair wage and reasonable provisions to ensure a high quality district with low turnover.

Dr. Philip Loring, 368 Blackhawk Drive, a social scientist at UAF, commented on what he believed to be the biggest problem facing public education. It was not an over emphasis on standardized tests or crowded classrooms, although they were both serious problems. Dr. Loring felt the biggest problem facing public education was the war on teachers. Society was witnessing a systematic disparagement and devaluation of teachers, the teaching profession, and by proxy, the institution of public education. Teachers, who were highly educated and professionally trained, were endlessly bullied by parents who no longer treated them like professionals. But instead, questioned their every decision, undermined the authority they had in the classroom, threatened lawsuits, and treated them like nannies, or worse.

The vitriol with which many in the general public regarded teachers, acting as though they were the cause of all the problems in education, made Dr. Loring wonder how so many teachers made it through not only a standard 35-hour work week, but the 20-30-40 hours of additional work they did on their own time – grading, lesson plans, and counseling students.

Teachers in the district were working without a contract. Dr. Loring pointed out teachers could strike, but they cared too much about the students to do so. Fairbanks' teachers were committed to students in a way few people were willing to acknowledge. Dr. Loring believed the most inexplicable part of the problem was the fact embattled teachers found little respite, support, or solidarity from the people whose job it was to stand up for them – people like the school board.

Dr. Loring believed there was no shortage of evidence the district and board had taken an antagonistic stance towards teachers who should be their greatest ally. In his opinion, the fact the board did not make giving teachers something so basic, as a cost of living increase its highest priority, revealed what the board thought about teachers. What was even more revealing about how the board felt about teachers was the provision in the board's proposed contract to allow the district to override teacher grades. He thought the person who thought the provision was a good idea should be ashamed of themselves. Whoever thought it might have been a clever bargaining chip should also be ashamed of themselves.

Dr. Loring stated the board's responsibility was to ensure a high quality education for Fairbanks North Star Borough children. As was witnessed earlier in the meeting, there were some tremendous children in the community. The board had experts in their employ who were their best and most powerful tool for achieving the mission – teachers. Yet, the board's proposed contract put on public display the fact they did not trust them.

Just because the board was an elected body did not mean it was appropriate or ethical to treat the job as a political one. What Dr. Loring meant by that was falling in line with the unfortunate cultural war on teachers. People of the general public were not experts on education; teachers were. As long as political will was on the side of parents, and it was up to the board where the political would fall, the public education system would fail no matter how high quality the teachers were. Dr. Loring urged the board to stop being a part of the problem and to start working with teachers to support them in the classroom and at home; first and foremost, by treating them as the professionals they were.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Tim Dow, 1714 Cosgrave Drive, shared he did not like coming before the board. Mr. Dow did not ask for much. He did his job, along with many colleagues, and they did a really good job of teaching kids in Fairbanks. Mr. Dow stated he had not received a raise in the current year. He was columned out with a Master's +36. It was one of the first years during his time in the district he had not received a raise. His fuel bill had increased and the costs associated with providing for his family had increased. Everything had increased, except his paycheck.

Mr. Dow noted he made a good wage, but as positive as he tried to keep himself, he found it demoralizing when the cost of everything else around him was going up, but he didn't receive the typical \$1,500-\$2,000 raise as in the past if one had the credits and did things just perfectly. It was very demoralizing and it showed him what the school board valued when they were squabbling over a 2.5 percent raise. Mr. Dow was incredulous at the thought of all the squabbling over a mere 2.5 percent increase, which wasn't even enough to keep up with inflation, noting the board's offer was 1 percent. He could understand the board's hesitation if teachers were asking for 10 percent. But a 2.5 percent raise?

It was Mr. Dow's understanding the board could put the issue to rest by making it a priority and bringing immediate resolution. He asked if it was true the school board could make a decision and make it a priority and encourage the district's bargaining team to make a fair settlement. He thought a lot of time and energy were being wasted. ESSA negotiations would follow the FEA negotiations; followed by the principals. Everyone wanted to work hard for a fair paycheck.

Mr. Dow voiced concern over other proposed contract issues. He wasn't certain if it was the intent of the board to make the issues bargaining chips. He was concerned about the duty day. Currently, teachers had a half hour before and a half hour after bell. The proposed contract would have the duty day ending fifteen minutes after dismissal.

Mr. Dow was a teacher at Pearl Creek Elementary School where dismissal was 3:30 p.m. His duty day currently ended at 4:00 p.m. Sometimes the busses did not leave Pearl Creek until 4:00 p.m. Sometimes they did not pull in at dismissal time until 3:45 p.m. and the board wanted the duty day to end at 3:45 p.m.? The proposed change would give him fifteen minutes to wrap up and walk out of his classroom when he wasn't even off the playground from bus duty. Mr. Dow asked the board to consider the issues and give teachers a fair contract.

Sandy Lachman, 2292 Larissa Drive, was a kindergarten teacher at Denali Elementary. Ms. Lachman had worked for the school district for 25 years – 23 as a teacher. She had been teaching children and adults for over 30 years. Ms. Lachman announced it was her retirement year; it had been a great ride working for the school district. She loved teaching in Fairbanks and ask any of her principals, she had given 100 percent to her job.

Ms. Lachman thought it was unfortunate she was working her final year in the district without a contract. It was the only year she had worked for the school district without a contract. It was a disappointing way to end her teaching career. It was Ms. Lachman's sincere hope the school district and the teachers could reach an agreement to settle the contract before the end of the year.

Kelly Goeden, 3260 Hillary Avenue, along with her son, Zach, spoke on the issue of weighted grades. Zach would be finishing his junior year in high school with 37 credits from UAF. Ms. Goeden said by Zach pushing himself harder in school, he was actually punishing himself. His university courses counted on a 4.0 scale, like any regular high school course. By making the choice to push himself harder, he was actually at a disadvantage compared to other students.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Zach's college courses were weighted on a 4.0 point scale. Ms. Goeden asserted his courses from UAF were the same as AP courses except he completed the course work in one semester rather than the one-year course at the high school. She thought it was unfair and asked the board to reconsider the policy, especially in light of the potential effect on scholarships. Ms. Goeden noted all the time spent on NCLB and concern for low-end kids falling through the cracks, but her concern was for the high achieving students, like her son.

Linda Cozzini-McKirgan, PO Box 82874, spoke in support of the elementary art program. She thought kids just sparkled when they did art; their brains lit up. The elementary art program did an excellent job with a handful of teachers who covered all elementary schools. To cut one of the program's arms off was like a hatchet job; it made Ms. Cozzini-McKirgan sick. The art teachers lit up kids' brains every day and now the administration was asking them to do less; it was not right.

Ms. Cozzini-McKirgan had lost sleep over the course of the school year because of the things being done in the district. All middle schools were supposed to go to the same schedule and were losing electives. They were losing some of the things that really made the kids light up. The proposed cuts and changes were not for the kids; it was a numbers game and it was not right.

Ms. Cozzini-McKirgan also lost sleep over the contract issues. She said she had an amazing job; she taught middle school art; it was beautiful. Ms. Cozzini-McKirgan said it was not like her to lose sleep and be concerned about the technicalities. She agreed with the others who had testified before her; the board was wasting time.

Ms. Cozzini-McKirgan asked the board to do their best to keep the kids' brains lit up with the extra programs. She would also like to see them keep the essential programs, as many teachers as possible, and class sizes small. She asked the board to show respect to all the teachers and students. The students were the cliental. When the administration cut student programs they were not serving them.

Danika Williams, 939 Fairweather Road, an ER special education teacher, wanted to present the board with a different perspective. Ms. Williams was a product of the Fairbanks school system, having attended Pearl Creek Elementary School, Randy Smith Middle School, and West Valley High School, where she was senior president for the class of 2007. Ms. Williams had received a partial hockey scholarship to attend a private school in Rhode Island where she received a double degree in four years. She was 22 years old and managing a classroom with two aides who were twice her age, as well as an aide for an autism program she was running.

Ms. Williams was not asking for a lot in the contract, but she was looking back at people who had taught her to be as independent, motivated and driven as she could be. She was looking at people who were mentors far before she knew they would be. Ms. Williams thought it was nice to go to an inservice and see people who inspired her to be what she was suppose to be. It was hard for her to look at a group of faces she had never seen before. To her, the board did not represent Fairbanks and it was hard for her to know board members had her back at the end of the process. When she looked at the audience she knew Mr. Dow from second grade, along with other teachers she had known through the years. Ms. Williams was looking for the board to get out and experience Fairbanks and the teachers. If board members had been in the schools they would know the teachers and would understand how involved they were.

Ms. Williams had started the school year with six students but was up to nine at the current time. As a first year special education teacher, it had been hard. To have mentors like Pat Aikman and Tammy Smith had been amazing; they were representative of Fairbanks by providing her with the support she needed. Ms. Williams needed the board to support them.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Ms. Williams said students were going out of state for college; school loans in Alaska were expensive. She was paying \$700 a month in student loans. She had a second job to support herself because she could not pay for rent - \$800 a month for an apartment for a single white female, so she was in her parents' basement. The board needed to know there was more to the issue than just gas; it was expense for a teacher to get their national board certification. Teachers were doing a lot, but they needed the board to do a lot as well.

Ms. Williams asked the board to support teachers. Her students came to school every day and all she heard from parents was how much better their student was doing in the current year compared to last year. It was great for her to hear, but she wasn't feeling better about herself in the district. Ms. Williams asked the board to help teachers.

Greg Stoddard, 5970 Telemark Trail, thanked the board for all their hard work during a time when it was pretty clear teachers were not appreciated or desired in the classroom. Mr. Stoddard thought it had to be frustrating for board members to sit month after month after month and hear teachers beg for the respect of their employer. Teachers were literally begging for their livelihoods to stay in the school district and community they loved and cared about.

Mr. Stoddard said if he was sitting on the board, he would be feeling a little concerned about the perception of what was once the strongest school district in Alaska. The fourth quarter of the school year had arrived. The inflation rate was 3.4 percent. The odds were clearly stacked against teachers. The district had two public relations positions that could spin facts all day long. Mr. Stoddard had 130 students. Since 2:45 p.m. that day all he had been doing was working on contract negotiations stuff. It was a lot of time and dedication. People had been told there was a budget shortfall or budget cliff, yet the state was flush with oil revenues. The legislature could pass bills releasing millions of dollars for roof repairs in Cordova and energy cost relief, but teachers and their employer could not find a reasonable solution to a contract after a year of negotiating. It confused Mr. Stoddard.

Mr. Stoddard said monies allocated for salary and benefit increases were included in the last budget. He asked where the money went. The district applied for hundreds of thousands of grants that went to programs instead of people. Education and training equaled opportunity for people – people in the community. The schools needed to be places where opportunities were created. Students expected it; parents demanded it; and yet the school board was making it extremely difficult for the people tasked with creating those opportunities every single day in classrooms throughout the district.

Mr. Stoddard stated the board could step in and solve the problem. At one time he thought everyone was on the same team, but obviously that was no longer the case. The lack of a decision to settle the contract fairly and equitably was a failure for the entire community. It was not a solution to simply expect the district and FEA to settle after more than a year. The negotiations had failed. FEA was not going to settle at the current table. Mr. Stoddard thought there was a simple solution before the board – settle the money and the rest would follow. A three percent raise for every teacher, each year, over the next three years was a reasonable settlement to keep up with the cost of living and stay in Fairbanks. What would the board be buying with that money? It would be buying peace of mind they had done their job; they had found a solution. Because the board had done their job, hundreds of teachers would continue to work their butts off to ensure kids in Fairbanks got the fantastic education teachers in the district had always provided. As Mr. Stoddard's students would like to remind the board, their futures depended on it.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Pauline Bennett-Gannon, 1076 Willow Grouse Road, thanked the board for their efforts on behalf of the district. Although Ms. Bennett-Gannon did not often attend board meetings in person, she did listen to them on the radio. She expressed her appreciation to KUAC for making the broadcast available.

Ms. Bennett-Gannon had heard Colonel Daack at a previous meeting speak to the proposed changes for the base. She thought he had been very eloquent.

As a parent of an artist and product of the school district and UAF, Ms. Bennett-Gannon supported the art programs. She explained her daughter was the type of person not to get turned on by math. It was the hands-on, visual perception engagement in arts that had helped her get through school. Ms. Bennett-Gannon thought art might have also kept her daughter from getting into trouble when faced with some of the alluring things available to students.

Ms. Bennett-Gannon saw the efforts made in developing the art kits that could be used by all district teachers and she could attest to their use, as well as the delight the kids had when the special art teacher visited their room. She thought art could be a tremendous boost to students. In her daughter's case, she had just completed her second art show. As a parent, Ms. Bennett-Gannon was very proud.

Wearing a different hat, earlier in the day, Ms. Bennett-Gannon had unfortunately heard a young teacher being advised not to come before the board because she was not yet tenured. She had heard others speak about the atmosphere that seemed to abound at the current time over the fact teachers did not have a contract. Ms. Bennett-Gannon could remember not having a contract at the end of a year and having it go over a summer before. It did bring forward things like deciding to strike, etc.

Larry Ehnert, PO Box 74918, having come earlier from the bargaining session, thought it was fair to say that some slow progress was being made on some of the contract issues. But there was one area where he had not seen any progress at all – salary.

Mr. Ehnert questioned the board about why they were still offering only one percent. He thought the board might have a similar question for him on why FEA believed 2.5 percent was the right number. Although it was a hard question, he had answers for the board and appreciated the opportunity to explain the reasoning behind the teachers' request for 2.5 percent. The board had already heard about inflation and how other public employee contracts were settling at 2.5 percent increases.

Mr. Ehnert thought the board might be surprised, but he thought one of the better answers to the question was provided by Chief Financial Officer Mike Fisher. He believed Mr. Fisher had shown how to answer the question by comparing teacher salary contracts from around the state. When a good mathematical model was used to show what a teacher would make over the life of a contract; how a teacher would move through the contract; included the difference in health care costs between different districts; and included cost of living factors to accurately compare the cost of living for different locals, the answer that made Fairbanks, over the life of a contract match with Anchorage, came to 2.5 percent. FEA did not just pull the number out of the air; there were some pretty good justifications for it.

Mr. Ehnert restated his earlier question to the board on why they were only offering teachers one percent. If asked if it was really true the board was sticking to the one percent because they thought teachers received enough with the last contract. Mr. Ehnert thought the board might not agree with any of the reasons he had stated. The board had heard for a long time that inflation proofing the salary schedule was important.

PUBLIC COMMENT ON NONAGENDA ITEMS (continued)

Mr. Ehnert wanted to offer the board a new approach. He thought the board did not know about a year ago when negotiations started they would be looking at approximately a \$2.6 million dollar budget surplus at the end of the current year. With the knowledge of the budget surplus, he wanted to know why the board was still only offering one percent. Mr. Ehnert thought the board was in essence providing tax relief to borough citizens by not spending the money in the budget surplus.

Mr. Ehnert said Mr. Fisher made a calculation that showed how much the education mill rate went down because of the lapse fund ordinance. He could not believe the board felt it was their priority to provide tax relief. He had to feel it was the board's priority to settle the contract. Mr. Ehnert asked the board if they had any idea how they would spend the \$2.6 million dollar surplus.

Mr. Ehnert stated ESSA employees cost \$35 million and FEA employees cost \$65 million, which totaled \$100 million. In calculating 2.5 percent of the \$100 million, it would be approximately \$2.5 million. Mr. Ehnert asked the board to please settle the contract and use the money on how it would be used best.

OLD BUSINESS

Included in the Consent Agenda.

NEW BUSINESS

Included in the Consent Agenda.

INFORMATION AND REPORTS

Highlights from Spring 2012 Surveys: Perceptions of Parents, Staff, and Students (Parent Opinion Polls & School Climate Surveys)

The presentation provided an early snapshot of data from a series of surveys that were conducted in February. Parents of students from elementary, middle, and high schools completed Parent Opinion Polls while staff in secondary schools completed School Climate surveys and students in secondary schools completed School Climate & Transitions surveys. Kathy Hughes, executive director of alternative instruction and accountability, and Heather Rauenhorst, program evaluator and research analyst, made the presentation.

Parent opinion polls had been conducted in alternate years at all schools (K-12) since at least 2000. School climate surveys of staff and students at secondary schools had been conducted in alternate years since 2008. The surveys in 2008 and 2012 had been conducted by the Association of Alaska School Boards (AASB). Student transition surveys of selected grade levels had been conducted since 2007. The transition surveys were designed by Dr. Tony Strange in a local partnership effort.

In 2012, the district revised and administered their own locally designed surveys for all three groups at the secondary level: parents, students, and staff. In 2012, all surveys at the secondary level were revised significantly to meet changing information needs and to better align the questions of all three groups. All surveys were conducted online throughout the month of February. Paper copies were also available when requested.

In 2012, 89 percent of elementary parents who responded to the survey gave their child's elementary school an A or a B. Overall, approximately 24 percent of all elementary parents responded. At the middle school level, approximately 19 percent of parents responded, with approximately 22.3 percent of high school parents responding.

Highlights from Spring 2012 Surveys: Perceptions of Parents, Staff, and Students (Parent Opinion Polls & School Climate Surveys) (continued)

For a number of years, the Board Diversity Committee (BDC) had wanted to survey students about discrimination issues. Staff worked with BDC members to add some questions to the student survey while still keeping the survey short enough to be completed in a one class period. Questions were also added to other surveys at the secondary level to provide a multi-dimensional look at the issues. When asked about high school students being welcomed at school regardless of race, gender, cultural background, disability, religion, skin color, sexual orientation, or other differences, approximately 67 percent of students agreed. At the middle school level approximately 76 percent of students agreed.

Mrs. Hughes and Mrs. Rauenhorst reviewed the results of several other questions included in the surveys. They also provided recommendations on some common ways schools might use the data to have PLC conversations amongst staff:

- For each survey, find the questions with the highest positive response and the questions with the lowest positive response.
 - For example, perhaps the percent of students who agreed they “feel comfortable going to my teachers when I need help” is something to be celebrated, while the percent of students agreeing with the statement, “I have witnessed bullying at this school” indicated a need for work.
- Compare school results with district results for the same questions.
 - For example, perhaps a high school’s results indicate their students were less likely than the district average student to agree “Students at this school are often bullied at school.”
- Compare staff, student, and parent perceptions of the same topics (there are many similar questions between all the surveys) and discuss any differences in the perception of the groups.
 - For example, did parents, staff, and students agree, “At this school, there are lots of opportunities to talk to teachers one-on-one?”
- Compare 2012 results with the 2010 and 2008 results for the same questions. (Some questions did not have multi-year results, but many did.)
 - For example, perhaps a middle school’s results indicated their students were more likely now than in 2010 to agree, “I am happy in school.”

BOARD QUESTIONS

Mrs. Hull appreciated the report and thanked Mrs. Hughes and Mrs. Rauenhorst for the presentation. But there were some troubling pieces to the report she would like to learn more about. She asked Superintendent Lewis if all the schools would be discussing the data or would it be optional. Superintendent Lewis believed Dr. Gaborik and principals would be meeting to discuss the data. They would be looking at specific areas and trends in the complete survey for areas to work on at the building level and district level.

PUBLIC COMMENTS

None

BOARD COMMENTS

President Brophy agreed with Mrs. Hull; there were some issues in the report that concerned her, noting board members had just received the report. There were things to celebrate, but when only 54 percent of students said they had one-on-one time to talk to teachers or when students did not feel comfortable at a school based on their race, gender, etc. there were issues and concerns that needed to be addressed. She looked forward to a follow-up on the report.

Munis Implementation Update

Colleen Fitzgerald, accounting services director, and Janet Cobb, information systems director, provided an update on the district's newly implemented Tyler Munis enterprise software.

The Tyler MUNIS software was purchased by the district after a year of evaluating several different software solutions. The Software selection was made in September 2009. MUNIS software was categorized as Enterprise Resource Planning (ERP) software.

The objective of the project was to replace the district's legacy financial system and update the district's technology architecture with the following goals:

1. To improve the operational efficiency and effectiveness of the district's business model by eliminating a significant amount of paper-based processes, redundant data collection, the reliance on non-integrated standalone systems, and the duplicate business functions between the various departments and agencies;
2. To more effectively allow the district to harness modern technological and system-wide features of modern systems such as workflow, to streamline processes and the transmission of relevant data to efficiently meet current and future federal and state reporting requirements;
3. To supply more accurate and up-to-date information to district decision-makers with a user-friendly system to ensure the best outcomes for the district; and,
4. To enable accurate, accessible and timely reporting to the appropriate end-users at all levels of the organization.

A Steering Committee was brought together representing functional leaders from the various modules being implemented. The project was broken down into 3 phases:

- Phase I – Financials (Live January 2012)
- Phase II – Payroll and HR (Live January 2012)
- Phase III – Work Orders and Facilities Maintenance (Live June 2012)

Phases I and II were combined early in the project when it became apparent the areas were tightly integrated and it would be difficult to do one without the other.

The MUNIS implementation included a long list of application modules. Modules being implemented:

- Accounting
- General Ledger
- Budgeting
- Accounts Payable
- Accounts Receivable
- Applicant Tracking
- Bid Management
- Business /Vendor Self Service
- Contract Management
- Employee Expense Reimbursement
- Fixed Assets

Munis Implementation Update (continued)

- General Billing
- Human Resources Management
- Inventory Management
- MUNIS Office (integration to MS Word and Excel)
- Payroll with Employee Self Service
- Project & Grant Accounting
- Purchasing
- Role Tailored Dashboard
- Tyler Content Manager
- Treasury Management
- Tyler Forms Processing
- Tyler GoDocs
- Tyler Secure Signature System
- Tyler Reporting Services
- Tyler Punch-Out Purchasing
- AK State Reporting
- Work Orders and Facilities Maintenance

On January 1, 2012 the district went live with the following system modules:

- General ledger
- Budgeting
- Purchasing
- Accounts Payable
- Inventory Management
- Treasury Management
- Fixed Assets
- Human Resources Management
- Payroll
- Applicant Tracking

The more significant changes from a user's perspective were found in the general ledger module in the form of a new chart of accounts, the purchasing/accounts payable modules, and human resources/payroll modules.

General Ledger

Designing a new chart of accounts began in November of 2010. In the district's old system, many of the required elements of the State Chart of Accounts were programmed in the background and were not part of the account number. In MUNIS, the account number incorporated all the required elements of the State Chart of Accounts. It made for a much longer account number in MUNIS, but the design afforded a better understanding of how the comprehensive annual financial report and the budget document was structured within the district.

Munis Implementation Update (continued)

Purchasing/Accounts Payable

1. Electronic processing of purchase orders, invoices, and checks eliminated the need for paper filing of the documents.
2. Document retrieval was greatly improved. System users could search on individual transactions and access related images of the purchase order, invoice, and check.
3. Electronic workflow approval for purchase requisitions, purchase orders, and invoice payment documents appropriated approvals and ensured segregation of duties.

Human Resources/Payroll

1. Personnel action functionality provided electronic accountability for leave and salary change requests.
2. Employee time entry duplication was eliminated. Time was entered once by the school or department timekeeper and processed for payment by the payroll department. Previously, timekeepers entered time at their location into an Excel spreadsheet that was sent to the payroll department where it was then entered again into the legacy time entry system.
3. Electronic Workflow approval for personnel action and time entry processing ensured and documented appropriate approvals and segregation of duties.
4. Electronic payroll advice notifications were delivered to staff via secure email.
5. Internal control over check signing was more secure due to an improved Secure Signature System requiring a fob to print the necessary signature. When not in use, the fob that controlled the signatures was kept in the cashier's safe in the accounting services department.
6. Position Control was added for greater accountability regarding funded and approved positions.
7. Easy data integration allowing end users the ability to import data from MUNIS into Microsoft Word and Excel.

Information Systems Support

MUNIS used the same technology and infrastructure standards as other major district systems, giving all technology support staff the ability to support a single platform.

Next Steps

There had been many positive changes in the district's business processes. Within the next six months to a year, the district would be implementing additional modules:

- Accounts Receivable
- General Billing
- GASB 34 Reporting (for CAFR preparation)
- Budgeting, including budget forecasting
- Work Order and Facilities Maintenance Implementation - Phase III kick-off took place March 20, 2012.
- MUNIS Self Service – Employee Self Service (ESS) was a Web based application allowing employees to access and update their own personal profile Information wherever they had Internet access. Other functions were also available online such as requesting and viewing leave time, training opportunities, benefits, and pay history.

Munis Implementation Update (continued)

Summary

One of the biggest challenges with the project was dealing with the necessary changes to business practices in all areas the district had developed around the legacy system since 1982. The MUNIS software brought with it many business functionalities in use by over 700 other school districts nationwide. With the change, the district had to begin acceptance of the new way of operating, adopting as many of the new processes as possible to take full advantage of the new system, and to minimize the complexity of ongoing maintenance. It meant training end users not only on a new system but also on a new way of doing business.

User training began last November in preparation for the January 2012 “go live” date. In all, over 225 staff received training including all principals, secondary assistant principals, administrative secretaries and department heads.

As the district continued to work through implementation issues and the start of phase III of the implementation, the work to date was considered a success. The success was due to the endless hours the district’s team of functional leaders had dedicated to the project over the past 18 months.

BOARD QUESTIONS

Ms. McConnell appreciated the new system and the added functions. She asked about the biggest problems the district faced during implementation. Ms. Fitzgerald thought no matter how much preparation or training had gone into the start-up process, the real test was when the system went live. Everyone realized there would be hiccups during the implementation, but she thought the most challenging aspect had been the human resources module. Everyone had worked hard to make it a success.

Ms. McConnell asked if the team felt comfortable going into phase III. Ms. Cobb did not know if they were comfortable but work had to be done. They would rally to make it happen. Change was hard for people. Principals had to monitor their work flow and make their approvals online instead of on paper. Training continued and would continue until everyone felt they were where they needed to be.

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked Ms. Fitzgerald and Ms. Cobb for the report. She said a journey of 1,000 steps started with one step. It was a great improvement for the district and hopefully down the line, people would be able to appreciate the change.

Superintendent Lewis stated folks had been working really hard across the district to make it happen. They had been phenomenal as they had worked through the processes. Many staff members had been working 40-50-60-70-80-90-100 hours a week.

Superintendent Lewis thanked everyone for their countless hours of making it all work and for a successful transition. He had been sitting in the Anchorage Airport on Friday making approvals – which was an option not available before. He could basically do the MUNIS work from anywhere he had Internet service. He reiterated his appreciation to everyone who had worked so hard during the district’s transition to the new system.

BOARD AND SUPERINTENDENT'S QUESTIONS/ COMMENTS/ COMMITTEE REPORTS

Colonel Johnson announced a couple of upcoming events at Ft. Wainwright: the ASYMCA sponsored Family Fun Fair, March 24, 2012 from 1:00-4:00 p.m. at the Physical Fitness Center on Ft. Wainwright. There would be food, fun and games, and crafts. It was free to all active duty, guard, and reserve military members and their families. There would also be March Madness on March 30-31 and April 1, 2012 – the blowout closing of Birch Hill ski area. It was open to the public and everyone was invited to come join in the fun.

Colonel Daack thanked the Two River Junior High Jazz Band for their great performance. He sent his congratulations to the West Valley Girls' Cross Country Ski Team, the Academic Decathlon State Champions, the iDidaContest winners, and Ms. Kinn for her tech support award. April was the Month of the Military Child. Operation Military Kids would be hosting Alaska's 1st Annual Purple Up Day on March 13. Everyone throughout the state was asked to wear purple in support and honor of all military children.

Mrs. Dominique dittoed Colonel Daack's congratulations to all the students and staff who were recognized. There were many outstanding students in the district.

Mrs. Dominique knew teachers came to the meetings to talk about their contract and she wanted them to know the board was doing everything humanly possible to try to get the contract settled. She did not like to see some of the things happening in schools because of the negotiations, so she would like push it along as much as anyone else would. The board had to adhere to the laws and the board's policies and procedures to make certain the contract was settled well for both sides. Mrs. Dominique would to see the working relationship improved between the two groups, as Mr. Parker had stated, because that was the way America did things. People worked together to come up with the best end result for all.

Mrs. Dominique announced the 2012 Martin Luther King Jr. Hoops for Scholars. There were ten men's teams, four women's teams, and two teams coming from Anchorage. The event would be held on March 29-31 and April 1, 2012 at Lathrop High School. There was no admission, only donations. The group granted scholarships to students continuing their education in college or technical schools. It was the 11th year for the event. Everyone was invited to come out and support the teams.

Mr. Chord asked if with the Munis implementation, board members would be able to plug in for meetings. He thought it would evolve to where people had little-bitty arms and legs, but a great big head with two antennas sticking out and that would be the way people would communicate with each other.

Mr. Chord thought the Two Rivers Jazz Band's performance was great. It took a lot of stamina to come to the board meeting and stand up in front of people and perform. He appreciated the B.E.S.T. program presentation and really enjoyed the two student performances. Classical guitar was very difficult to master. He sent his congratulations to the West Valley Girls' Ski Team and the Academic Decathlon winners. Mr. Chord agreed with Mrs. Dominique about the district having some great students.

Mr. Chord appreciated the fact that Ms. Fitzgerald and Ms. Cobb recognized change was difficult for many people.

Mrs. Hull was interested in more discussion about the question during public testimony related to weighting university classes. She thought it would be a good discussion for the board. She requested the opportunity to be able to talk more about it and look at the policies to be certain they are fair to students who challenged themselves. She was pleased to hear President Brophy state the administration would follow-up with the family.

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

In regards to teacher negotiations and public testimony, Mrs. Hull stated the board was grateful to those who testified related to negotiations. It was a difficult issue for the board as well as for teachers. It was tempting to Mrs. Hull to want to correct some of the misconceptions. She was trying to set aside the accusations. It was important to Mrs. Hull personally, to be disciplined enough to have confidence in the district's team and in the progress and working through it, in a way that would serve the district, as well as the teachers, in the best way possible. She thought collaboration was important. She had great respect for the teachers in the district and deep gratitude for the work they did. From what she had heard from other board members, she thought all board members felt the same way.

Mrs. Hull was looking forward to settling the contract as soon as possible. She was hopeful the legislature would look favorably upon the request for increased funds. The district's budget challenges were at the heart of some of what was going on with negotiations. It was important for the legislature and borough assembly to be concerned about pitching in with the challenges the district faced.

Ms. McConnell apologized if her question on the new MUNIS system was misconstrued as being negative. That was not her intent; she just wanted to be certain the process was implemented in a manner that was most effective to the district. She recognized all the work that went into implementing a new system and she was very appreciative for everyone's work and contributions.

Ms. McConnell echoed some of the other board members comments regarding negotiations. Negotiations were a very difficult issue. Board members respected teachers and wanted to see the contract settled. As Mrs. Hull mentioned, she too was concerned about Ms. Goeden's comments about weighted grades. She would like to see the Policy Review Committee take up the issue and present something to the board. She thought it was an issue that needed to be addressed.

Mr. Rice dittoed the comments of others – the Two Rivers Jazz Band was awesome, as were the two B.E.S.T. student performances. Mr. Rice appreciated the teachers' testimony, as well as the teachers and the work they did. He wished that could put fuel in their tanks and pay for their mortgages, but it couldn't. Mr. Rice said all he could give at the current time were his thanks. He believed in the negotiation teams to come together for a feasible contract for both sides.

Mr. Thies thanked Two Rivers Jazz Band, the state champions from West Valley, the ACA-DECA team from Lathrop, the iDidaContest winners, Ms. Kinn, and the two student performers from B.E.S.T. He also thanked the teachers for their testimony. The board was doing their best and he hoped a contract would be settled soon.

Superintendent Lewis announced student testing started April 3. Students should be on-time, well fed and rested, and ready for the state testing. Mrs. Hull would be traveling to Juneau for the AASB Spring Leadership Conference and will speak to legislators. The district continued to advocate for additional funding for education. He thanked Ms. Wild-Curry and her staff for all the activities they put on over spring break.

Superintendent Lewis had attending the Community Action Council group at Ft. Wainwright, which was a meeting that Colonel Johnson hosts once a month regarding all the operations of the base. The district presented a briefing on the school partnership program. He was impressed with the efficiency of the meeting and encouraged board members to attend if possible. It was interesting to see how the system operated. Superintendent Lewis was pleased troops were headed home and wanted everyone to get home safe and sound.

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

Superintendent Lewis mentioned the borough assembly would be considering an amendment to the lapse ordinance at their meeting on Thursday, March 22. The amendment could align the district's calculation for lapse funds the same as the boroughs. He encouraged everyone to come out and support the amendment. It would be favorable for the school district.

Superintendent Lewis made some personnel announcements. He had appointed Dave Dershin as principal at Lathrop High School and Mary Carlson as principal at Arctic Light Elementary School. With Ms. Carlson's move, there was an opening at Barnette Magnet School. Mrs. Hawkins had been at the school earlier in the day to get the process started.

President Brophy extended her thanks to board members for their comments on the student performers and award winners. She agreed with them and noted it was important to recognize students and staff.

As others had stated, President Brophy thought it was sometimes very difficult to listen to the testimonies. The district was in the middle of the budget review process and there had been people who had come before the board and broken down in tears because they were concerned about their jobs. Board members took it all very seriously and to heart. They worked very hard to make the best decisions they could to continue on and be sustainable as a district and to make certain they were protecting as many jobs as possible, based on the budget constraints and challenges facing the district. It was no secret, economically; districts across Alaska and the nation were challenged. The board would continue to work very hard and make the best decisions they could.

When President Brophy heard comments about teachers being endlessly bullied by parents, or the vitriol in which community members viewed teachers, or falling in line with the cultural war on teachers, it was absolutely the furthest thing from the truth she knew of any board member or anyone working in the district. They were working very hard to make the best decisions they could. She knew a lot of people responded that actions spoke louder than words and the board's actions were showing they didn't really respect or care about teachers. President Brophy would continue to focus her actions, and she knew it was the same of every other board member, on what they could do to sustain the district and work very hard in providing a good environment for teachers, students, and the administration.

President Brophy thanked everyone for coming to the meeting, for their testimony, and for their hard work.

The meeting adjourned at 9:39 p.m.

Submitted by Sharon Tuttle, executive assistant to the Board.

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

Special Meeting

MINUTES

April 2, 2012

President Brophy called the meeting to order at 5:33 p.m. in the Board Room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

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

Absent:

Sharon McConnell, Vice President
John Thies, Member

Staff Present:

Pete Lewis, Superintendent
Mike Fisher, Chief Financial Officer
Roxa Hawkins, Assistant Superintendent - Elementary
Karen Gaborik, Assistant Superintendent – Secondary
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, HSGQE waivers, and negotiations.

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

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

The Board convened to executive session at 5:34 p.m.

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

The executive session ended at 6:09 p.m.

DOMINIQUE MOVED, CHORD SECONDED, TO APPROVE THE FOLLOWING HSGQE WAIVER REQUEST:

W1112-027 Passed Another State's Exit Exam

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

DOMINIQUE MOVED, HULL SECONDED, TO:

EXPEL STUDENT 04-02-12-01 FOR AN INDEFINITE PERIOD OF TIME; 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; FURTHER, STUDENT MUST COMPLETE TEN (10) TO TWENTY-FOUR (24) HOURS OF COMMUNITY SERVICE AS APPROVED BY THE BUILDING ADMINISTRATOR; AND STUDENT MUST COMPLY WITH THE REQUIREMENTS OF SCHOOL BOARD ADMINISTRATIVE REGULATION 1049.1 BEFORE APPLYING FOR READMISSION TO THE FAIRBANKS SCHOOLS.

EXPEL STUDENT 04-02-12-02 FOR A PERIOD OF FORTY-NINE (49) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM; OBTAIN A THREAT ASSESSMENT PRIOR TO APPLYING FOR READMISSION TO SCHOOL AND COMPLY WITH ANY RECOMMENDATIONS AND/OR REQUIREMENTS OF THAT ASSESSMENT; AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON THE FIRST STUDENT DAY OF THE 2012-2013 SCHOOL TERM, AUGUST 21, 2012.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

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

** EXPEL STUDENT 04-02-12-03 FOR A PERIOD OF FIFTEEN (15) SCHOOL DAYS; FURTHER, STUDENT SHOULD ENROLL IN THE SMART PROGRAM AND STUDENT MAY BE ELIGIBLE TO RETURN TO SCHOOL ON APRIL 4, 2012.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 5 AYES

Board Comments/Discussion

President Brophy asked board members for a volunteer to cover the April 12 borough assembly meeting, as Mr. Rice was unable to attend. Board members would check their calendars and let President Brophy or the board secretary know if they were available to cover the meeting.

The meeting adjourned at 6:12 p.m.

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

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

Special Meeting

MINUTES

April 6, 2012

President Brophy called the meeting to order at 5:31 p.m. in the board room of the FNSBSD Administrative Center at 520 Fifth Avenue.

Present:

Kristina Brophy, President
Sue Hull, Treasurer
Silver Chord, Member
Wendy Dominique, Member

Absent:

Sharon McConnell, Vice President
Sean Rice, Clerk
John Thies, Member

Staff Present:

Pete Lewis, Superintendent
Mike Fisher, Chief Financial Officer
Karen Gaborik, Assistant Superintendent – Secondary
Roxa Hawkins, Assistant Superintendent – Elementary
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Gayle Pierce, Labor Relations Director
Sharon Tuttle, Executive Assistant to the Board of Education

Executive Session

An executive session was called to discuss FEA negotiations.

HULL MOVED, CHORD SECONDED, TO CONVENE IN EXECUTIVE SESSION TO
DISCUSS FEA NEGOTIATION MATTERS, THE IMMEDIATE KNOWLEDGE OF
WHICH, WOULD CLEARLY HAVE AN ADVERSE EFFECT UPON THE FINANCES
OF THE GOVERNMENT UNIT. .

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE. 4 AYES

The Board convened to executive session at 5:32 p.m.

The executive session ended at 6:45 p.m.

Other/Discussion

President Brophy announced Hannah Ekblad of Lathrop High School had been awarded one of the Association of Alaska School Board's (AASB) June Nelson Memorial Scholarships. Ms. Ekblad would be recognized at the board's April 17, 2012 Regular Meeting.

The meeting adjourned at 6:47 p.m.

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



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

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

September

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	

October

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					

1st Quarter: 44 days

November

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			

December

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

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

Legend

- ☐ 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