
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT



BOARD OF EDUCATION REGULAR MEETING

Tuesday, April 16, 2013

**School District Administrative Center
520 Fifth Avenue**

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 16, 2013
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. Mission Statement | |
| 4. Music: Woodriver Chorus | |
| 5. Roll Call | |
| 6. Shriver-Kennedy Student Achievement Award | 3 |
| 7. 2013 Letters About Literature State Winner | 3 |
| 8. 2013 Interior Alaska Science Fair Winners | 3-4 |
| 9. 2013 Alaska Statewide High School Science Symposium Winners | 4 & 12-14 |
| 10. AkASL 2013 Linda K. Barrett Service Award | 4 |
| 11. Spotlight: 21 st Century Community Learning Centers | 4 & 15-51 |

B. AGENDA

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

C. PUBLIC COMMENTS ON NONAGENDA ITEMS

D. ACTION ITEMS – OLD BUSINESS

- | | |
|---|-------------|
| 1. Policy 724: Allergies (Second Reading) | 5 & 52-53 |
| * 2. Monthly Management Reports | 5 & 54-69 |
| * 3. Minutes | See minutes |

E. ACTION ITEMS – NEW BUSINESS

- | | |
|---|-------------|
| 1. Adoption of the 2014-2015 & 2015-2016 School Calendars | 6 & 70-73 |
| 2. Social Studies Curriculum Adoption | 6 & 74-75 |
| 3. Resolution 2013-13: Request for October 2013 Bond Election | 6 & 76 |
| * 4. Budget Transfer 2013-146: Watershed Charter School | 6 & 77-78 |
| * 5. Budget Transfer 2013-149: Effie Kokrine Charter School | 6, 77, & 79 |
| * 6. Budget Transfer 2013-153: Network Services Department | 7, 77, & 80 |
| * 7. Budget Transfer 2013-156: Star of the North Charter School | 7, 77, & 81 |
| * 8. Fundraising/Travel Request: Tanana Middle School | 7 & 82 |
| * 9. Travel Request: West Valley High School | 7 & 83 |
| *10. Gift Acceptance: Lathrop High School | 7 & 84 |
| *11. Personnel Action Report | 7 & 85-86 |

F. INFORMATION & REPORTS

1. Grants Department Update	7
2. Social Studies Curriculum Materials Report	8 & 87
3. Career Technical Education (CTE) Curriculum Revision	8, 88-92, & Separate Cover
* 4. Personnel Information Report	8 & 93
* 5. Superintendent's Budget Transfers	8 & 94
* 6. Expulsion Report	8
* 7. Board's Reading File	8-10
* 8. Coming Events and Meeting Announcements	10

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 16, 2013**

AGENDA

A. PRELIMINARIES

Reference Pages

A. 1. Call to Order by President

A. 2. Pledge of Allegiance, led by Woodriver Chorus Students

A. 3. Mission Statement

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.

A. 4. Music

Woodriver Elementary School's Chorus will perform for the school board under the direction of Lucile Hackett, music teacher.

A. 5. Roll Call

Kristina Brophy, President
Heidi Haas, Vice President
John Thies, Treasurer
Sean Rice, Clerk
Lisa Hall, Member
Sue Hull, Member
Charlie Leonelli, Member
Thomas Daack, Base Representative
Ron Johnson, Post Representative
Hanna Brewer, Student Representative

A. 6. Shriver-Kennedy Student Achievement Award

Jesse Harbison will be recognized for receiving the prestigious Shriver-Kennedy Student Achievement Award. Diane Leithead, special education coordinator, will make the presentation.

A. 7. 2013 Letters About Literature State Winner

Hannah Nash, Randy Smith Middle School student, will be recognized for her selection as the state winner in the Letters About Literature contest. Her letter will be forwarded to the national level. Sherry Blizzard, Randy Smith teacher, will make the presentation.

A. 8. 2013 Interior Alaska Science Fair Winners

The Interior Alaska Science Fair was held March 27-30, 2013, at Pioneer Park Civic Center. There were 434 projects from 487 students/classes and approximately 73 judges and volunteers. Sue Hull, board member, and Michelle Daml, elementary curriculum coordinator, were coordinators for this year's event. Mrs. Hull will present the recipients of the Fairbanks Memorial Hospital, Doug Schamel, and Director Awards.

A. 8. 2013 Interior Alaska Science Fair Winners (continued)

Fairbanks Memorial Hospital Awards

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Sanoe' O'Neil	University Park Elementary	The Power of Gravity
Zoe Schneider	Pearl Creek Elementary	Who has Better Short-Term Memory?
Gage Horne	Barnette Magnet	Meet the Mars Curiosity Rover
Ms. Greenfield-Pastro's Class	Randy Smith Middle	Germination Rate and Growth of BetulaNeoalaskana
Jed Hadaway & Eli Wyatt	Pearl Creek Elementary	Bike – o – Power

Doug Schamel Awards

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Mrs. Campbell's Class	Anne Wien Elementary	Super Snow
Mrs. Sturm's Class	Weller Elementary	Lightning Worms
Ms. Ivie's Class	Badger Elementary	Elephant Toothpaste
Mr. Harper's Class	Watershed Charter	Snowflake Photography

Director Awards

<u>Student Name</u>	<u>School</u>	<u>Project Title</u>
Risa Heinrichs & Thea Millam	Barnette Magnet	What is Leishmaniasis?
Cass Keelean	University Park Elementary	Sno Mo (The Snow Machine Lifter)
Tom McCracken	Watershed Charter	Galapagos Animals
Kostiantyn Trenert	Pearl Creek Elementary	Expansion and Contraction

A. 9. 2013 Alaska Statewide High School Science Symposium Winners *Ref. Pgs. 12-14*

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>
Phillip Wilson	1 st Place – National Speaker #1	West Valley High School
Kelly May	2 nd Place – National Speaker #2	Lathrop High School
Brianna Gilmore	3 rd Place – National Poster Presenter	West Valley High School
Harry Simpson	4 th Place – National Delegate	West Valley High School

A. 10. AkASL 2013 Linda K. Barrett Service Award

Janet Madsen, West Valley High School librarian, was recently awarded the Alaska Association of School Librarians (AkASL) 2013 Linda K. Barrett award. Katherine Sanders, director of library media, will make the presentation.

A. 11. Spotlight: 21st Century Community Learning Center *Ref. Pgs. 15-51*

Julie Wild-Curry, after school program director, will make a presentation on the district's 21st Century Community Learning Center 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.

■ MOVE 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. Policy 724: Allergies (Second Reading)

Ref. Pgs. 52-53

The Policy Review Committee forwarded the administration's recommended language on School Board Policy 724: Allergies for the school board's consideration during first reading on April 2, 2013. There were no changes from first reading. Bett Schaffhauser, employment and educational opportunity director, is available to answer questions.

Board Priority: *Provide a safe learning environment.*

■ MOVE to approve second reading, public hearing, and adoption of Policy 724: Allergies.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

D. * 2. Monthly Management Reports

Ref. Pgs. 54-69

The Monthly Management Reports for March 2013 are provided.

MOVE to accept the Monthly Management Reports for March 2013.

D. * 3. Minutes

See Minutes

MOVE to approve the minutes from the special meeting on April 1; the work session on April 1; and the regular meeting on April 2, 2013, as submitted.

E. ACTION ITEMS – NEW BUSINESS

- E. 1. Adoption of the 2014-2015 & 2015-2016 School Calendars** Ref. Pgs. 70-73
During the March 19 board meeting, the administration presented the 2014-2015 and 2015-2016 proposed calendars. The proposed calendars were put out for public comment until Wednesday, April 10. The administration recommends adoption of the proposed 2014-2015 and 2015-2016 calendars, as submitted.

Board Priority: *Student learning is at the center of everything we do.*

■ MOVE to adopt the 2014-2015 and 2015-2016 School Calendars.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. 2. Social Studies Curriculum Adoption** Ref. Pgs. 74-75
At the April 2, 2013 school board meeting, the revised social studies curriculum was presented and a copy of the document was provided. The administration recommends the board adopt the proposed social studies curriculum. A memo from the Board Curriculum Advisory Committee (BCAC), formally endorsing the administration's recommendation, is included in the agenda. Peggy Carlson, executive director of curriculum and instruction, is available to answer questions.

Board Priority: *Student learning is at the center of everything we do.*

■ MOVE to adopt the Social Studies Curriculum.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. 3. Resolution 2013-13: Request for October 2013 Bond Election** Ref. Pg. 76
Information regarding a possible bond election was provided and discussed during the school board's March 19, 2013 regular meeting. A resolution requesting the borough assembly schedule an October 2013 bond election to undertake various school capital projects has been provided in the board packet. All projects may be eligible for funding up to 70 percent reimbursement. Superintendent Lewis and Dave Norum, executive director of facilities management, will make a short presentation and answer questions.

Board Priority: *Maintain excellent school facilities and manage capital improvement projects.*

■ MOVE to approve Resolution 2013-13: Request for October 2013 Bond Election.

Motion by _____ Seconded by _____
Advisory Votes _____ Vote _____

- E. * 4. Budget Transfer 2013-146: Watershed Charter School** Ref. Pgs. 77-78
Budget transfer 2013-146 aligns Watershed Charter School's budgets to cover program expenses in the amount of \$140,120.

MOVE to approve Budget Transfer 2013-146: Watershed Charter School in the amount of \$140,120.

- E. * 5. Budget Transfer 2013-149: Effie Kokrine Charter School** Ref. Pgs. 77 & 79
Budget transfer 2013-149 aligns Effie Kokrine Charter School's budgets to cover program expenses in the amount of \$25,424.

MOVE to approve Budget Transfer 2013-149: Effie Kokrine Charter School in the amount of \$25,424.

- E. * 6. **Budget Transfer 2013-153: Network Services Department** Ref. Pgs. 77 & 80
Budget transfer 2013-153 aligns account balances for the network services department to reflect actual expenditures in the amount of \$23,509.
- MOVE to approve Budget Transfer 2013-153: Network Services Department in the amount of \$23,509.
- E. * 7. **Budget Transfer 2013-156: Star of the North Charter School** Ref. Pgs. 77 & 81
Budget transfer 2013-156 aligns Star of the North Charter School's budgets to cover program expenses in the amount of \$108,108.
- MOVE to approve Budget Transfer 2013-156: Star of the North Charter School in the amount of \$108,108.
- E. * 8. **Fundraising/Travel Request: Tanana Middle School** Ref. Pg. 82
Tanana Middle School is requesting permission to raise funds to send students to the Galapagos Islands, Ecuador, March 15-25, 2014, where students will study science, culture, conservation, and research, at no cost to the district, and if the State Department issues travel warnings, students will not travel.
- MOVE to approve Tanana Middle School's request to raise funds to send students to the Galapagos Islands, Ecuador, March 15-25, 2014, where students will study science, culture, conservation, and research, at no cost to the district, and if the State Department issues travel warnings, students will not travel.
- E. * 9. **Travel Request: West Valley High School** Ref. Pg. 83
West Valley High School is requesting permission to send students to Dayton, Ohio, May 1-5, 2013, where students will participate in the 2013 National Junior Science and Humanities Symposium competition, with substitute costs paid by the district and all other expenses paid by the state or national science symposium.
- MOVE to approve West Valley High School's request to send students to Dayton, Ohio, May 1-5, 2013, where students will participate in the 2013 National Junior Science and Humanities Symposium competition, with substitute costs paid by the district and all other expenses paid by the state or national science symposium.
- E. *10. **Gift Acceptance: Lathrop High School** Ref. Pg. 84
Lathrop High School is requesting gift acceptance of \$2,000 from the Langston Family Foundation to support the school's boys' and girls' basketball programs.
- MOVE to accept the gift of \$2,000 from the Langston Family Foundation to Lathrop High School to support the school's boys' and girls' basketball programs.
- E. *11. **Personnel Action Report** Ref. Pgs. 85-86
- MOVE to approve the Personnel Action Report for the period March 27-April 9, 2013.
- F. **INFORMATION AND REPORTS**
- F. 1. **Grants Department Update**
Traci Gatewood, director of grants and special projects, will provide an overview of the department, current status of district grants, and an update on the upcoming transition.
- Board Priority: *Student learning is at the center of everything we do.***

- F. **2. Social Studies Curriculum Materials** Ref. Pg. 87
The district's curriculum revision process includes the selection of textbooks and materials to support the implementation of adopted curricula. Peggy Carlson, executive director of curriculum and instruction, has provided a report in the reference pages that includes the Social Studies materials being considered for adoption. The materials remain available for review and the administration anticipates making a final recommendation at the May 7, 2013 board meeting.

Board Priority: *Student learning is at the center of everything we do.*

- F. **3. Career Technical Education (CTE) Curriculum Revision** Ref. Pgs. 88-92 & Separate Cover
The proposed CTE curriculum is provided under separate cover for the school board's review and consideration. Peggy Carlson, executive director of curriculum and instruction, will summarize the revisions and answer questions. The board will be asked to act on this item at its May 7, 2013 meeting.

Board Priority: *Student learning is at the center of everything we do.*

- F. * **4. Personnel Information Report** Ref. Pg. 93
The Personnel Information Report for the period March 27-April 9, 2013 has been provided.

- F. * **5. Superintendent's Budget Transfers** Ref. Pg. 94
The Superintendent's Budget Transfer Report for April 16, 2013 has been provided.

- F. * **6. Expulsion Report**
Expulsions for the 2012-2013 school year, as of April 10, 2013, are listed below:

Substance Abuse	9
Fighting/ Assault.....	4
Weapons	4
Other	2
TOTAL	19

- F. * **7. Board's Reading File**

3-22-13..... Email from K. West to Board
RE: Increase Education Funding

3-27-13..... Invitation from Federal Programs to Board
RE: Annual America's Cultures Week Potluck Celebration

3-28-13..... Memo from C. Fitzgerald to Board
RE: Completed Annual Audit for the Year Ended June 30, 2012

3-28-13..... FNSBSD 2013-14 Recommended Budget

3-28-13..... Email from R. Schlumbohm to Board
RE: Budget Opinion

4-01-13..... Email from J. Carson to Management Team
RE: District in the News: March 25-April 1, 2013

4-02-13..... FEAdback
Volume 31, #15

4-02-13..... Email & Report from P. Carlson to Board
RE: Social Studies Curriculum Report

4-03-13..... Email from Y. Evans to Board
RE: Native Youth Olympics Flyer

4-03-13..... Email from S. Hull to Board
RE: Tom Friedman Article: What Schools Need to be Globally Competitive

F. * 7. Board's Reading File (continued)

4-03-13..... Email from K. Gaborik to Principals
RE: Safety Hotline

4-03-13..... Email from J. Weingartner to Board
RE: Bargaining Team

4-04-13..... Email from L. Roberts to Board
RE: Common Core

4-04-13..... Email from K. Doran to Board
RE: Calendar Comments

4-04-13..... Email from Superintendent to L. Roberts
RE: Common Core

4-04-13..... Email & Report from Superintendent to Board
RE: AF Response to Spangdahlem Issue

4-04-13..... Email from S. Hull to L. Roberts
RE: Common Core

4-05-13..... Email from Superintendent to Board
RE: Borough Assembly Information *from*

4-05-13..... Email & Attachments *from* Superintendent to Board
RE: Superintendent to Board Update – April 5, 2013

4-05-13..... Email from C. Fulkerson to Board
RE: Painting a Picture of Education

4-05-13..... Email & Letter from T. Ferber to Board
RE: North Pole High Student

4-05-13..... Email from Board to L. Roberts
RE: Common Core

4-05-13..... Email from Board to J. Weingartner
RE: Bargaining Team

4-08-13..... Email from Superintendent to Board
RE: Sad News

4-08-13..... Email from J. Carson to Management Team
RE: District in the News: April 1-8, 2013

4-08-13..... Email from Board to C. Fulkerson
RE: Painting a Picture of Education

4-08-13..... Email from Board to K. Doran
RE: Calendar Comments

4-08-13..... Email from Board to T. Ferber
RE: North Pole High Student

4-08-13..... Email & Letter from Borough & School District to Interior Delegation
RE: Ryan Middle School CIP Request

4-08-13..... Email & Report from B. Bailey to Board
RE: School District Talking Points for PTA on 2013-14 Recommended Budget

4-08-13..... Email from Board to Superintendent
RE: School District Talking Points for PTA on 2013-14 Recommended Budget

4-09-13..... Email from S. Hull to Superintendent
RE: Budget Information

4-09-13..... Email from D. Maranville to All Staff
RE: PATH to Health and Wellness Program Update

4-10-13..... Email & Letters from M. Fisher to Borough Clerk's Office
RE: Letters of Explanation: Snow Removal Contracts

F. * 7. Board's Reading File (continued)

- 4-11-13..... FEAdback
Volume 31, #16
- 4-11-13..... Email from B. Bailey to All Staff
RE: Resolution to Set Minimum Local Contribution

F. * 8. Coming Events and Meeting Announcements

- 4/18/13 5:30 pm School District's 2013-14 Budget Presentation to the Borough Finance Committee
(Meeting held in Assembly Chambers, 809 Pioneer Road)
- 4/29/13 5:15 pm Board Policy Review Committee (PRC) Meeting
- 4/30/13 6:00 pm Career Technical Education Advisory Committee (CTEAC) Meeting
(Please note: the CTEAC meeting was rescheduled from April 18)
(Meeting held at Pipeline Training Center, 3580 Cartwright Court)
- 5/6/13 Noon Special Meeting: Executive Session for HSGQE Waivers, Student Discipline, & Negotiations
- 5/7/13 6:15 pm Board's Retirement Reception for Retiring District Staff
- 5/7/13 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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2013 Finalist Winners & Awards

28TH Alaska Statewide High School Science Symposium
UNIVERSITY OF ALASKA FAIRBANKS & FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
23 AND 24 MARCH

PLACEMENT	PRESENTER & PAPER TITLE	AWARDS EARNED
<i>1st Place</i> <i>National JSHS</i> <i>Speaker #1</i>	Phillip R. Wilson <i>West Valley High School</i> Thermal Dynamics of Ice on the Tanana River during Mid-Winter	\$4,200 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals in Dayton, Ohio \$2,000 Army/Navy/Air Force Scholarship \$250 CIF (Cash in fist) 1st Place Winner, Session 1 <u>\$8,700 total</u>
<i>2nd Place</i> <i>National JSHS</i> <i>Speaker #2</i>	Kelly May <i>Austin E. Lathrop High</i> <i>School</i> Repeat Study of “Global Warming, Bergmann’s Rule and Body Size in the Masked Shrew <i>Sorex</i> <i>cinereus</i> Kerr in Alaska,” (Yom-Tov and Yom-Tov, 2005) and Accounting for Age	\$4,200 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals in Dayton, Ohio \$1,500 Army/Navy/Air Force Scholarship \$250 CIF (Cash in fist) 1st Place Winner, Session 2 <u>\$8,200 total</u>
<i>3rd Place</i> <i>National JSHS</i> <i>Poster</i> <i>Presenter</i>	Brianna Gilmore <i>West Valley High School</i> Genetic Variation and Speciation in Alaskan <i>Claytonia</i>	\$4,200 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals in Dayton, Ohio \$1,000 Army/Navy/Air Force Scholarship \$250 CIF (Cash in fist) 1st Place Winner, Session 3 <u>\$7,700 total</u>
<i>4th Place</i> <i>National JSHS</i> <i>Delegate</i>	Harry Simpson <i>West Valley High School</i> An Investigation of Voided Biaxial Slab Technology	\$4,200 UAF Tuition Scholarship \$2,250 All expense-paid trip to Nationals in Dayton, Ohio \$500 ASHSSS Scholarship \$150 CIF (Cash in fist) 3rd Place Winner, Session 1 <u>\$7,100 total</u>

<i>5th Place National JSHS Delegate</i>	Krissa Davis (P) & Eva Kowalski <i>Petersburg High School</i> Testing Labeling Laws by the Presence of Genetically Modified Organisms in Corn Products	\$2,250 All expense-paid trip to Nationals in Dayton, Ohio \$200 CIF (Cash in fist) each 2 nd Place Winner, Session 3 <u>\$2,650 total</u>
<i>6th Place National JSHS Alternate Delegate</i>	Summer Morton (P) & Shania Dahlberg <i>Petersburg High School</i> Are Moose (<i>Alces alces andersoni</i>) Reproductively Isolated in the Alexander Archipelago of Southeastern Alaska?	\$150 CIF (Cash in fist) each 3 rd Place Winner, Session 2 <u>\$300 total</u>
<i>7th Place National JSHS Alternate Delegate</i>	Victoria Wilton <i>Petersburg High School</i> Comparison of Southeastern Alaska Fungal Communities by Forest management Practices and Soil Type	\$150 CIF (Cash in fist) \$100 Society of American Foresters Award 3 rd Place Winner, Session 3 <u>\$250 total</u>
<i>8th Place National JSHS Alternate Delegate</i>	Nicole Plummer <i>West Valley High School</i> Academic Difference Between Full-Day and Half-Day Kindergarten	\$200 CIF (Cash in fist) 2 nd Place Winner, Session 2 <u>\$200 total</u>
<i>9th Place</i>	Robert Dylan Smock <i>West Valley High School</i> Carbon Sequestration: An Attempt to Quantify CO ₂ Retention in Soil Media	\$200 CIF (Cash in fist) Asus Nexus 7 Tablet; Fairbanks North Star Borough Division of Air Quality Award (\$250 value) 2 nd Place Winner, Session 1 <u>\$450 total</u>

Fairbanks North Star Borough School District Students in Bold

Masha Stelmach & Maura Sullivan, *Petersburg High School*, Comparing *Tuckermannopsis chrolophylla*: \$50 each from the Alaska Society of Microbiology

2013 PRELIMINARY SESSION WINNERS
28TH Alaska Statewide High School Science Symposium
 UNIVERSITY OF ALASKA FAIRBANKS & FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
 23 AND 24 MARCH

Session 1: Physical and Chemical Sciences

NAME / SCHOOL	PAPER TITLE	RANK
Phillip R. Wilson / West Valley HS	Thermal Dynamics of Ice on the Tanana River during Mid-Winter	1
Robert Dylan Smock / West Valley HS	Carbon Sequestration: An Attempt to Quantify CO₂ Retention in Soil Media	2
Harry Simpson / West Valley HS	An Investigation of Voided Biaxial Slab Technology	3
Wm. Denzel Wood & Ivan Voronin / West Valley HS	Developing Applicable Forms of Aerogels for an Energy Conscious Future	4
Philip Winsor / West Valley HS	Urban Heat Island in Fairbanks	5

SESSION 2: Organismal Biology

NAME/SCHOOL	PAPER TITLE	RANK
Kelly May / Austin E. Lathrop HS	Repeat Study of “Global Warming, Bergmann’s Rule and Body Size in the Masked Shrew <i>Sorex cinereus</i> Kerr in Alaska,” by Yom-Tov and Yom-Tov, 2005, and Accounting for Age	1
Nicole Plummer / West Valley HS	Academic Difference Between Full-Day and Half-Day Kindergarten	2
Summer Morton & Shania Dahlberg / Petersburg HS	Are Moose (<i>Alces alces andersoni</i>) Reproductively Isolated in the Alexander Archipelago of Southeastern Alaska?	3
Sarah Hartman / West Valley HS	Ethanol’s Effect on GABA Neurons and Puncta in <i>C. elegans</i>	4
Grace Weller / Petersburg HS	The Influence of Age on Quantity of Albumen Protein	5

SESSION 3: Genetic and Species Diversity

NAME/SCHOOL	PAPER TITLE	RANK
Brianna Gilmore / West Valley HS	Genetic Variation and Speciation in Alaskan <i>Claytonia</i>	1
Krissa Davis & Eva Kowalski / Petersburg HS	Testing Labeling Laws by the Presence of Genetically Modified Organisms in Corn Products	2
Tori Wilton / Petersburg HS	Biodiversity of Fungi in Southeast, Alaska	3
Masha Stelmach & Maura Sullivan / Petersburg HS	Comparing <i>Tuckermannopsis chrolophylla</i>	4
Cole Somerville / Petersburg HS	At What Point Does Distance Cause Genetic Variation Among <i>Onchorynchus Clarkii Clarkii</i> ?	5

Fairbanks North Star Borough School District Students in Bold

Fairbanks North Star Borough School District
21st Century Alaska Community Learning Centers Grant (ACLC)
2011/2012 Evaluation Report for Elementary School Sites
Anderson, Anne Wien, Barnette, Denali, Hunter, Ladd, and North Pole E.

Goal 1: Participating students will improve their academic performance.

Students in third through tenth grades in Alaska take the criterion referenced Alaska Standards Based Assessments every spring.

Objective 1.1: Of those regular ACLC participants who were below proficient in Reading in the year prior to participation, at least 10% will become proficient each year.

This objective **WAS met**. Of the regularly participating students (attending 30 or more days), who completed SBAs in both the prior and current school years and who did not score proficient in reading during the previous school year (2011), **23% (23/101)** scored proficient on the Spring 2012 SBA.

District-wide, 66% (235/358) of regularly attending students who took the Reading section of the SBAs in 2012 were proficient in reading; proficiency rates for ACLC students at each of the individual school sites are shown in the table which follows.

Percent of ACLC Students Proficient on 2012 SBAs

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Reading	N/A	50%	78%	62%	68%	66%	69%	66%

Objective 1.2: Of those regular ACLC participants who were below proficient in Writing in the year prior to participation, at least 10% will become proficient each year.

This objective **WAS met**. Of the regularly participating students (attending 30 or more days), who completed SBAs in both the prior and current school years, and who previously did not score proficient in the previous school year (in spring of 2011), **30% (32/109)** scored proficient on the spring 2012 SBA in writing.

District-wide, 62% (220/358) of regularly attending students who took the Writing section of the SBAs in 2012 were proficient in writing; proficiency rates for ACLC students at each of the individual school sites are shown in the table which follows.

Percent of ACLC Students Proficient on 2012 SBAs

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Writing	N/A	56%	70%	53%	68%	57%	60%	61%

Objective 1.3: Of those regular ACLC participants who were below proficient in Math in the year prior to participation, at least 10% will become proficient each year.

This objective **WAS met**. Of the regularly participating students (attending 30 or more days), who completed SBAs in both the prior and current school years, and who previously did not score proficient in math (in 2011), **22% (23/106)** scored proficient on the 2012 SBA.

District-wide, 61% (219/360) of regularly attending students who took the Math section of the SBAs in 2012 were proficient in math; proficiency rates for ACLC students at each of the individual school sites are shown in the table which follows.

Percent of ACLC Students Proficient on 2012 SBAs

	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Math	N/A	62%	75%	51%	65%	50%	59%	61%

AIMSweb

AIMSweb measures were utilized in the evaluation of the after school programs; the AIMSweb measure were used to assess the academic improvement of students in kindergarten through second grade at all schools, including Anderson Elementary (a K-3 school). AIMSweb measures are very similar to the DIBELS measures used previously for this evaluation. The 2011/12 school year was the third year of the district's implementation of RTI (Response to Intervention), and AIMSweb was the measurement tool chosen by the district for universal screening tools in math and reading for grades K-8. The AIMSweb measures used to measure progress in reading are Letter Naming Fluency (K), Nonsense Word Fluency (1st), and Reading Curriculum Based Measurement (2nd – 6th). There were 181 students in kindergarten through second grade who had matched AIMSweb scores at the beginning and end of the year. In the chart below, the ROI (Rate of Improvement) of the afterschool students is compared to the average ROI of the district and nation.

ROI (Rate of Improvement) of ACLC Students on AIMSweb Reading Measures

Reading	<i>Kindergarten</i>	<i>1st Grade</i>	<i>2nd Grade</i>
ACLC Average	1.0	0.9	1.3
District Average	0.8	0.9	1.3
National Average	0.8	1.0	1.2

Objective 1.4: Annually, 50% of regular ACLC participants' grades in reading will increase.

This objective **was NOT met** at the district level but **was met** at two school sites (Anne Wien and Hunter). Grades were compared from the first quarter to the fourth quarter of the 2011/2012 school year. District-wide, 40% (204/511) of students with reading grades in both quarters increased their grades from first to fourth quarter. The remaining students' grades either stayed the same (31%) or declined (29%). The percent of ACLC students who improved their reading grade are shown for each individual school site in the table which follows.

Percent Improved Reading Grades Within the School Year

READING	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Increased Grades	25%	54%	39%	39%	56%	31%	27%	40%

Objective 1.5: Annually, 50% of regular ACLC participants' grades in writing will increase.

This objective **was NOT met** at the district level but was met at one school site (Hunter). Grades were compared from the first quarter to the fourth quarter of the 2010/2011 school year. District-wide, 35% (180/512) of students with writing grades in both quarters increased their grades from first to fourth quarter. The remaining students' grades either stayed the same (33%) or declined (31%). The percent of ACLC students who improved their writing grade are shown for each individual school site in the table which follows.

Percent Improved Writing Grades Within the School Year

Writing	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Increased Grades	13%	46%	15%	33%	57%	32%	37%	35%

Objective 1.6: Annually, 50% of regular ACLC participants' grades in math will increase.

This objective **was NOT met**. Grades were compared from the first quarter to the fourth quarter of the 2011/2012 school year. District-wide, 26% (141/546) of students with math grades in both quarters improved their math grade from first to fourth quarter. The remaining students' grade levels in math either stayed the same or decreased during the 2011/2012 school year. The percent of ACLC students who improved their math grade are shown for each individual school site in the table which follows.

Percent Improved Math Grades Within the School Year

Math	Anderson	Anne Wien	Barnette	Denali	Hunter	Ladd	NPE	TOTAL
Increased Grades	9%	26%	38%	33%	25%	37%	20%	26%

Objective 1.7: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will have teacher-reported improvement in academic performance, timely homework completion, and completing homework to the teacher's satisfaction (as measured by teacher surveys).

This objective **WAS met** at the district level and at each school site. District-wide, teachers reported that of the regularly attending students who needed to improve early in the school year, 76% improved in turning homework in on time, and 79% improved in completing their homework to his or her teacher's satisfaction (as measured by 604 teacher surveys). The percent of ACLC students whose teachers reported improvement in their homework-related behaviors are shown for each individual school site in the table below.

Percent Improved Homework Completion and Turned in On Time

	Anderson	Anne Wien	Barnette	Denali	Hunter	Ladd	NPE	TOTAL
Completion	68%	90%	75%	68%	76%	87%	90%	79%
On Time	72%	87%	70%	60%	75%	81%	88%	76%

Goal 2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.

Objective 2.1: Annually, 50% of regular ACLC participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by district records).

This objective **WAS met**. District-wide, 46% (118/257) of the ACLC participants with less-than-perfect attendance records for the 2010/11 school year increased their attendance in the 2011/12 school year.

Percent of Participating Students who Increased Attendance Rate from Previous Year

	Anderson	Anne Wien	Barnette	Denali	Hunter	Ladd	NPE	TOTAL
ACLC Students with Increase in Attendance Rate	N/A*	41%	54%	40%	51%	44%	41%	46%

*There were no participants at Anderson who had attendance records from the prior year.

Objective 2.2: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will have teacher-reported improvements in being attentive, and being motivated to learn (as measured by teacher surveys).

This objective **WAS met**. District-wide, teachers reported that of participants whose performance warranted improvement at the beginning of the school year, 63% improved being attentive in class, and 63% improved in coming to school motivated to learn. A total of 604 surveys were completed. The percent of ACLC students whose teachers reported improvement in their attention and motivation are shown for each individual school site in the table below.

Percent Improved Motivation and Attentiveness

<i>Percent Improved:</i>	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Motivation	67%	83%	54%	66%	61%	49%	66%	63%
Attentiveness	72%	78%	39%	71%	58%	60%	70%	63%

Objective 2.3: Each year, 50% of regular ACLC participants whose behavior warranted improvement at the beginning of the year will improve in teacher-reported school behaviors such as participating in class and behaving well in class.

This objective **WAS met**. District-wide, teachers reported that of participants whose behavior warranted improvement at the beginning of the school year, 73% improved their participation in class, and 55% improved their behavior. A total of 604 surveys were completed. The percent of ACLC students whose teachers reported improvement in their behavior and participation are shown for each individual school site in the following table.

Percent Improved Behavior and Participation

<i>Percent Improved:</i>	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Behavior	63%	73%	42%	51%	60%	44%	52%	55%
Participation	80%	81%	61%	71%	70%	67%	88%	73%

Goal 3: Alaska Community Learning Centers (ALCLCs) will offer expanded learning opportunities for families and increase community involvement in the program.

Objective 3.1: Parental involvement will increase, as measured by parents' self-reporting on surveys and participation in ACLC activities and school family nights.

This objective **WAS met**. Of the 410 parents that returned surveys, 55% (224/410) reported that they were more involved with their child's education, and 61% of parents (252/410) reported that they felt more comfortable at their child's school since their child began participating in the after school program. Approximately 41% of parents (164/407) said that they attended more school events than before their child began participating in the after school program.

The percent of ACLC parents who reported increased involvement in their child's education is shown for each individual school site in the table that follows.

Percent of Parents Reporting an Increase in Involvement in Child's Education

<i>Percent Increased:</i>	<i>Anderson</i>	<i>Anne Wien</i>	<i>Barnette</i>	<i>Denali</i>	<i>Hunter</i>	<i>Ladd</i>	<i>NPE</i>	<i>TOTAL</i>
Involved in Child's Education	54%	42%	52%	59%	56%	54%	63%	55%
Comfortable	55%	58%	*74%	58%	60%	61%	78%	61%
Attending Events	36%	31%	*45%	49%	38%	43%	53%	41%

** All of Barnette's parent input is included here, as their 49 parent surveys could not be split out by elementary vs. secondary students.*

Fairbanks North Star Borough School District
21st Century Alaska Community Learning Centers Grant (ACLC)
2011/2012 Evaluation Report for Secondary School Sites
Barnette, Lathrop, North Pole Middle, Randy Smith & Ryan

Goal 1: Participating students will improve their academic performance.

Students in third through tenth grades in Alaska take the criterion referenced Alaska Standards Based Assessments every spring.

Objective 1.1: Each year, at least 10% of the students regularly attending ASPs who scored below proficient in Reading on the previous spring SBA will become proficient in Reading as measured by the State's Standards Based Assessments.

This objective **was met**. In matched comparisons of regularly attending ASP students who did not score proficient on the spring 2011 SBA, **30% (21/71)** moved to proficient in Reading.

Percent of Below-Proficient Students Who Became Proficient on 2012 SBAs

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
Reading	33%	9%	35%	56%	24%	30%

Objective 1.2: Each year, at least 10% of the students regularly attending ASPs who scored below proficient in Writing on the previous spring SBA will become proficient in Writing as measured by the State's Standards Based Assessments.

This objective **was met**. In matched comparisons of regularly attending ASP students who did not score proficient on the spring 2011 SBA, **14% (13/92)** moved to proficient in Writing.

Percent of Below-Proficient Students Who Became Proficient on 2012 SBAs

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
Writing	20%	20%	11%	36%	3%	14%

Objective 1.3: Each year, at least 10% of the students regularly attending ASPs who scored below proficient in Math on the previous spring SBA will become proficient in Math as measured by the State's Standards Based Assessments.

This objective **was met**. In matched comparisons of regularly attending ASP students who did not score proficient on the spring 2011 SBA, **17% (18/107)** moved to proficient in Math on the 2012 SBAs.

Percent of Below-Proficient Students Who Became Proficient on 2012 SBAs

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
Math	40%	20%	23%	22%	3%	17%

Objective 1.4: Each year, at least 50% of the students regularly attending ASPs will score proficient or above in Reading, Writing, and Math as measured by the State's Standards Based Assessments.

This goal **WAS MET** for reading and writing but was **NOT MET** for math. District-wide, among regularly attending ASP students who had SBA scores in 2012, 70% were proficient in Reading (158/225), 55% were proficient in Writing (124/226), and 48% were proficient in Math (109/226). Proficiency rates for ASP students at each of the individual school sites are shown in the table which follows.

Percent of ACLC Students Proficient on 2012 SBAs

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
Reading	89%	77%	60%	86%	52%	70%
Writing	78%	71%	38%	67%	31%	55%
Math	78%	56%	44%	61%	22%	48%

Objective 1.5: Annually, 40% of students who regularly attend ASPs will have improved grades in Language Arts as measured by grade reports from the first quarter (or semester) and the fourth quarter (or second semester).

This objective **was NOT met** at the district level, but it was met at one of the school sites. In matched comparisons of regularly attending ASP students who had Language Arts/English grades in both 1st and 4th quarters (or 1st to 2nd semesters), **37%** (86/234) increased their grades. The percent of ASP students who improved their Language Arts/English grade from 1st to 4th quarter (or 1st to 2nd semester) at each of the individual school sites are shown in the table which follows.

Percent Improved Language Arts Grades in 2011/12 School Year

	<i>Barnette*</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
Increased L. Arts Grade	--	35%	30%	36%	48%	37%

Barnette grade changes were reported in the elementary report (they were not split out for elementary and secondary grade levels.)

Objective 1.6: Annually, 40% of students who regularly attend ASPs will have improved grades in Math as measured by grade reports from the first quarter (or semester) and the fourth quarter (or second semester).

This objective **was NOT met** at the district level, but it was met at one of the school sites. In matched comparisons of regularly attending ASP students who had Math grades in both 1st and 4th quarters (or 1st to 2nd semester), 38% (88/232) increased their grades. The percent of ASP students who improved their Math grade from 1st to 4th quarter (or 1st to 2nd semester) at each of the individual school sites are shown in the table which follows.

Percent Improved Math Grades in 2011/12 School Year

	<i>Barnette*</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
Increased Math Grade	--	36%	47%	39%	32%	38%

Barnette grade changes were reported in the elementary report (they were not split out for elementary and secondary grade levels.)

An additional measure of academic performance is cumulative GPA. Of the 270 ASP secondary students across the district, 244 had GPA records in both years. Of those 244, 41% (100) improved their GPA from the previous school year.

Percent Improved GPA over Previous Year

	<i>Barnette*</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
Improved GPA	41%	35%	33%	39%	63%	41%

Objective 1.7: Annually, 50% of students who regularly attend ASPs will have teacher-reported improvement in homework completion as measured by teacher surveys.

This objective **WAS MET** in terms of teacher-reported improvement in homework completion and homework turned in on time. Of regularly attending students identified as in need of improvement in the area of completing homework to the teacher's satisfaction and in turning homework in on time, English teachers reported that 62% of students improved homework completion and 58% improved turning homework in on time. Math teachers reported that 70% improved homework completion, and 69% improved in turning homework in on time. Results from each individual school site are shown in the table below.

Percent Improved Homework Completion and Turned in On Time

<u>MATH</u>	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
On Time	54%	72%	54%	56%	88%	69%
Completion	64%	71%	57%	55%	90%	70%
<u>ENGLISH</u>	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
On Time	38%	57%	42%	88%	70%	58%
Completion	56%	63%	48%	78%	70%	62%

Goal 2: Participating students will gain protective factors that foster resiliency to high-risk behaviors and encourage academic success.

Objective 2.1: Annually, 30% of regular ASP participants whose daily classroom attendance was less than perfect in the prior year will increase their percent of days in attendance (as measured by district records).

This objective **WAS met**. District-wide, 49% (110/225) of the ACLC participants with less-than-perfect attendance records for the 2011/12 school year increased their attendance.

Percent of Participating Students who Increased Attendance Rate from Previous Year

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
ACLC Students with Increase in Attendance Rate	47%	45%	61%	33%	55%	49%

Objective 2.2: Each year, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will have teacher-reported improvements in being attentive, and being motivated to learn (as measured by teacher surveys).

This objective **WAS NOT met** in terms of teacher-reported improvement in attentiveness but **WAS MET** in teacher-reported improvement in motivation. English teachers reported that, of students who needed to improve, 49% improved in attentiveness in class, and 50% improved in being motivated to learn. Math teachers reported that that, of students who needed to improve, 49% improved in attentiveness in class, and 62% improved in being motivated to learn. Teacher-reported improvements varied greatly at the individual school sites; these results are provided in the following table.

Percent Improved Motivation and Attentiveness

<u>MATH</u>	Barnette	Lathrop	NPM	Randy Smith	Ryan	Total
Attentiveness	42%	31%	50%	41%	81%	49%
Motivation	50%	55%	56%	48%	88%	62%
<u>ENGLISH</u>	Barnette	Lathrop	NPM	Randy Smith	Ryan	Total
Attentiveness	23%	54%	43%	56%	49%	49%
Motivation	23%	53%	50%	56%	51%	50%

Objective 2.3: Each year, 50% of regular ASP participants whose behavior warranted improvement at the beginning of the year will improve in teacher-reported school behaviors such as participating in class and behaving well in class.

This objective **WAS NOT met** in terms of teacher-reported improvement in behavior but **WAS MET** in teacher-reported improvement in participation. English teachers reported that, of students who needed to improve, 49% improved classroom behavior, and 56% improved in participating in class. Math teachers reported that, of the students needing to improve, 49% improved classroom behavior, and 67% improved in participating in class. Teacher-reported improvements varied greatly at the individual school sites; these results are provided in the following table.

Percent Improved Behavior and Participation

<u>MATH</u>	Barnette	Lathrop	NPM	Randy Smith	Ryan	Total
Behavior	22%	48%	45%	53%	61%	49%
Participation	42%	65%	67%	48%	90%	67%
<u>ENGLISH</u>	Barnette	Lathrop	NPM	Randy Smith	Ryan	Total
Behavior	22%	48%	45%	53%	61%	49%
Participation	62%	63%	47%	33%	61%	56%

Objective 2.4: Each year, 30% fewer of the regularly attending participants who had received an out-of-school suspension in the prior year will receive an out-of-school suspension in the year of program participation (as measured by district records).

This objective **WAS met**. Of the 11 students who had received an out-of-school suspension (OSS) in 2010/11, only 18% (2) received another out of school suspension in 2011/12. This was an 81% reduction.

Percent of Participating Students who Had a Reduction in OSS

	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>TOTAL</i>
ACLC Students with Reduction in OSS	0%	75%	100%	100%	--	81%

Ryan had no participants with OSS records in the prior school year.

Goal 3: After School Programs (ASPs) will offer expanded learning opportunities for families and increase community involvement in the program.

Objective 3.1: Annually, at least 30% of regularly participating students will experience an increase in parental involvement, as measured by parents' self-reporting on surveys.

At the district level, this objective **WAS met**. Of 46 parents who responded to the survey questionnaire, 69% (31/46) of parents reported that they felt more involved with their child's education and 47% (20/43) reported that they attended school events more often since their student began participating in the after school programs. Individual school results are displayed in the table below.

Percent of Parents Reporting an Increase in School Event Attendance

<i>Percent Increased:</i>	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
Involvement	*	50%	68%	42%	79%	69%
Event Attendance	*	0%	46%	17%	58%	47%

** Barnette's parent input is included in the elementary report, as their 43 parent surveys could not be split out by elementary vs. secondary students.*

Additionally, 72% (33/46) of the parents who responded to the survey questionnaire said they felt more comfortable at their child's school since their child started the after school program and 91% (42/46) reported they felt their child received the academic help he or she needed since beginning the after school program. Individual school results can be seen in the table below.

Percent of Parents Reporting an Increase in Involvement in Child's Education

<i>Percent Increased:</i>	<i>Barnette</i>	<i>Lathrop</i>	<i>NPM</i>	<i>Randy Smith</i>	<i>Ryan</i>	<i>Total</i>
Comfortable	*	0%	64%	62%	76%	72%
Academic Help	*	75%	79%	100%	88%	91%

** Barnette's parent input is included in the elementary report, as their 43 parent surveys could not be split out by elementary vs. secondary students.*

Rhonda H. Lauer

President and CEO, Foundations, Inc.

Ralph R. Smith

Senior Vice President, Annie E. Casey Foundation

The Potential of Quality Afterschool and Summer Learning Programs and 21st Century Community Learning Centers for Supporting School Success

It used to be simple: an elementary education in reading, writing, and arithmetic sufficed for the many; a secondary education sufficed for some; and a post-secondary education sufficed for the very few.

As a nation we began to see that this simple formula was inadequate. We have added the need for knowledge of science, technology, and the arts to our understanding of a basic education, along with the need for the 21st century skills of collaboration and creativity. We have also realized that everyone needs, and is entitled to, this basic education.

We have developed more sophisticated ideas about how to provide universal basic education. We now see the need to provide expanded learning opportunities for children and youth during afterschool hours and summers. We realize that home and community, as well as school, need to be part of a comprehensive plan for helping children and youth learn.

At the same time, we are learning a lot more about the key components that make these expanded learning opportunities work better and more effectively. The articles that follow provide concrete, detailed lessons from research and best practice about how to make afterschool and summer programming more effective in a number of key areas that help young people to be more successful in school and to graduate from high school—the first rung in the ladder leading to full participation in 21st century economic and civic life.



the Power of Afterschool and Summer Learning for Student Success

This article is an excerpt from the groundbreaking book, ***Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success***. This landmark compendium, edited by Terry K. Peterson, PhD, is composed of nearly 70 research studies, reports, essays, and commentaries by more than 100 researchers, educators, community leaders, policy makers, and practitioners.

Collectively, these writings boldly state that there is now a solid base of research and best practices clearly showing that quality afterschool and summer learning programs—including 21st Century Community Learning Centers—make a positive difference for students, families, schools, and communities.

Together, the collection of articles demonstrates the power of quality expanded learning opportunities to:

- **promote student success and college and career readiness;**
- **build youth assets such as character, resilience, and wellness;**
- **foster partnerships that maximize resources and build community ties; and**
- **engage families in their children's learning in meaningful ways.**

For information on how to order the full book, download sections and individual articles, or explore the topic areas, visit www.expandinglearning.org/expandingminds.

About the Expanded Learning and Afterschool Project

The Expanded Learning and Afterschool Project is a 50-state initiative harnessing the power of networks and leaders to help schools and communities leverage the time beyond school to accelerate student achievement. A partnership of funders led by the C.S. Mott Foundation support the Expanded Learning and Afterschool Project. More information about the book and the project, as well as additional resources, can be found at www.expandinglearning.org.

The 21st Century Community Learning Centers initiative has kept pace since its initial authorization in 1994 by incorporating these understandings in its program guidelines (Penuel & McGhee, 2010). In its current form, the program is designed to provide opportunities for academic enrichment, youth development, and family learning (Harris, 2010). The program currently funds about 11,000 centers serving almost 1.7 million children and youth (Afterschool Alliance, n.d.).

In addition, in the decade before the Great Recession hit in 2008, there were efforts by some municipalities, foundations, United Ways, and school districts to provide resources to create and expand learning opportunities in the time after school and during weekends and summers. In the wake of the recession, the growth of this movement has slowed a bit, but there is an expanding chorus of voices calling for more engaged learning time, especially for struggling young people and those in low-income schools and neighborhoods.

With tight budgets, there is more interest in both improving quality and increasing access to expanded learning programs. While not all afterschool and summer programs have fully realized their potential to affect the lives of children and youth in the many ways suggested by the growing body of research in the field, the wealth of new information about what makes programs work well, as well as heightened interest in quality and access to programs, put us in a very positive place to make significant new advances.

The work done over the past decade by our two organizations— Foundations, Inc. and the Annie E. Casey Foundation— has taught us a few lessons about how thoughtful afterschool and summer experiences can make a difference in school success, especially in under-resourced communities and low-performing schools. The recommendations below suggest a few ways to maximize the potential that already resides in the 21st Century Community Learning Centers and in similar local and state initiatives to promote school success.

- **Align in-school and out-of-school learning.** *Afterschool and summer learning programs can do what they do best—offering homework help and hands-on, fun activities—in service to the same standards and objectives that students are expected to meet during the school day. Alignment does not mean doing more of the same beyond the school day and year. It typically specifies arrangements to ensure regular, two-way communication and coordination between teachers and afterschool and summer program providers. Such coordination may take extra effort when 21st Century Learning Centers are located outside of school buildings (Penuel & McGhee, 2010), but it is nevertheless possible, and indeed necessary.*
- **Identify and respond to individual learning needs.** *A key aspect of alignment is focusing out-of-school-time activities on individual students' learning needs. Afterschool and summer programs can usually accommodate more intensive interventions for striving readers—interventions that give striving readers more learning time in more individualized settings outside of the school-day classroom—and can be especially effective in stemming summer learning loss. Providing interventions especially requires close coordination with school-day and school-year programs as to individual students' current academic needs, appropriate materials, and progress. The construction and sharing of individual success plans, to which all pertinent staff contribute, can greatly facilitate this kind of coordination (Foundations, Inc., 2011).*

- **Pay attention to health and school attendance.** *Physical and mental health issues can interfere with attendance and keep students from learning in school-day and out-of-school-time programs, but these problems are often overlooked. Afterschool and summer program staff can share information with other education professionals about students' possible health needs and assist in addressing chronic absenteeism. In this regard, the community-school collaboration that is central to the 21st Century Community Learning Centers should pay more attention to these health and attendance issues, and other school- or community-based initiatives to expand learning should add them to their agendas.*
- **Partner with families.** *Afterschool and summer program staff often have more opportunities than school-day staff to interact and develop positive relationships with families. Out-of-school-time staff can be a critical link between families and the school, not only communicating about school matters but also gathering information about students' interests, coordinating services, and connecting families to each other for support.*
- **Partner with community groups and organizations, and treat school, home, and community as a unified system.** *Children learn wherever they are. To be strategic in helping them get everything they need to succeed in school, the many "educators" in each child's life can join forces. Unlike any other major education initiative, the 21st Century Community Learning Centers initiative requires school-community partnerships, family engagement, and more and varied engaged learning opportunities for young people. As a result, the 21st Century Community Learning Centers initiative invites systems-thinking, in which school, afterschool, and summer-program providers, homes, and the community create a system of supports that takes each partner's unique contributions and makes them add up to an integrated whole that paves the way to school success. Leaders at all levels of 21st Century Community Learning Centers programming should be at the forefront of systems-thinking. It also makes sense for leaders in other afterschool and summer initiatives to incorporate this type of framework in their efforts to help children develop and learn.*

These ideas illustrate and provide additional insights and examples for getting the full power out of 21st Century Community Learning Centers and similar afterschool and summer learning initiatives.

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How Quality Afterschool Programs Help Motivate and Engage More Young People in Learning, Schooling, and Life

As we move into the second decade of the 21st century, knowledge in all fields has expanded and yielded developments far beyond the imagined world of science fiction writers just 20 years ago—consider, for example, the iPhone and iPad, tablet computers, and the Android operating system. Even more amazing is the *access* that these and other devices allow to the vast amount of information and knowledge that exists today, as well as the *rapidity* with which that information and knowledge will continue to expand in the near future.

In this context, *how* we learn, especially as young people, matters. While children cannot possibly hope to acquire more than a fraction of the sum total of human knowledge, they should be involved in experiences that are most likely to help them learn and benefit from our extensive and ever-expanding knowledge base.

Background Research

New insights from cognitive and neuroscience research into how children acquire knowledge should be inspiring dramatic new strategies and structures for learning in schools and other educational settings—unfortunately, this is often not the case. There are glimmers of hope, however, in the afterschool arena, especially in conjunction with efforts undertaken in the last decade through the 21st Century Community Learning Centers initiative. Today, there are great examples of these insights that are being incorporated into afterschool practice, enhancing student engagement and creating the conditions that will lead to a greater likelihood that students will stay in school and graduate on time (Mahoney, Parente, & Lord, 2007; Wang & Holcombe, 2010).

Research on Learning

Unlike earlier views of individual capacity—"some have it, some do not"—current research suggests a continuously learning mind, one that is plastic and adaptive into late adulthood and that has enormous capacity for storing memories and knowledge, unless serious brain damage has occurred. Even then, the brain's plasticity asserts itself, as the heroic Gabrielle Giffords has demonstrated so well (Sacks, 2010).

Because individuals are learning continuously from infancy, they acquire insights about themselves and the world around them that influences the way they make sense of their daily interactions and the circumstances they confront. Moreover, prior knowledge forms the foundation for any new learning.

Recent research about learning has also identified intellectual curiosity and interest as essential for learning and intellectual development. Interest and curiosity are the basis for motivating the "hungry mind" (Stumm, Hell, & Chamorro-Premuzic, 2011). The more a student exhibits curiosity, which is rooted in interest, the more he or she can focus on, bring effort to, and engage in meaningful tasks. This aspect of learning, while underutilized in many educational settings, has great potential and has been incorporated into quality afterschool and youth development programs.

Additionally, research also illuminates the importance of caring social relationships and the contributions that those relationships make to learning (Shonkoff & Phillips, 2000). Human beings exist in a world with other people. They are "hardwired to connect" (Commission on Children at Risk, 2003). Meaningful relationships with others matter to children, youth, and adults and to their learning.

The research on belonging in educational contexts is relatively new, and the direction of causality has not been definitively established. Nevertheless, many correlational studies have shown that students who report caring and supportive interpersonal relationships in school have more positive academic attitudes and values and are more satisfied with school. They are also more engaged in academic work, and they attend school more and learn more (National Research Council and Institute of Medicine, 2004).

This means that children and the adults with whom children interact in educational settings must have and avail themselves of opportunities to demonstrate that they care about each other in meaningful ways. In that process, children can more easily take risks, explore, express themselves, and learn.

Research on Afterschool and Summer Learning

The general trends in the research literature about quality youth development, afterschool, and summer learning programs show the relationship between the reported engagement and motivation of children and youth and positive outcomes like school and program attendance and positive academic gains in reading and math, even when attendance is low (Hirsch, Mekinds, & Stawicki, 2010).

These general trends in the research literature about the positive consequences of quality afterschool and youth development programs are nicely summed up by the National Research Council's report *Community Programs to Promote Youth Development* (2002). That volume expounds on the important qualities of educational activities that will likely engage children and youth in their learning, such as active construction of

knowledge; disciplined inquiry; relevance of material being studied to the student and his or her community culture; regular feedback on progress; opportunities to rethink work and understanding; recognition of and use of students' knowledge, interests, and dispositions; and students working together and tutoring each other. Children will be more likely to work well with each other and with their teachers when the adults demonstrate care and high regard for them.

In their meta-analysis of the research literature about afterschool, Durlak, Weissberg, and Pachan (2010) found that "... participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors." Moreover, "there were significant increases in youths' self-perceptions, bonding to school, positive social behaviors, school grades, and achievement test scores. Significant reductions also appeared for problem behaviors."

This and other research suggests that when designing afterschool and summer learning programs, community and education leaders must understand that disaffected and underserved children and youth will only attend noncompulsory educational programs if the program fosters high student engagement—that is, if students remain active, stay focused, and experience enjoyment throughout their participation in the program (Huang, Gribbons, Kim, Lee, & Baker, 2000; Shernoff, 2010; Wang & Holcombe, 2010). Students' engagement requires developing program designs and activities that, at least in the minds of students, stands in stark contrast to the experiences of boredom, distraction, and apathy that typically characterizes their experiences with conventional academic tasks and/or settings (Mahoney et al., 2007). As a consequence, much of the design effort undertaken by program leaders should focus on creating and fostering highly engaging social settings/environments that will maintain student attendance and participation with the program each day.

Support for Practice That Works

Many of these research findings have influenced one of the most important funding streams in this country developed to create vibrant learning environments for children after school: the 21st Century Community Learning Centers initiative. Through the funding requirements of this federal program, public schools partner with community-based organizations to create programs designed to connect students to their homes, schools, and communities. These programs have had more independence, leverage, and flexibility within school systems than most categorical programs had ever experienced before in the history of public education. High quality 21st Century Community Learning Centers programs emphasize creativity, crusade for fresh ideas, continuously energize and motivate staff, and combat any tendency toward bureaucratization.

LA's BEST, like a number of other high quality programs, welcomes the responsibility for training what is primarily a young staff with limited background knowledge and experience in working with children. Most staff members reside within 2 miles of the schools in which they work, and collectively they more closely reflect the ethnicity and daily experiences of the children who are enrolled in the program. LA's BEST works

to build a common understanding and common language about how children learn and what motivates them to learn. This helps create the kinds of learning environments that promote engagement and support the development of trusting, meaningful relationships.

Unlike the regular school-day program, based on predetermined curricula developed by those living far away from the neighborhoods served, programming in LA's BEST is developed at each site, starting with a focus on the students and their interests. Activities in program areas of enrichment, recreation, and nutrition are created based on the interests, curiosities, and even fears of the students. At the same time, the program at each site also complements and expands skills in literacy and numeracy that, in turn, support learning during the regular school day.

Distinctive youth development values are infused within the program culture at LA's BEST. All staff are encouraged and expected to embrace the principle "Nothing we do is more important than the effect it has on the child." Afterschool programs like LA's BEST have the luxury, for example, of not having to be on page 10 of any textbook by Tuesday at 4:00 p.m. If a planned activity does not have the respectful engagement of students, staff members are expected to change the activity. LA's BEST staff members at each site receive training to deliver engaging learning activities and to "monitor and adjust" as needed. Each site is assigned two itinerant support staff, who conduct frequent site visits to monitor program implementation. These traveling staff members also assist staff in achieving activity performance goals through the steps of *inquiry*, *observation*, *assessment*, *debriefing*, and *planning*. Traveling staff, generally more experienced than site-based staff, communicate clear, concise, and observable indicators of high quality practices at each step. Additionally, consistent collaboration and communication by site staff with principals, teachers, and other regular school-day personnel promote tighter alignment of program efforts in support of enhanced student learning.

Additionally, LA's BEST works annually with more than 100 community-based organizations to respond to children's interests and needs by providing opportunities to engage in seasonal sports and games, experience the visual and performing arts, participate in science and math activities, learn how to use new technologies, and acquire information about ways to improve health and nutrition.

The LA's BEST program is a clear and compelling example of a program that reflects quality engagement features. There are other programs that, similarly, have developed and enacted programs to engage youth deeply and meaningfully. Robert Halpern (2009) describes several apprenticeship programs involving young people in various settings, such as schools; youth-serving organizations; and arts, civic, and other cultural institutions. In these programs youth engage in meaningful "real world" activities related to the professional, artistic, and civic work that reflect their career interests. In such an "apprentice-like" relationship, the young person interacts with and learns alongside the adult, who has expertise in the particular area of interest. The student gains knowledge, skills, and habits of mind from the planned activities, social interaction, and performances undertaken with the adult(s).

In his Presidential Address at the Meetings of the Society for Research on Adolescence in 2010, Reed Larson describes a number of youth-serving programs involved in a study he is conducting. Each of these programs seeks meaningful engagement of youth in consequential efforts in which they can make a difference in their own lives and in their community. Larson shares the reflections of one student about the events: "I wasn't super interested. . . [but when] I found out a lot of stuff about the schools, what they were doing, I was like 'Hey, that's wrong!' because that [had] happened to me." He then described becoming "really into it, really psyched" (Larson, 2011, p. 325).

Evidence of Success for LA's BEST

Through its long-time collaboration with UCLA's National Center for Research on Evaluation, Standards and Student Testing (CRESST), LA's BEST has more independent, longitudinal evaluation data and anecdotal results than any program of its kind in the country. Research has found, for example, that students in LA's BEST are 20% less likely to drop out of school than students who do not participate in the program (Huang, Kim, Marshall, & Perez, 2005). LA's BEST students are also 30% less likely to commit juvenile crime compared to peers not in the program (Goldschmidt, Huang, & Chinen, 2007).

Recommendations and Conclusion

Successful afterschool and summer programs should incorporate the following principles:

1. Young people should be actively encouraged to share what is real to them.
2. High quality, effective programs should work to forge strong connections between students and staff, reinforce connections between new knowledge and old, and strengthen connections between what a child already knows how to do and what he or she would like to learn.
3. These programs should support the strengthening of life skills, such as resourcefulness, grit, and resiliency that are critical to a child's whole development.

Ultimately, this site-based, personalized approach to children's learning and engagement after school will generate positive outcomes that are observed not only within the context of the afterschool program itself but during the regular school day as well.

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The Potential of Career and College Readiness and Exploration in Afterschool Programs

A high school diploma used to be enough to get by in the job market, but this is no longer the case. A Georgetown University study found that the percentage of jobs in the United States that require some form of postsecondary education will reach a projected 63% by 2018, up from 28% in the early 1970s (Carnevale, Smith, & Strohl, 2010). This trend is being driven by the increasingly complex global labor market that requires more advanced levels of math, science, and language arts proficiency.

Tony Wagner from Harvard University argues that in addition to higher levels of basic skills, students need certain 21st century skills for success in a knowledge economy, such as critical thinking, collaboration, communication, creativity, adaptability, imagination, and entrepreneurship. Yet he laments that these skills are noticeably underemphasized in instruction and assessments within American schools and that youth have few opportunities to develop such skills in school settings (Wagner, 2010).

High schools are increasingly focused on ramping up student performance in basic academic skills—certainly a laudable goal. Many schools are not able, however, to provide opportunities during the school day for all students to learn about college and career options or to develop vital 21st century skills. Students from higher socioeconomic backgrounds can more easily access learning opportunities through networks of family, friends, and other options, but economically disadvantaged youth often have little access to these opportunities and services. Many business and civic groups were pleased when President Obama announced a national goal of having the largest share of college graduates in the world by 2020; consequently, we must redouble our efforts to ensure that all young people are prepared for success, in both college and careers. Afterschool and summer learning programs can help us meet this goal.

Many afterschool and summer learning programs expose youth to the importance of college by taking them on visits to college campuses, working with students and families to identify prospective colleges, providing assistance in the college application process, helping families navigate the financial assistance jungle, and providing encouragement and support to students who do not see themselves as college material. These activities, which many high schools do not have the time and resources to provide, are key to helping students become college ready and make a successful transition into college (Bowles & Brand, 2009; College Track, 2012b; Herrera, Linden, Arbretton, & Grossman, 2011; Seftor, Mamun, & Schirm, 2009) .

Other afterschool and summer learning programs provide youth with opportunities to learn about careers, participate in internships or work experiences, participate in community service projects, or earn stipends for work. Employers are often key partners with afterschool programs in providing work-based learning or apprenticeship-type experiences. These activities are important for youth who have little exposure to careers or who are unfamiliar with the workplace, again, since activities of this nature are rarely scheduled into the regular school day (Afterschool Alliance, 2009; Bowles & Brand, 2009; Halpern, 2008; Hirsch, Hedges, Stawicki, & Mekinda, 2011; Moran, n.d.; Pearson & Fabiano, 2006).

Afterschool and summer learning programs also provide engaging learning opportunities for youth by connecting learning to careers, college, and other future plans. In many classrooms, students do not learn how to apply their knowledge (Casner-Lotto, 2006). They learn content from a theoretical standpoint, divorced from the real world and rarely placed in the context of how the information or knowledge can be used to solve actual problems. In contrast, many afterschool and summer learning programs excel in providing opportunities for youth to develop these types of skills and abilities by encouraging them to work in teams, design and implement complex projects rooted in real-world challenges, undertake community service, and serve in internships or apprenticeships (Afterschool Alliance, 2009; Bruschi & Clewell, 2008; Chi, Snow, Goldstein, Lee, & Chung, 2010).

The evidence base strongly supports deploying afterschool and summer programs and partnerships to develop students' readiness skills for enrolling in post-secondary education and for joining the workforce; yet many education, community, and higher education leaders have not taken the necessary steps to tap the significant potential of such a strategy. The specific examples shown below clearly demonstrate what is possible in real-life situations and communities.

Examples That Show What Is Possible

What follows are descriptions of several exemplary afterschool and summer learning programs that provide youth with opportunities to learn about postsecondary education and careers and develop employability skills. The programs profiled below include Upward Bound Math-Science, Citizens Schools, and Project Exploration.

Upward Bound Math-Science

Upward Bound Math-Science is a college access program, funded by the U.S. Department of Education TRIO program, that has an afterschool and summer component. The program was designed to provide disadvantaged high school students with skills and experiences that prepare them for success in a 4-year college and help them succeed in a math or science career field. Grants are given to 2- and 4-year colleges and universities to provide programs during the school year and summer. School-year programs include supplemental academic instruction and enrichment activities such as faculty-assisted experiments, seminars with outside speakers, and field trips. The 6-week summer program includes an intensive focus on math and science instruction and exposure to life in college, including residency in college dorms. All programs include activities such as preparation for college entrance exams, information on postsecondary opportunities, and assistance completing college applications and understanding financial aid opportunities. A 2007 evaluation of Upward Bound Math-Science showed improved high school grades in math and science among participants and a greater likelihood of majoring in math or science and completing a 4-year degree in math or science (Olsen et al., 2007). The latest evaluation showed that all participants benefited from an increased likelihood of earning a postsecondary certificate or license. Among participants with the lowest initial educational expectations, it found an increased likelihood of receiving Advanced Placement honors, or core academic credits in high school and greater chances of enrolling in and completing some type of postsecondary program (Seftor et al., 2009).

Citizen Schools

Citizen Schools, funded in part with 21st Century Community Learning Centers funds and based in Boston, partners with public middle schools to provide structured expanded learning opportunities for educational enrichment, career exposure, and high school and college preparation to students in grades 6–8 during and after school. The program incorporates academic support, apprenticeships with adult volunteers in a variety of fields, and a community explorations curriculum that brings the community into the classroom and the classroom to the community. Students participate in experiential learning projects, referred to as apprenticeships. These learning experiences are led by volunteer community members and employers, who set goals, focus on academic support, and teach leadership skills. Students build 21st century skills, such as communication, collaboration, data analysis, effective reasoning, and problem solving, and they create and present a final product to share what they have learned with families, teachers, public officials, community members, and business leaders. Citizen Schools also takes eighth graders on college visits, where students visit classes, attend social events, and engage in other guided activities that provide a concrete awareness of college life. An evaluation of Citizen Schools found increased

levels of student engagement and achievement, higher attendance and course pass rates, lower suspension rates, a positive impact on English and math course grades, and an increased propensity to select a rigorous high school (Pearson & Fabiano, 2006).

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Project Exploration

Project Exploration is a nonprofit organization that provides science education to underrepresented groups, particularly females and minorities. The Project provides over 300 Chicago Public School youth access to free afterschool and summer science programs that spark an interest in science, motivate youth to pursue science-related careers, and ensure that they are equipped for such careers. Participants benefit from hands-on programming, authentic fieldwork, leadership development, and long-term relationships with educators through ongoing mentorships. Programs include a 3-week summer fieldwork immersion program where participants take classes on anatomy, geology, and paleontology and conclude with a week-long paleontology field expedition. Students also can fulfill high school community service graduation requirements by serving as docents for science exhibits at local museums. Project Exploration also offers science programs for girls where science exploration is combined with leadership development through hands-on science activities and interactions with female science role models. A 10-year retrospective review found that Project Exploration participants benefited from higher high school graduation rates, higher 4-year college enrollment and completion rates, a greater likelihood of majoring in a science field, and greater employment rates in science-related professions. The study also found that participants had an increased science capacity and that meaningful engagement in a community of practice with strong relationships supported peer learning and helped students envision careers in science (Chi et al., 2010).

These afterschool and summer learning programs help young people think about their futures, learn some of the skills needed to be successful in postsecondary education and the workplace, and draw connections between classroom learning and the real world through structured learning experiences. All of them rely on strong partnerships among schools, community-based organizations, colleges, and/or employers that enhance and strengthen their programs. These partnerships also help youth connect with caring adults who can provide advice and support about career and college pathways.

Recommendations and Conclusion

Afterschool and summer learning programs can and should help youth be prepared for college and careers, but many do not explicitly include it as an emphasis. Here are some recommendations along with examples of programs addressing the issues.

First, afterschool and summer learning programs can intentionally focus on helping youth explore, set goals, and prepare for postsecondary education. One program that helps youth explore and prepare for postsecondary education is College Track, a national nonprofit that partners with high schools and local community-based organizations and offers college preparatory activities to almost 1,200 underserved youth afterschool and during the summer. Activities include college tours, academic advising, enrichment workshops, ACT and SAT preparation, summer writing institutes focused on the college application process, and guidance on college entrance and financial aid (College Track, 2012a).

Second, programs can create partnerships with employers to help youth learn about and experience careers first-hand through work-based learning, apprenticeships, or internships. The Youth Astronomy Apprenticeship Program, through collaboration between the MIT Kavli Institute for Astrophysics and Space Research, the Smithsonian Astrophysical Observatory, the Timothy Smith Network, and local afterschool providers in the Boston area, fosters science learning among urban teenage high school students and prepares them for professional competitive opportunities. In the program, equal effort is put into pursuing science learning for academic enrichment and in stressing the link between employable skills and the skills developed in science and other professional fields. During the summer apprenticeship program, youth participate in paid positions, working with scientists and science educators from MIT and Harvard. An evaluation showed that youth who participated in these programs increased their commitment to science and demonstrated improved leadership and a greater understanding of astronomy and scientific concepts (Norland, Foutz, & Krabill, 2009).

Third, programs can develop engaging, relevant, and age-appropriate programming for youth that connects their academic studies with hands-on, project-based, experiential, and collaborative work, set in the context of real-world challenges. The Build San Francisco Institute, a partnership between San Francisco Unified School District, the nonprofit Architectural Foundation of San Francisco, and several business and community partners, began 15 years ago as a 6-week summer mentorship program for students interested in design, construction, architecture, and engineering. This collaboration then grew into an integral partnership with San Francisco Unified School District that offers a half-day high school program, complete with fully accredited courses in architectural design and urban studies, mentorships with two dozen major San Francisco firms and civic agencies, and up to 15 units of high school credit (approved for CA State University admission) per semester (Architectural Foundation of San Francisco, n.d.).

Fourth, programs can ensure that youth have opportunities to develop 21st century skills. In New York City and Washington, DC, Global Kids focuses on digital literacy and civic participation through in-school, out-of-school, and online work so that youth can succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage. The nonprofit program receives funds from and partners with several corporations, foundations, and government institutions. Thousands of students study global issues, develop local connections, and work in peer education, social action, digital media, and service-learning. Through its various activities, Global Kids has an explicit focus on engaging students in 21st century skills such as problem solving, critical thinking, and cross-cultural communication (Global Kids, n.d.).

These recommendations and examples make clear that afterschool and summer learning programs can develop strong partnerships with K–16 education institutions, employers, museums, and community-based and youth-serving organizations in order to create stronger connections to college and careers. Given their prevalence in communities across the country and their ability to be flexible and responsive to community needs, afterschool and summer learning programs are well positioned to provide youth, particularly underserved youth, with opportunities to be college and career ready. If America is going to be more competitive in the future, we need to capitalize more aggressively on these opportunities.

For More Information

For Tony Wagner's recommendations on essential skills that are currently needed in classrooms see: <http://www.tonywagner.com/resources/rigor-redefined>

For more information on Upward Bound Math-Science see <http://www2.ed.gov/programs/triomathsci/index.html>

For information on how Citizen Schools aligns resources among multiple partners see <http://www.citizenschools.org/school-partners/expectations/>

For information on Project Exploration's youth programs, resources, and links to various projects see <http://www.projectexploration.org/programs.htm>

ABOUT THE AUTHORS

Betsy Brand is the executive director at the American Youth Policy Forum, where she identifies policies and practices that lead to positive outcomes for the nation's young people. Brand has worked in education and youth development in several capacities, including in the U.S. Congress and the U.S. Department of Education as the assistant secretary in the Office of Vocational and Adult Education.

Andrew Valent, program associate at American Youth Policy Forum, researches and helps organize professional learning events on a variety of education policy issues with a particular emphasis on afterschool and expanded learning opportunities.

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Hedy N. Chang

Director, Attendance Works

Phyllis W. Jordan

Vice President, the Hatcher Group

Building a Culture of Attendance: Schools and Afterschool Programs Together Can and Should Make a Difference!

The leaders of SHINE (Schools and Homes in Education) Afterschool Program recently resolved to improve the school-day attendance for the students at their 21st Century Community Learning Centers in rural Pennsylvania. The program reached out to parents, offered incentives to students, and carefully tracked attendance data provided by the schools.

The results: a school attendance rate significantly higher than similar programs nationally, improved communications with parents, and a remarkable collaboration with school teachers that could prove a model for out-of-school-time programs.

"They look at us as an extension of their work," director Jeanne Y. Miller said of the five public and four parochial schools where SHINE operates. "I think we're building the mindset that we're part of what they do."

Research has long shown that good afterschool programs can improve school-day attendance (Huang, Gribbons, Kim, Lee, & Baker, 2000; Welsh et al., 2002). The sense of belonging, the connection to caring adults, and the academic enrichment that afterschool provides can make children more likely to go to school. Often though, improved attendance is a by-product of good programs, rather than a stated goal. SHINE's experience in rural Pennsylvania, as well as an innovative approach used in Baltimore (discussed below), shows what can happen when afterschool programs take an intentional approach to reducing chronic absence.

Defining the Need

Like afterschool programming, efforts to reduce school absences are animated by the need to provide students more time on task in quality learning environments. Children on the edge of failure, in particular, can experience an academic boost if they make it to school every day and spend a few extra hours in enriching activities after school. Right now, however, too many vulnerable children are suffering academically because they miss too much school.

Also, many vulnerable youth do not have access to quality afterschool programs. For example, when states hold a competition for 21st Century Community Learning Centers grants, they typically have two to three times more school and community groups

applying than there are monies available to fund, leaving many neighborhoods and young people without afterschool programs (O'Donnell, 2013).

Afterschool programs are particularly well positioned to make a difference. In addition to providing good programming, afterschool leaders can help schools partner with parents and build good attendance habits.

Nationwide, one in 10 kindergarten students misses nearly a month of school every year. For many low-income students, chronic absence in kindergarten can translate into poor academic performance throughout elementary school (Chang & Romero, 2008). By sixth grade, poor attendance is a proven indicator of whether a child will drop out of high school, regardless of economic background (Balfanz, Herzog, & MacIver, 2007). By ninth grade, missing excessive amounts of school can predict the likelihood of dropping out with more accuracy than past test scores (Allensworth & Easton, 2007).

Unfortunately, many families and schools do not recognize they have a problem with attendance because they do not look at the data in the right way. Schools typically measure average daily attendance and truancy (unexcused absences). They do not pay attention to the total number of days each child misses in excused and unexcused absences. Research

shows that when a student misses 10% percent of school days for any reason, or about 18 days, negative effects begin to appear in his/her academic performance (Chang & Romero, 2008). Chronic absenteeism can also affect the rest of the class by inducing the teacher to repeat old material rather than moving forward.

This is a problem that can be fixed. Throughout the country, schools and communities have been able to reduce absenteeism when they monitor attendance data and work together to identify and address barriers that keep children from getting to school every day. Afterschool programs are particularly well positioned to make a difference. In addition to providing good programming, afterschool leaders can help schools partner with parents and build good attendance habits. After all, many parents are more likely to see an afterschool provider at the end of the day, not a teacher.

Notably, attendance is an area of focus in the federal 21st Century Community Learning Centers initiative, which funds afterschool and summer learning opportunities in almost 11,000 low-income sites across America. At the end of the year, sites are required to submit data to state education officials, including school-day attendance data for participants in the afterschool program. Local afterschool leaders could be using these data gathered during the school year—both the in-school attendance data and

afterschool attendance data—to make improvements in afterschool programming and to enhance partnerships with schools, families, and other child- and family-focused community organizations in order to address poor attendance.

Connecting With Families and Schools

Administered by Lehigh Carbon Community College, SHINE starts its attendance outreach with parents. The program operates across 430 square miles in Pennsylvania's Carbon and Schuylkill counties and draws from a population largely of low-income students—all of them referred for academic reasons, many of them chronically absent.

Analysis of this data shows that the more students attend SHINE, the better they do in school and the more regular their attendance.

When families sign up for the afterschool program, providers visit the home to get to know the parents and children. Parents must also sign a contract stressing the importance of attending school and the afterschool program. SHINE sends a midyear letter reinforcing the message.

When students do not come to school, they cannot come to SHINE after school. For students who do improve their school-day attendance, SHINE offers rewards: a visit to the "treasure chest" for younger students, gift certificates for others. Parents, too, are entered in monthly drawings for gas cards, family dinners, or trips to Walmart.

It is the interaction with the schools, however, that is key to SHINE's approach. The afterschool providers receive report cards and attendance reports from school teachers every 9

weeks. Providers also track attendance for the afterschool program and submit this data, along with the school district information, to an evaluator.

Analysis of this data shows that the more students attend SHINE, the better they do in school and the more regular their attendance. Specifically, the data show that 88% of the SHINE students had satisfactory school-day attendance. Altogether 78% of the SHINE students improved their academic performance and 96% were promoted to the next grade.

ENCORE! Improving Attendance in Vermont

When the final bell rings in the North Country district schools, more than 1,000 children stay on for fun and engaging learning opportunities through the ENCORE afterschool program. ENCORE takes an intentional approach to attendance by requiring that students attend the regular school day in order to participate in their program. The program also focuses on relationship building between students and their teachers: ENCORE sites are based in their schools, and 90% of the afterschool staff are regular-day employees. This emphasis on strengthening relationships makes young people feel valued, which has led to increased attendance. Regular ENCORE attendees miss 2 less days per year than nonregular attendees.

The ENCORE afterschool program serves students in grades K–8 and provides hands-on and community-based learning approaches not traditionally available during the school day. For example, for fourth grade students studying the history of Vermont, ENCORE devised a program that took students into their communities to learn about the rich history firsthand. ENCORE also introduced a garden program where students learn to plant, cultivate, and care for their gardens while learning the importance of good nutrition. ENCORE also offers creative opportunities, including music, theater, and dance.

Reflecting the Research

SHINE's results echo numerous research studies that have confirmed the role afterschool programs play in improving school-day attendance. Most recently, a 2011 study of the AfterZone program in Providence, Rhode Island, showed that middle school students participating in the program had an absence rate 25% lower than their peers. What's more, the improvement in attendance increased with the amount of time in the program (Kauh, 2011).

A 2009 study of seventh and eighth grade students at 10 Boys & Girls Clubs across the country found that those attending afterschool programs skipped school fewer times, increased school effort, and gained academic confidence; moreover, the first two outcomes cited above increased as the number of days attending afterschool programs increased (Arbreton, Bradshaw, Sheldon, & Pepper, 2009). In many cases, improved school-day attendance is an unexpected bonus. Some programs, such as SHINE and the Baltimore effort discussed below, have begun taking a more intentional approach.

Making It Intentional in Baltimore

Baltimore has made improved attendance a top priority for the city's school district and has engaged the city's child welfare, health, and transit agencies, as well as foundations and church groups, to bring students back to school. Afterschool programs play a key role. The Family League of Baltimore City, which handles the city's out-of-school-time contracts, identifies increased school-day attendance as a key outcome for providers. It prioritizes service to neighborhoods based on chronic absence rates, among other factors. It explicitly asks programs to recruit and enroll students with poor attendance records rather than push out students who might bring down program numbers. It also requires each provider to outline a plan for reducing chronic absence in its application for funds.

The Family League's data show that afterschool is making a difference. At all age levels, students in their programs are less likely to be chronically absent and more likely to be good attenders (missing fewer than 5 days) than the general school population. This holds true, even though the students in these programs are more likely to be living in poverty than the general school population. (For more information, see <http://www.flbcinc.org>.)

Taking Action

In response to the need to bring nationwide attention to the problem of chronic school absenteeism, Attendance Works was established as a national and state initiative in 2010 to promote better policy and practice around school attendance. The organization works to examine the causes, consequences, and potential responses to missing extended periods of school, starting in the early grades.

Building upon the experience of pioneering programs as well as emerging research, Attendance Works recommends schools and afterschool programs work together in the following ways:

- 1. Build a strong culture of attendance in the school and the afterschool program.** Strategies can include establishing a clear policy about the importance of attendance, offering incentives and other motivating activities, and analyzing attendance data to identify areas that need improvement.
- 2. Target students with at-risk levels of absence for recruitment and engagement in afterschool programming.** Especially for students who are just beginning to have problematic attendance, the extra support of afterschool may be just what they need.
- 3. Share data on program and school attendance.** Such data sharing is critical for identifying students in trouble, regardless of when they are experiencing an attendance problem, and evaluating the impact of program participation on in-school attendance.
- 4. Combine resources to engage families around the issue of attendance.** Together, school and afterschool staff can educate parents and students about the importance of going to school every day, as well as solicit their perspectives about the barriers to attendance and how they could be overcome.
- 5. Make better use of attendance data reported annually for 21st Century Community Learning Centers.** Program staff should collect and review in-school and afterschool attendance data throughout the year to identify students with chronic absence who might need additional support and to determine if any afterschool classrooms are challenged with large numbers of students with poor attendance. An unusually high level of poor attendance could suggest a lack of engaging afterschool activities, an unresolved problem with bullying affecting all the students in a class, or a problem with the facilities that is creating an unsafe or unhealthy classroom environment. Poor attendance can be an early warning sign that intervention is needed in order to maintain a high quality program.

Attendance Works has a valuable Tools and T.A. section that contains a self-assessment tool to help afterschool programs reflect upon their approach to improving school-day attendance, as well as flyers in English and Spanish to help educate parents about the importance of regular attendance for their children's academic success (<http://www.attendanceworks.org/>). To see an example of a professional development program aimed at strengthening the capacity of afterschool providers to improve school-day attendance, visit the website of the Maryland Out of School Time Network: <http://www.mdoutofschooltime.org/Attendance.html>.

Leveraging the power of afterschool programs to reduce chronic absence is especially important now given the economic challenges facing communities and schools and the growing number of students at risk of academic failure and dropping out. By having an impact on attendance, afterschool programs can clearly demonstrate how they benefit students and schools and better justify their own funding.

ABOUT THE AUTHORS

Hedy N. Chang is the director of Attendance Works, a national and state-level initiative aimed at advancing student success by addressing chronic absence. She has spent over two decades working in the fields of family support, family economic success, education and child development, having previously served as a senior program officer at the Evelyn and Walter Haas Jr. Fund and as co-director of California Tomorrow, a nonprofit committed to drawing strength from cultural, linguistic, and racial diversity. Chang is the co-author of the seminal report *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, as well as numerous other articles about student attendance.

Phyllis W. Jordan is vice president at the Hatcher Group, a public affairs and communication firm that connects nonprofits and foundations to policymakers and the media. She has held editorial positions at the *Washington Post* and the *Los Angeles Times* and covered education, local government, social services, health care, and military affairs for a variety of other newspapers. Jordan has a master's degree in journalism from the University of Missouri and a bachelor's degree in English and history from Sweet Briar College in Virginia.

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SCHOOL BOARD POLICY 724:
Allergies
April 16, 2013 (Second Reading)

1 724 Allergies

2 724.1 Purpose

3 The Fairbanks North Star Borough School Board acknowledges allergies, some
4 of them potentially life threatening, may be prevalent among school district
5 students and staff. The policy states how the district shall standardize its
6 preparation for and response to medically documented reports of allergies from
7 students or staff.

8
9 724.2 Policy

- 10 A. The school district does not guarantee an allergy-free environment.
- 11
- 12 B. The appropriate team of managers and administrators shall develop and
13 publish guidelines by which supervisors and schools can create and
14 maintain a safe working and learning environment considering the possible
15 exposure to allergens for workers and learners.
- 16
- 17 C. The school district's response to reports of allergies shall be consistent with
18 its published guidelines and in conformance with the requirements of the
19 Americans with Disabilities Act, as amended; Section 504 of the
20 Rehabilitation Act of 1973, as amended; and USDA Regulations 7 CFR Part
21 15b.
- 22
- 23 D. The appropriate response may include responsibilities for parents, students,
24 the school nurse, the school administration, the classroom teacher, nutrition
25 services, the employee and the supervisor.

SCHOOL BOARD POLICY 724:
Allergies
April 16, 2013 (Second Reading)

- 1 E. School district employees assigned responsibilities under any response
2 plan, treatment plan, accommodation plan or health plan developed under
3 the authority of this policy shall receive appropriate training.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Monthly Management Reports

Through Month Ended March 2013

Report Descriptions

Report #1 - Summary Expenditure Budgets – All Funds

Presents total approved annual budgets, total revised budgets, and actual expenditures through the current month for all seven of the districts funds budgeted on an annual basis (excludes capital project funds). The report also shows estimated outstanding orders (includes encumbrances and requisitions) and the estimated available balance by fund.

Report #2 – Operating Fund Revenues

Presents a detailed view of operating fund budgeted and actual revenues, indicating where there are favorable or unfavorable variances. TRS/PERS on-behalf revenues or payments are not recorded until year end.

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

Presents a detailed view of operating fund budgeted and actual expenditures, by state required function and object codes. TRS/PERS on-behalf revenues or payments are not recorded until year end.

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
SUMMARY EXPENDITURE BUDGETS - ALL FUNDS
THROUGH MARCH 2013**

Fund Description	2012-13 Approved Budget	2012-13 Revised Budget	Y-T-D Actual Expenditures	Outstanding Orders	Available Budget
Operating Fund	223,004,290	226,707,349	127,396,893	6,626,313	92,684,143
Student Transportation Fund	12,280,660	12,280,660	7,477,357	4,593,988	209,315
Nutrition Services Fund	6,025,520	6,025,520	3,459,284	86,471	2,479,765
Local Programs Fund	200,790	200,790	203,780	18,641	(21,631)
State Programs Fund	1,437,030	1,437,030	552,632	79,239	805,159
Federal Programs Fund	14,772,030	14,772,030	8,102,528	769,756	5,899,746
School Activities Fund	2,342,770	2,342,770	1,633,526	287,106	422,138
	260,063,090	263,766,149	148,826,000	12,461,514	102,478,635

FOR 2013 09

	ORIGINAL ESTIM REV	ESTIM REV ADJUSTMTS	REVISED EST REV	ACTUAL YTD REVENUE	REMAINING REVENUE	PCT COLL
10 General Fund						
4010 Borough Appropriation	47,000,000	0	47,000,000	47,000,000.00	-77,774.57	100.0%
4210 Other Local Revenue	50,000	0	50,000	127,774.57	255.5%	
4230 Inventory Margin	10,000	0	10,000	149,783.07	-139,783.07	1497.8%
4240 Surplus Sales	9,000	0	9,000	.00	9,000.00	.0%
4250 Donations	0	0	0	7,500.00	-7,500.00	100.0%
4260 Print Shop Revenue	1,000	0	1,000	774.73	225.27	77.5%
4300 Textbook Fees	4,800	0	4,800	6,517.80	-1,717.80	135.8%
4310 Tuition Revenue	22,000	0	22,000	5,716.00	16,284.00	26.0%
4410 E-Rate Reimbursement	750,000	0	750,000	267,026.08	482,973.92	35.6%
4510 Building Rentals Rev - Hering	50,000	0	50,000	54,030.00	-4,030.00	108.1%
4520 Building Rentals Rev - WVPAC	19,000	0	19,000	13,990.00	5,010.00	73.6%
4530 Building Rentals Rev - NPH Aud	0	0	0	1,225.00	-1,225.00	100.0%
4540 Building Rentals Rev - Other	132,000	0	132,000	114,721.96	17,278.04	86.9%
4550 Facility Use Agreement	32,000	0	32,000	141,288.16	-109,288.16	441.5%
4710 Foundation Program	118,372,970	0	118,372,970	87,978,741.00	30,394,229.00	74.3%
4730 QSI Grant	423,940	0	423,940	431,321.00	-7,381.00	101.7%
4740 Supplemental Aid	2,694,190	0	2,694,190	.00	2,694,190.00	.0%
4750 On-Base Contract	1,450,000	0	1,450,000	1,450,000.00	.00	100.0%
4760 TRS On-Behalf Payment	30,816,830	0	30,816,830	.00	30,816,830.00	.0%
4770 PERS On-Behalf Payment	4,981,990	0	4,981,990	.00	4,981,990.00	.0%
4780 Other State Revenue	112,000	0	112,000	112,797.00	-797.00	100.7%
4910 Federal Through State/Alaska	13,956,280	0	13,956,280	12,132,712.57	1,823,567.43	86.9%
5110 Proceeds/Sale of Cap Assets	0	0	0	.00	.00	.0%
5210 Fund Balance Utilization	2,116,290	0	2,116,290	.00	2,116,290.00	.0%
TOTAL General Fund	223,004,290	0	223,004,290	149,995,918.94	73,008,371.06	67.3%
GRAND TOTAL	223,004,290	0	223,004,290	149,995,918.94	73,008,371.06	67.3%

** END OF REPORT - Generated by Fisher, Mike **



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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 1
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FOR 2013 09

ACCOUNTS FOR:
10 Instruction

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13150 Certified Teachers	52,609,030	-709,083	51,899,947	33,692,765.76	.00	18,207,181.24	64.9%
13170 Supplemental Pay for Certif	59,347	14,415	73,762	4,068.87	.00	69,693.13	5.5%
13230 Non-Benefited Aldes	0	972	972	972.00	.00	.00	100.0%
13240 Support Staff	1,417,181	203,098	1,620,279	946,892.05	.00	673,386.95	58.4%
13245 Overtime	300	108	408	115.83	.00	292.17	28.4%
13270 Substitutes for Certified	1,811,500	-24,840	1,786,660	1,326,022.92	.00	460,637.08	74.2%
13280 Substitutes for Classified	6,000	125	6,125	1,628.60	.00	4,496.40	26.6%
13290 Temporaries	412,180	587,673	999,853	824,574.52	.00	175,278.48	82.5%
13610 Health & Life Estimate	14,046,898	-131,522	13,915,376	8,835,234.04	.00	5,080,141.96	63.5%
13620 Unemployment Estimate	112,624	158	112,782	73,963.67	.00	38,818.33	65.6%
13630 Worker's Compensation Estim	929,198	1,412	930,610	609,654.95	.00	320,955.05	65.5%
13640 FICA	905,780	51,853	957,633	686,240.80	.00	271,392.20	71.7%
13650 TRS	27,408,500	-89,046	27,319,454	4,240,364.10	.00	23,079,089.90	15.5%
13660 PERS	739,496	44,680	784,176	209,924.85	.00	574,251.15	26.8%
24100 Professional & Technical	368,507	377,722	746,229	524,302.97	142,396.80	79,529.23	89.3%
24200 Travel	14,500	15,044	29,544	6,188.73	382.00	22,973.27	22.2%
24210 Mileage	17,450	1,000	18,450	11,077.29	.00	7,372.71	60.0%
24250 Student Travel	102,204	9,170	111,374	55,146.10	5,934.10	50,293.80	54.8%
24330 Communication	18,175	0	18,175	6,829.87	3,737.22	7,607.91	58.1%
24400 Purchased Service	1,534,222	-950,111	584,111	344,067.44	20,398.00	219,645.56	62.4%
24430 Equipment Repairs	38,071	35,211	73,282	46,551.96	4,122.45	22,607.20	69.2%
24500 Supplies	2,601,887	1,017,924	3,619,811	1,302,714.92	218,138.87	2,098,956.80	42.0%
24510 Software	47,290	12,737	60,027	45,468.68	43,182.11	-28,623.59	147.7%
24520 Textbooks	87,600	64,448	152,048	53,652.82	3,696.75	94,698.29	37.7%
24570 Equipment (\$500-\$4999)	629,036	179,336	808,372	258,322.48	118,185.65	431,863.67	46.6%
24790 Miscellaneous	29,110	0	29,110	2,951.21	912.45	25,246.34	13.3%
24900 Dues & Fees	300	0	300	580.00	114.75	-394.75	231.6%
35100 Equipment (\$5000 or greater)	0	50,000	50,000	58,077.50	70,459.20	-78,536.70	257.1%
35400 Software (\$5000 or greater)	0	0	0	8,345.00	.00	-8,345.00	100.0%
TOTAL Instruction	105,946,386	762,483	106,708,869	54,176,699.93	631,660.35	51,900,508.78	51.4%



04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 2
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FOR 2013 09

ACCOUNTS FOR:
20 Special Education Instruction

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13150 Certified Teachers	7,786,802	-466,139	7,320,663	4,751,584.20	.00	2,569,078.80	64.9%
13240 Support Staff	5,483,683	-217,168	5,266,515	3,573,327.01	.00	1,693,187.99	67.8%
13245 Overtime	0	2,500	2,500	2,349.84	.00	150.16	94.0%
13270 Substitutes for Certified	98,500	2,500	101,000	69,155.95	.00	31,844.05	68.5%
13280 Substitutes for Classified	1,200	2,500	1,700	144.00	.00	1,556.00	8.5%
13290 Temporaries	30,000	204,650	234,650	229,888.29	.00	4,761.71	98.0%
13610 Health & Life Estimate	3,450,324	-179,111	3,271,213	2,112,668.42	.00	1,158,544.58	64.6%
13620 Unemployment Estimate	26,799	-952	25,847	17,245.77	.00	8,601.23	66.7%
13630 Worker's Compensation Estimat	221,100	-7,801	213,299	142,279.48	.00	71,019.52	66.7%
13640 FICA	522,090	-6,074	516,016	350,230.26	.00	165,785.74	67.9%
13650 TRS	4,146,372	-58,549	4,087,823	583,931.94	.00	3,503,891.06	14.3%
13660 PERS	1,974,761	-47,227	1,927,534	785,985.37	.00	1,141,548.63	40.8%
24100 Professional & Technical	1,645,953	1,256,892	2,902,845	2,124,224.80	905,186.74	-126,566.79	104.4%
24210 Mileage	0	700	700	244.40	.00	455.60	34.9%
24250 Student Travel	0	41	41	41.00	.00	.00	100.0%
24330 Communication	6,825	0	6,825	4,293.45	2,506.55	25.00	99.6%
24400 Purchased Service	91,740	195,734	287,474	172,327.61	55,943.68	59,202.79	79.4%
24500 Supplies	342,006	44,293	386,299	209,896.26	25,607.46	150,795.63	61.0%
24510 Software	100	20,112	20,212	21,733.51	187.35	-1,709.14	108.5%
24570 Equipment (\$500-\$4999)	189,000	11,957	200,957	229,535.99	20,239.95	-48,818.94	124.3%
35400 Software (\$5000 or greater)	11,200	0	11,200	.00	.00	11,200.00	.0%
TOTAL Special Education Instruction	26,028,455	756,858	26,785,313	15,381,087.55	1,009,671.73	10,394,553.62	61.2%



04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 3
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FOR 2013 09

ACCOUNTS FOR:	SPECIAL EDUCATION SUPPORT SERV	ORIGINAL APPROP	TRANSFRS/ADJSTMS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
22								
13140	Exempt Salaries - TRS	293,722	0	293,722	214,003.85	.00	79,718.15	72.9%
13150	Certified Teachers	3,748,160	-534,696	3,213,464	2,084,474.33	.00	1,128,989.67	64.9%
13240	Support Staff	623,777	214,774	838,551	671,017.96	.00	1,167,533.04	80.0%
13245	Overtime	5,000	0	5,000	.00	.00	5,000.00	.0%
13270	Substitutes for Certified	142,050	-100,000	42,050	12,882.85	.00	29,167.15	30.6%
13280	Substitutes for Classified	19,950	0	19,950	.00	.00	19,950.00	.0%
13290	Temporaries	40,000	811,758	851,758	513,923.36	.00	337,834.64	60.3%
13610	Health & Life Estimate	1,214,372	209,009	1,423,381	758,939.57	.00	664,441.43	53.3%
13620	Unemployment Estimate	9,745	2,096	11,841	7,005.71	.00	4,835.29	59.2%
13630	Worker's Compensation Estim	80,396	17,285	97,681	57,782.62	.00	39,898.38	59.2%
13640	FICA	111,655	19,396	131,051	116,425.30	.00	14,625.70	88.8%
13650	TRS	2,095,989	108,721	2,204,710	285,977.74	.00	1,918,732.26	13.0%
13660	PRS	252,492	10,976	263,468	147,623.94	.00	115,844.06	56.0%
24100	Professional & Technical	784,913	535,381	1,320,294	645,072.30	395,534.19	279,687.51	78.8%
24200	Travel	20,000	51,017	71,017	39,347.00	260.00	31,410.00	55.8%
24210	Mileage	25,000	0	25,000	15,599.11	.00	9,400.89	62.4%
24250	Student Travel	2,500	3,000	5,500	5,208.60	4.20	287.20	94.8%
24400	Purchased Service	12,000	460	12,460	4,507.20	498.00	7,455.24	40.2%
24500	Supplies	76,000	17,860	93,860	49,567.21	8,050.82	36,242.05	61.4%
24510	Software	13,500	0	13,500	22,294.02	116.00	-8,910.02	166.0%
24570	Equipment (\$500-\$4999)	20,000	4,035	24,035	11,392.04	583.03	12,060.10	49.8%
24900	Dues & Fees	2,500	0	2,500	1,343.00	.00	1,157.00	53.7%
TOTAL Special Education Support Serv		9,593,721	1,371,073	10,964,794	5,664,387.71	405,046.24	4,895,359.74	55.4%

04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 4
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FOR 2013 09

ACCOUNTS FOR:	ORIGINAL	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
30 Support Services Students	APPROP						
13150 Certified Teachers	3,063,400	340,426	3,403,826	2,293,963.49	.00	1,109,862.51	67.4%
13210 Exempt Salaries - PERS	195,362	0	195,362	138,575.62	.00	56,786.38	70.9%
13240 Support Staff	3,259,913	35,897	3,295,810	2,681,399.12	.00	614,410.88	81.4%
13245 Overtime	3,605	13,900	17,505	23,636.74	.00	-6,131.74	135.0%
13250 Extra Duty Pay for Classified	0	3,182	3,182	3,181.46	.00	.54	100.0%
13270 Substitutes for Certified	0	0	0	595.00	.00	-595.00	100.0%
13280 Substitutes for Classified	40,000	1,100	41,100	911.22	.00	40,188.78	2.2%
13290 Temporaries	173,935	12,759	186,694	169,682.90	.00	17,011.10	90.9%
13610 Health & Life Estimate	1,695,795	102,231	1,798,026	1,301,158.09	.00	496,867.91	72.4%
13620 Unemployment Estimate	13,468	881	14,349	10,622.62	.00	3,726.38	74.0%
13630 Worker's Compensation Estim	111,145	6,734	117,879	87,602.89	.00	30,276.11	74.3%
13640 FICA	317,435	9,166	326,601	248,047.11	.00	78,553.89	75.9%
13650 TRS	1,723,317	42,762	1,766,079	288,204.17	.00	1,477,874.83	16.3%
13660 PERS	1,643,446	11,610	1,655,056	625,636.94	.00	1,029,419.06	37.8%
24100 Professional & Technical	189,289	-15,502	173,787	68,980.28	279,644.48	-174,838.07	200.6%
24200 Travel	150	2,920	3,070	3,073.57	.00	-3.57	100.1%
24210 Mileage	5,020	0	5,020	758.92	.00	4,261.08	15.1%
24250 Student Travel	1,500	172	1,672	1,916.64	.00	-244.64	114.6%
24400 Purchased Service	1,500	446	1,946	1,945.46	.00	.54	100.0%
24500 Supplies	119,064	52,775	171,839	93,007.96	10,988.27	67,842.82	60.5%
24510 Software	2,300	0	2,300	.00	.00	2,300.00	.0%
24570 Equipment (\$500-\$4999)	2,550	9,611	12,161	7,778.89	2,431.92	1,950.19	84.0%
24790 Miscellaneous	550	2,500	3,050	186.60	.00	2,863.40	6.1%
24900 Dues & Fees	300	3,402	3,702	3,451.00	.00	251.00	93.2%
TOTAL Support Services Students	12,563,044	636,972	13,200,016	8,054,316.69	293,064.67	4,852,634.38	63.2%

04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 5
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FOR 2013 09

ACCOUNTS FOR:	SUPPORT SERVICES INSTRUCTION	ORIGINAL APPROP	TRANSFERS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
35								
13140	Exempt Salaries - TRS	546,519	0	546,519	395,423.20		151,095.80	72.4%
13150	Certified Teachers	1,225,360	72,636	1,297,996	844,021.88		453,974.12	65.0%
13170	Supplemental Pay for Certif	73,033	-21,683	51,350	19,930.00		31,420.00	38.8%
13210	Exempt Salaries - PERS	161,941	0	161,941	84,627.30		77,313.70	52.3%
13240	Support Staff	2,869,796	0	2,869,796	2,059,808.50		809,987.50	71.8%
13245	Overtime	53,200	0	53,200	48,270.56		4,929.44	90.7%
13270	Substitutes for Certified	44,500	2,500	47,000	32,964.95		14,035.05	70.1%
13280	Substitutes for Classified	60,550	0	60,550	2,104.33		58,445.67	3.5%
13290	Temporaries	113,800	0	113,800	50,952.98		62,847.02	44.8%
13610	Health & Life Estimate	1,262,772	18,886	1,281,658	865,555.62		416,102.38	67.5%
13620	Unemployment Estimate	10,296	117	10,413	7,073.77		3,339.23	67.9%
13630	Worker's Compensation Estim	84,951	954	85,905	58,373.06		27,531.94	68.0%
13640	FICA	274,696	853	275,549	180,880.69		94,668.31	65.6%
13650	TRS	1,592,786	9,123	1,601,909	155,706.28		1,446,202.72	9.7%
13660	PERS	1,154,206	0	1,154,206	482,625.86		671,580.14	41.8%
24100	Professional & Technical	722,027	106,535	828,562	593,668.26	105,580.17	129,313.20	84.4%
24200	Travel	34,700	14,203	48,903	152,473.50	2,891.99	-106,462.49	317.7%
24210	Mileage	18,000	0	18,000	8,658.42		9,341.58	48.1%
24250	Student Travel	0	0	0	0.00		0.00	0%
24330	Communication	132,000	0	132,000	137,500.00		-5,500.00	104.2%
24400	Purchased Service	10,250	28,000	38,250	29,457.86	3,500.00	5,292.14	86.2%
24430	Equipment Repairs	9,500	0	9,500	1,782.95	5,717.05	2,000.00	78.9%
24500	Supplies	1,462,063	-1,017,335	444,728	252,565.00	45,130.91	147,032.09	66.9%
24510	Software	177,497	62,011	239,508	194,313.02	5,261.96	39,933.51	83.3%
24520	Textbooks	49,545	2,115	51,660	14,634.77	3,775.34	33,249.97	35.6%
24570	Equipment (\$500-\$4999)	119,750	-24,684	95,066	33,428.45	17,926.55	43,711.00	54.0%
24790	Miscellaneous	21,096	-16,005	5,091	4,232.31	199.08	659.69	87.0%
24900	Dues & Fees	1,300	-1,000	300	0.00		300.00	0%
35100	Equipment (\$5000 or greater)	126,000	-71,989	54,011	44,150.90	9,860.00	0.20	100.0%
	TOTAL Support Services Instruction	12,412,134	-834,763	11,577,371	6,755,184.42	199,843.05	4,622,343.91	60.1%



04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 6
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FOR 2013 09

ACCOUNTS FOR:	SCHOOL ADMINISTRATION	ORIGINAL APPROP	TRANSFRS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
40								
13130	Principals/Assistants	4,448,335	19,554	4,467,889	3,029,546.96	.00	1,438,342.04	67.8%
13150	Certified Teachers	0	0	0	8,895.93	.00	-8,895.93	100.0%
13610	Health & Life Estimate	1,156,568	5,079	1,161,647	768,427.94	.00	393,219.06	66.1%
13620	Unemployment Estimate	8,896	45	8,941	6,079.21	.00	2,861.79	68.0%
13630	Worker's Compensation Estim	73,397	322	73,719	49,880.33	.00	23,838.67	67.7%
13640	FICA	52,933	236	53,169	39,699.84	.00	13,469.16	74.7%
13650	TRS	2,342,939	2,455	2,345,394	381,628.08	.00	1,963,765.92	16.3%
13660	PERS	0	0	0	6.59	.00	-6.59	100.0%
24100	Professional & Technical	1,000	1,000	2,000	1,673.00	49.00	278.00	86.1%
24140	Legal	927	0	927	.00	.00	927.00	.0%
24200	Travel	73,000	0	73,000	19,637.00	.00	53,363.00	26.9%
24210	Mileage	2,450	0	2,450	460.28	.00	1,989.72	18.8%
24400	Purchased Service	5,000	-4,000	1,000	.00	.00	1,000.00	.0%
24500	Supplies	0	3,111	3,111	1,305.35	124.02	1,681.48	45.9%
24790	Miscellaneous	0	0	0	51.50	.00	-51.50	100.0%
24900	Dues & Fees	26,938	49	26,987	26,767.00	.00	220.00	99.2%
	TOTAL School Administration	8,192,383	27,851	8,220,234	4,334,059.01	173.02	3,886,001.82	52.7%



04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT

EXPEND BY FUNCTION THRU MARCH 2013

PG 7
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FOR 2013 09

ACCOUNTS FOR:
45 School Administration Support

	ORIGINAL APPROP	TRANSFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13240 Support Staff	2,890,717	-41,404	2,849,313	2,135,185.55	.00	714,127.45	74.9%
13245 Overtime	33,350	-2,000	31,350	25,725.97	.00	5,624.03	82.1%
13280 Substitutes for Classified	35,500	0	35,500	.00	.00	35,500.00	.0%
13290 Temporaries	38,000	0	38,000	15,947.05	.00	22,052.95	42.0%
13610 Health & Life Estimate	760,260	-11,285	748,975	553,695.23	.00	195,279.77	73.9%
13620 Unemployment Estimate	5,998	-87	5,911	4,354.29	.00	1,556.71	73.7%
13630 Worker's Compensation Estim	49,467	-716	48,751	35,926.30	.00	12,824.70	73.7%
13640 FICA	229,325	-3,320	226,005	154,520.98	.00	71,484.02	68.4%
13660 PERS	1,054,585	-9,549	1,045,036	475,450.64	.00	569,585.36	45.5%
24100 Professional & Technical	32,600	-16,000	16,600	2,888.93	.00	13,711.07	17.4%
24140 Legal	5,000	0	5,000	.00	.00	5,000.00	.0%
24210 Mileage	1,200	0	1,200	1,237.84	.00	-37.84	103.2%
24250 Student Travel	500	0	500	35.00	.00	465.00	7.0%
24330 Communication	670,308	1,013	671,321	488,338.55	159,455.45	23,526.50	96.5%
24400 Purchased Service	26,000	3,464	29,464	10,075.35	5,490.84	13,897.53	52.8%
24500 Supplies	101,271	7,131	108,402	71,281.63	8,064.49	29,055.77	73.2%
24510 Software	3,700	0	3,700	579.91	.00	3,120.09	15.7%
24570 Equipment (\$500-\$4999)	47,344	3,747	51,091	4,523.49	2,498.00	44,070.00	13.7%
24790 Miscellaneous	6,300	20	6,320	1,658.32	204.47	4,457.21	29.5%
24900 Dues & Fees	1,000	3,677	4,677	3,655.64	.00	1,021.36	78.2%
TOTAL School Administration Support	5,992,425	-65,309	5,927,116	3,985,080.67	175,713.25	1,766,321.68	70.2%



04/10/2013 14:18
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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 8
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FOR 2013 09

ACCOUNTS FOR:	ORIGINAL	TRANSFERS/ ADJUSTMENTS	REVISED	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
51 District Administration	APPROP		BUDGET				
13140 Exempt Salaries - TRS	575,307	0	575,307	425,101.04	.00	150,205.96	73.9%
13210 Exempt Salaries - PERS	530,900	0	530,900	354,150.89	.00	176,749.11	66.7%
13220 Board Member Compensation	33,600	0	33,600	22,400.00	.00	11,200.00	66.7%
13240 Support Staff	59,778	0	59,778	43,402.44	.00	16,375.56	72.6%
13245 Overtime	5,760	0	5,760	2,099.81	.00	3,660.19	36.5%
13610 Health & Life Estimate	304,654	0	304,654	211,684.48	.00	92,969.52	69.5%
13620 Unemployment Estimate	2,411	0	2,411	1,677.64	.00	733.36	69.6%
13630 Worker's Compensation Estim	19,888	0	19,888	13,894.63	.00	5,993.37	69.9%
13640 FICA	55,043	0	55,043	35,677.81	.00	19,365.19	64.8%
13650 TRS	301,349	0	301,349	52,428.75	.00	248,920.25	17.4%
13660 PERS	217,605	0	217,605	87,926.96	.00	129,678.04	40.4%
13690 Other Employee Benefits	27,800	-16,200	11,600	.00	.00	11,600.00	.0%
24100 Professional & Technical	4,550	46,728	51,278	35,657.35	13,045.15	2,575.50	95.0%
24120 Auditing	47,400	4,800	52,200	52,200.00	.00	.00	100.0%
24200 Travel	30,860	19,514	50,374	33,844.56	2,639.00	13,890.64	72.4%
24210 Mileage	2,515	0	2,515	735.33	.00	1,779.67	29.2%
24400 Purchased Service	29,000	3,823	32,823	19,485.47	14,452.24	-1,114.75	103.4%
24500 Supplies	30,801	11,924	42,725	31,913.36	6,126.76	4,684.99	89.0%
24510 Software	2,257	0	2,257	961.46	.00	1,295.54	42.6%
24570 Equipment (\$500-\$4999)	1,000	9,624	10,624	9,559.04	64.15	1,001.22	90.6%
24790 Miscellaneous	4,072	-3,000	1,072	1,302.94	.00	-230.94	121.5%
24900 Dues & Fees	24,700	1,221	25,921	26,031.00	.00	-110.00	100.4%
24940 Special Reservation	150,000	-150,000	0	.00	.00	.00	.0%
TOTAL District Administration	2,461,250	-71,565	2,389,685	1,462,134.96	36,327.30	891,222.42	62.7%



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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 9
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FOR 2013 09

ACCOUNTS FOR:	District Administration Support	ORIGINAL APPROP	TRANSFRS/ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
55								
13150	Certified Teachers	36,040	0	36,040	45,774.66	.00	-9,734.66	127.0%
13210	Exempt Salaries - PERS	2,900,938	0	2,900,938	2,181,573.14	.00	719,364.86	75.2%
13240	Support Staff	1,585,474	0	1,585,474	1,168,652.39	.00	416,821.61	73.7%
13245	Overtime	24,900	0	24,900	23,732.90	.00	1,167.10	95.3%
13280	Substitutes for Classified	19,500	0	19,500	.00	.00	19,500.00	.0%
13290	Temporaries	62,700	0	62,700	74,527.00	.00	-11,827.00	118.9%
13295	HRA Incentive	0	0	0	142,200.00	.00	-142,200.00	100.0%
13610	Health & Life Estimate	1,182,311	0	1,182,311	875,755.71	.00	306,555.29	74.1%
13620	Unemployment Estimate	9,261	0	9,261	6,996.17	.00	2,264.83	75.5%
13630	Worker's Compensation Estim	76,387	0	76,387	57,742.06	.00	18,644.94	75.6%
13640	FICA	351,839	0	351,839	252,871.10	.00	98,967.90	71.9%
13650	TRS	29,297	0	29,297	5,736.82	.00	23,560.18	19.6%
13660	PERS	1,640,878	0	1,640,878	742,184.81	.00	898,693.19	45.2%
13690	Other Employee Benefits	54,800	3,896	58,696	33,446.85	22,582.15	2,667.00	95.5%
24100	Professional & Technical	330,720	-88,380	242,340	331,273.53	196,642.31	-285,575.79	217.8%
24130	Risk Management	623,000	0	623,000	600,000.00	.00	23,000.00	96.3%
24140	Legal	90,000	-7,996	82,004	54,281.97	21,978.03	5,743.90	93.0%
24150	Medical	45,000	14,000	59,000	14,100.00	.00	44,900.00	23.9%
24170	Data Processing	210,000	209,052	419,052	105,745.18	103,306.83	209,999.98	49.9%
24200	Travel	37,400	3,752	41,152	21,553.36	5,005.36	14,593.24	64.5%
24210	Mileage	2,200	0	2,200	184.71	.00	2,015.29	8.4%
24330	Communication	189,565	665	190,230	118,036.08	76,257.30	-4,063.38	102.1%
24335	Postage	181,000	921	181,921	148,646.18	3,020.34	30,254.37	83.4%
24400	Purchased Service	196,566	147,115	343,681	234,288.64	170,367.71	-60,975.37	117.7%
24405	Fingerprinting	15,000	0	15,000	5,340.75	6,777.50	2,881.75	80.8%
24430	Equipment Repairs	14,600	-5,414	9,186	3,504.77	700.00	4,981.23	45.8%
24450	Insurance	380,000	5,508	385,508	385,508.00	.00	.00	100.0%
24500	Supplies	136,470	3,091	139,561	117,673.99	26,792.01	-4,904.81	103.5%
24501	Supplies Reimbursement	0	0	0	-47,509.24	.00	47,509.24	100.0%
24510	Software	8,050	1,827	9,877	4,699.67	1,464.79	3,712.44	62.4%
24570	Equipment (\$500-\$4999)	20,350	19,945	40,295	17,744.30	922.29	21,628.21	46.3%
24790	Miscellaneous	5,200	35	5,235	35.00	.00	5,200.00	.7%
24900	Dues & Fees	6,900	-264	6,636	6,442.00	.00	194.00	97.1%
24920	Claims & Judgements	15,000	0	15,000	29,577.97	.00	-14,577.97	197.2%
24950	Indirect Costs	-580,000	0	-580,000	-216,781.62	.00	-363,218.38	37.4%
35100	Equipment (\$5000 or greater)	15,000	48,896	63,896	63,895.72	.00	.00	100.0%
35400	Software (\$5000 or greater)	0	500	500	500.00	.00	.00	100.0%
TOTAL District Administration Support		9,916,346	357,148	10,273,494	7,609,934.57	635,816.62	2,027,743.19	80.3%

04/10/2013 14:18
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YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013PG 10
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FOR 2013 09

ACCOUNTS FOR: 60	Operation & Maintenance of Pla	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13210	Exempt Salaries - PERS	638,136	0	638,136	459,890.48	.00	178,245.52	72.1%
13240	Support Staff	7,451,077	0	7,451,077	5,526,518.56	.00	1,924,558.44	74.2%
13245	Overtime	372,000	20,585	392,585	183,803.87	.00	208,781.13	46.8%
13260	Shift Differential	10,800	0	10,800	16,517.35	.00	-5,717.35	152.9%
13280	Substitutes for Classified	21,500	0	21,500	.00	.00	21,500.00	.0%
13290	Temporaries	414,000	0	414,000	238,186.65	.00	175,813.35	57.5%
13610	Health & Life Estimate	2,202,728	5,352	2,208,080	1,542,662.42	.00	665,417.58	69.9%
13620	Unemployment Estimate	17,822	42	17,864	12,872.53	.00	4,991.47	72.1%
13630	Worker's Compensation Estim	146,968	340	147,308	106,004.60	.00	41,303.40	72.0%
13640	FICA	681,424	1,575	682,999	465,350.15	.00	217,648.85	68.1%
13660	PERS	3,010,927	4,529	3,015,456	1,360,909.54	.00	1,654,546.46	45.1%
13690	Other Employee Benefits	1,800	0	1,800	.00	.00	1,800.00	.0%
24100	Professional & Technical	127,500	31,600	159,100	152,826.25	48,981.27	-42,707.52	126.8%
24200	Travel	8,500	0	8,500	2,432.07	.00	6,067.93	28.6%
24210	Mileage	3,000	0	3,000	2,433.24	.00	566.76	81.1%
24310	Water/Sewer	544,782	1,859	546,641	317,986.61	203,453.05	25,201.26	95.4%
24320	Garbage	242,500	0	242,500	164,818.27	115,321.41	-37,639.68	115.5%
24330	Communication	70,126	0	70,126	34,348.52	13,447.38	22,330.10	68.2%
24340	Snow Removal	260,000	300	260,300	102,708.20	75,390.00	82,201.80	68.4%
24360	Electricity	4,532,111	6,590	4,538,611	2,995,174.08	1,275,505.07	267,931.85	94.1%
24380	Heating	2,800,999	14,590	2,815,589	1,990,704.83	761,647.05	63,236.81	97.8%
24400	Purchased Service	54,500	10,075	64,575	37,361.91	29,289.04	-2,076.10	103.2%
24410	Rentals	722,436	386,000	1,108,436	802,613.95	94,442.01	211,380.04	80.9%
24420	Building Repairs	119,000	18,740	137,740	57,813.09	18,112.08	61,814.83	55.1%
24430	Equipment Repairs	112,078	1,449	113,527	21,398.77	14,033.99	78,094.58	31.2%
24440	Site Repairs	35,000	33	35,033	10,652.43	2,680.22	21,700.35	38.1%
24450	Insurance	437,150	6,638	443,788	448,677.00	.00	-4,889.00	101.1%
24500	Supplies	1,416,605	53,261	1,469,866	888,464.84	410,321.07	171,080.10	88.4%
24510	Software	0	464	464	554.18	.00	-50.18	119.4%
24570	Equipment (\$500-\$4999)	30,750	-4,066	26,684	56,180.38	12,321.82	-41,818.09	256.7%
24900	Dues & Fees	450	0	450	225.00	.00	225.00	50.0%
35100	Equipment (\$5000 or greater)	90,000	86,902	176,902	166,932.42	12,631.34	-2,661.76	101.5%
TOTAL Operation & Maintenance of Pla		26,576,669	646,768	27,223,437	18,167,022.19	3,087,576.80	5,968,837.93	78.1%



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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT

PG 11
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EXPEND BY FUNCTION THRU MARCH 2013

FOR 2013 09

ACCOUNTS FOR:
70 Student Activities

	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
13150 Certified Teachers	108,120	42,545	150,665	94,216.64	.00	56,448.36	62.5%
13160 Extra Duty Pay for Certified	1,145,240	2,554	1,147,794	362,648.11	.00	785,145.89	31.6%
13170 Supplemental Pay for Certifc	0	-850	-850	70.00	.00	-920.00	-8.2%
13210 Exempt Salaries - PERS	117,460	0	117,460	82,307.54	.00	35,152.46	70.1%
13250 Extra Duty Pay for Classified	0	5,200	5,200	84,793.75	.00	-79,593.75	1630.6%
13255 Extra Duty Pay for Others	0	6,000	6,000	311,240.40	.00	-305,240.40	5187.3%
13290 Temporaries	20,000	-8,422	11,578	45,506.36	.00	8,350.00	27.9%
13610 Health & Life Estimate	58,650	11,062	69,712	45,506.36	.00	24,205.64	65.3%
13620 Unemployment Estimate	2,783	93	2,876	1,876.17	.00	999.83	65.2%
13630 Worker's Compensation Estim	22,951	767	23,718	15,478.46	.00	8,239.54	65.3%
13640 FICA	25,434	234	25,668	42,617.79	.00	-16,949.79	166.0%
13650 TRS	669,861	6,427	676,288	56,686.90	.00	619,601.10	8.4%
13660 PERS	46,512	2,464	48,976	40,009.24	.00	8,966.76	81.7%
24100 Professional & Technical	218,445	24,220	242,665	141,647.86	65,341.57	35,675.57	85.3%
24200 Travel	4,000	0	4,000	10,148.28	.00	-6,148.28	253.7%
24210 Mileage	1,000	0	1,000	.00	.00	1,000.00	.0%
24250 Student Travel	225,132	36,700	261,832	324,554.19	21,626.94	-84,349.13	132.2%
24275 Shuttle	30,000	0	30,000	.00	.00	30,000.00	.0%
24277 Extra Curricular Travel	68,600	-45,350	23,250	.00	.00	23,250.00	.0%
24400 Purchased Service	20,000	740	20,740	68,950.88	34,335.74	-82,546.62	498.0%
24500 Supplies	100,331	12,799	113,130	59,745.27	25,439.50	27,945.63	75.3%
24510 Software	0	0	0	363.75	.00	-363.75	100.0%
24570 Equipment (\$500-\$4999)	7,422	18,360	25,782	18,910.46	4,499.00	2,372.54	90.8%
24900 Dues & Fees	35,400	0	35,400	41,984.86	177.21	-6,762.07	119.1%
TOTAL Student Activities	2,927,341	115,543	3,042,884	1,806,984.91	151,419.96	1,084,479.53	64.4%



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FAIRBANKS NORTH STAR BOROUGH SCHOOL DIST
YEAR-TO-DATE BUDGET REPORT
EXPEND BY FUNCTION THRU MARCH 2013

PG 12
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FOR 2013 09

ACCOUNTS FOR:		ORIGINAL	TRANSFERS/ ADJUSTMENTS	REVISED	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
90	Other Financing Uses							

35522 Xfer to Nutrition Services

TOTAL Other Financing Uses

394,136	0	394,136	.00	.00	.00	394,136.00	.0%
394,136	0	394,136	.00	.00	.00	394,136.00	.0%

FOR 2013 09

ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	223,004,290	3,703,059	226,707,349	127,396,892.61	6,626,312.99	92,684,143.00
59.1%						
** END OF REPORT - Generated by Fisher, Mike **						

Guidelines for 2014-15 School Calendar

Length of School Year

- ✓ The calendar *must* consist of 180 student contact days plus 4 teacher workdays.
- ✓ Professional Development (Inservice) Days **count** as student contact days.
- ✓ Parent-Teacher Conference Days **count** as student contact days when subtracted from the ten (10) Professional Development Days allowed by state statute each year.
- ✓ Teacher Work Days and vacation/holidays **do not count** as student contact days.
- ✓ **Quarters** should be *approximately 45 days* each.
- ✓ **Semesters** should be balanced at *approximately 90 days* each.
- ✓ Three tentative student contact days should be included in case of school closures due to inclement weather.

Teacher Work Days

The current negotiated agreement requires four (4) teacher work days when students are not in school, broken out as follows:

- 2 - before school starts for students
- 1 - following the end of first semester
- 1 - following the last day for students

Professional Development (Inservice) Days

No more than ten (10) Professional Development Days are allowed by state statute to count as student contact days. The proposed calendar has six (6) Professional Development Days and four (4) Parent-Teacher Conference days.

Observed Holidays 2014-15 - The following holidays are observed by the district, per A.S. 14.03.050:

Independence Day..... Friday, July 4	Christmas Day Thursday, December 25
Labor Day Monday, September 1	New Year's Day Thursday, January 1
Thanksgiving Holiday..... Th-Fr., November 27-28	Martin Luther King, Jr. Day Monday, Jan. 19
	Memorial Day Monday, May 25

Other Holidays - The school district does not officially observe other holidays, but Inservice days or parent-teacher conferences are often scheduled to coincide with state and/or federal holidays:

Rosh Hashanah Wednesday, September 24	President's Day Monday, February 16
Yom Kippur Fri. & Sat., October 3 & 4	Seward's Day Monday, March 30
Columbus Day Monday, October 13	Good Friday Friday, April 3
Alaska Day Friday, October 17	Easter Sunday Sunday, April 5
Veteran's Day Tuesday, November 11	

Testing

High School Graduation Qualifying Exam	October 7-9, 2014 AND April 7-9, 2015
Standards Based Assessments – grades 3-10	April 2012
TerraNova – grades 5 & 7	(TBD)
AP Exams	(Usually during first two weeks of May)

Other Important Dates

Tanana Valley State Fair	August 1-10, 2014
Winter Carnival	March 16-20
UAF Spring Break.....	March 16-20



2014

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			

August

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						

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: 45 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: 43 days



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2014

August

13 & 19 Teacher Work Days
14, 15, 18 Professional Development Days
20 First Day for Students

September

1 Labor Day Holiday
26 Early Dismissal-Students
29 Professional Development

October

7-9 HSGOE
17 End of 1st Quarter (early dismissal)
27-28 Parent-Teacher Conferences

November

7 Early Dismissal-Students
27-28 Thanksgiving Holiday

December

17-19 Last 3 Days- Early Dismissal
19 End of 1st Semester (early dismissal)
22 Winter Break - Begin

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2015

January

2 Winter Break - END
5 Teacher Work Day (no school)
16 Early Dismissal-Students
19 Martin Luther King Jr. Holiday

February

6 Professional Development
16-17 Parent-Teacher Conferences

March

13 End of 3rd Quarter (early dismissal)
16-20 Spring Break

April

7-9 Testing-All
17 Early Dismissal-Students

May

18-20 Last 3 Days- Early Dismissal
20 Last Day for Students
21 Professional Development Day
22 Teacher Work Day

□ 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

1st semester: 88 days

2nd semester: 92 days

2015

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

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: 48 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: 44 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				

Guidelines for 2015-16 School Calendar

Length of School Year

- ✓ The calendar *must* consist of 180 student contact days plus 4 teacher workdays.
- ✓ Professional Development (Inservice) Days **count** as student contact days.
- ✓ Parent-Teacher Conference Days **count** as student contact days when subtracted from the ten (10) Professional Development Days allowed by state statute each year.
- ✓ Teacher Work Days and vacation/holidays **do not count** as student contact days.
- ✓ **Quarters** should be *approximately 45 days* each.
- ✓ **Semesters** should be balanced at *approximately 90 days* each.
- ✓ Three tentative student contact days should be included in case of school closures due to inclement weather.

Teacher Work Days

The current negotiated agreement requires four (4) teacher work days when students are not in school, broken out as follows:

- 2 - before school starts for students
- 1 - following the end of first semester
- 1 - following the last day for students

Professional Development (Inservice) Days

No more than ten (10) Professional Development Days are allowed by state statute to count as student contact days. The proposed calendar has six (6) Professional Development Days and four (4) Parent-Teacher Conference days.

Observed Holidays 2015-16 - The following holidays are observed by the district, per A.S. 14.03.050:

Independence Day..... Saturday, July 4	Christmas Day Friday, December 25
Labor Day Monday, September 7	New Year's Day Friday, January 1
Thanksgiving Holiday..... Th-Fr., November 26-27	Martin Luther King, Jr. Day Monday, Jan. 18
	Memorial Day Monday, May 30

Other Holidays - The school district does not officially observe other holidays, but Inservice days or parent-teacher conferences are often scheduled to coincide with state and/or federal holidays:

Rosh Hashanah..... Sunday, September 13	President's Day..... Monday, February 15
Yom Kippur..... Tues. & Wed. September 22 & 23	Seward's Day Monday, March 28
Columbus Day Monday, October 12	Good Friday Friday, March 25
Alaska Day Monday, October 19	Easter Sunday Sunday, March 27
Veteran's Day Wednesday, November 11	

Testing

High School Graduation Qualifying Exam	October 6-8, 2015
Standards Based Assessments – grades 3-10	April 2016
TerraNova – grades 5 & 7	(TBD)
AP Exams	(Usually during first two weeks of May)

Other Important Dates

Tanana Valley State Fair	July 31 - August 9, 2015
Winter Carnival	March 14-18
UAF Spring Break	March 14-18



2015

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	11	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: 45 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: 43 days



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

2015

August

12 & 18 Teacher Work Days
13, 14, 17 Professional Development Days
19 First Day for Students

September

7 Labor Day Holiday
25 Early Dismissal - Students
28 Professional Development
30 HSGQE Retakes

October

1-2 HSGQE Retakes
16 End of 1st Quarter (early dismissal)
26-27 Parent-Teacher Conferences

November

6 Early Dismissal - Students
26-27 Thanksgiving Holiday

December

16-18 Last 3 Days - Early Dismissal
18 End of 1st Semester (early dismissal)
21 Winter Break - Begin

2016

January

1 Winter Break - END
4 Teacher Work Day (no school)
15 Early Dismissal - Students
18 Martin Luther King Jr. Holiday

February

5 Professional Development
15-16 Parent-Teacher Conferences

March

11 End of 3rd Quarter (early dismissal)
14-18 Spring Break

April

5-7 Testing - All
15 Early Dismissal - Students

May

16-18 Last 3 Days - Early Dismissal
18 Last Day for Students
19 Professional Development Day
20 Teacher Work Day

□ School Start/End

□ End of Quarter (early dismissal)

T Testing Day

◇ Teacher Training (early dismissal)

● Last 3 days (early dismissal)

◆ Professional Development Day (no school)

■ Vacation/Holiday (no school)

▲ Parent-Teacher Conferences (no school)

○ Teacher Work Day (no school)

▣ Tentative make-up days for bad weather

1st semester: 88 days
2nd semester: 92 days

2016

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: 48 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: 44 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		

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: March 27, 2013

TO: FNSBSD School Board

FROM: FNSBSD Board Curriculum Advisory Committee

SUBJECT: Social Studies Curriculum Recommendation

The Board Curriculum Advisory Committee (BCAC) supports the proposed *Social Studies Curriculum* and recommends its adoption by the School Board.

The proposed Social Studies curriculum revision has followed the established curriculum revision process. It began with the *Leading and Learning in the 21st Century* seminar held during the 2010-2011 school year in which the participants researched and discussed recent trends and practices in Social Studies education. Their findings were published in April 2011. Curriculum writers were selected in April 2012, and they participated in a work session with the School Board and BCAC on April 16, 2012, prior to beginning their revision work.

The writers reviewed the *Leading and Learning in the 21st Century* publication; teacher and community suggestions; Alaska State Literacy Standards for Social Studies, Alaska Cultural Standards and national standards to identify areas to address in the curriculum revision process. The proposed *Social Studies Curriculum* reflects a lengthy process of thought, discussion and research.

Our support for the proposed Social Studies document evolved over the course of the year through review of each of the drafts and discussion with the writers. Following each review, we voiced support, offered suggestions, and expressed concerns. Writers considered issues such as: current Social Studies trends, grade level and course content, instructional activities, expectations, elementary Reading and Writing Essential Questions, course titles and the importance of professional development.

At the March 5, 2013, BCAC meeting, we voted to recommend the proposed *Social Studies Curriculum* to the School Board for adoption. The writers have done an outstanding job of developing a comprehensive document that addresses the needs of all children, and also allows creativity and flexibility for teachers to address the needs of at-risk and high-end students. Meticulous attention has been made in the progression of student awareness/knowledge from K-12. In particular, we would like to recognize the strong Alaska Studies thread found at each grade level. They have developed a document that is strong, clear, reflects the input of our district and community, and is aligned to state and national standards.

Although approving the curriculum as a whole, members would like to emphasize that American Studies and World Studies are more focused (depth, not breadth) than the

previous document and teachers should emphasize the connections and threads found throughout each grade level. The BCAC recommends teachers receive professional development that supports strategies to integrate social studies instruction into other content areas as well as developing the global awareness of our students. The BCAC thanks the revisers for the dedication and massive amount of energy devoted to the education and development of this document and consequently, our school system.

Respectfully submitted by the FNSBSD Board Curriculum Advisory Committee:

- Sue Hull, Chair
- Felicia Jackson
- Dr. Ute Kaden
- Octavia Harris
- Earl Peterson
- Robert Kinnard
- Deanna Croxen
- Michael Roddey
- Fé Seymour
- Dan Wetzel
- Alysa Loring
- Christina Carlson
- Dolma Ombadykow

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 2013-13:

REQUEST FOR OCTOBER 2013 BOND ELECTION

WHEREAS, good maintenance and upkeep of all Fairbanks North Star Borough schools is a top priority of the school district and borough; and

WHEREAS, three goals of the school district with regard to our schools are first, public safety; second, to preserve and extend their life expectancy for as long as possible for maximum benefit to the community; and third, to provide facilities that enhance the delivery of education as much as possible; and

WHEREAS, improvements in energy conservation, efficient energy use, and sustainability of our schools is not only important but economically sound; and

WHEREAS, periodic investment in major maintenance of building components such as roofs, mechanical and electrical systems, plumbing, lighting, finishes, and exteriors is one of the best ways to reach our stated goals; and

WHEREAS, the district would like to work with the borough on including major maintenance and upgrade projects on the bond issue including, but not limited to:

Ryan Middle School – Phase 2	\$ 40,255,645
Barnette Magnet School – Phase 4	\$ 8,826,047
Tanana Middle School – Roof Replacement	\$ 4,745,778
North Pole Middle School – Mechanical System & Energy Efficiency	\$ 6,029,398
Ticasuk Brown Elementary School – Roof and Exterior	\$ 3,900,000
University Park Elementary School – Roof and Exterior	\$ 3,900,000
Two Rivers School – Interior Renovation	\$ 800,000
TOTAL	\$ 68,456,868

WHEREAS, these projects may be asked by one or more ballot questions; and

WHEREAS, the state of Alaska has authorized up to 70 percent reimbursement of school bonds by the state for voter and state approved major maintenance projects;

NOW, THEREFORE, BE IT RESOLVED the Fairbanks North Star Borough Board of Education requests the Fairbanks North Star Borough Assembly schedule an October 2013 Bond Election to include major maintenance and upgrades to schools throughout the Fairbanks North Star Borough.

PASSED AND APPROVED:

Kristina Brophy, President
Board of Education

ATTEST:

Sharon Tuttle
Secretary to the Board



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: April 12, 2013
TO: Board of Education
FROM: Mike Fisher, Chief Financial Officer *mf*
RE: Summary of budget transfers requiring School Board approval

By Board policy, budget transfers between programs in excess of \$20,000 or any transfer in excess of \$25,000 requires Board authorization. Included in the April 19th Board packet are four budget transfers requiring School Board approval. Below is a short summary for the purpose of each requested transfer.

2013-146 \$140,120. Watershed

2013-149 \$ 25,424. Effie Kokrine

2013-156 \$108,108. Star of the North

To align charter school budgets to cover program expenses. Charter schools have considerable flexibility in where they allocate their budget dollars and this transfer reflects those allocations.

2013-153 \$23,509.



This transfer aligns account balances for the Network Services Department to reflect actual expenditures.

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-146**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: March 28, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
530-10-60-1060-440-24410-0 WSD, Oper & Maint, Rent	140,120	530-10-10-1010-410-24100-0 WSD, Instruction, Prof & Tech	500
		530-10-10-1010-425-24250-0 WSD, Instruction, Student Trvl	3,500
		530-10-10-1010-440-24400-0 WSD, Instruction, Purch Svcs	2,500
		530-10-30-1030-320-13290-0 WSD, Suppt Svcs, Temps	20,000
		530-10-30-1030-360-13620-0 WSD, Suppt Svcs Unemploymn	100
		530-10-30-1030-360-13630-0 WSD, Suppt Svcs, W/Comp	400
		530-10-30-1030-360-13640-0 WSD, Suppt Svcs, FICA	2,000
		530-10-30-1195-450-24500-0 WSD, Suppt Svcs, Supplies	100
		530-10-45-1045-320-13240-0 WSD, Adm Suppt, Salaries	36,000
		530-10-45-1045-360-13610-0 WSD, Adm Suppt, Health/Life	9,600
		530-10-45-1045-360-13620-0 WSD, Adm Suppt, Unemploymn	81
		530-10-45-1045-450-13630-0 WSD, Adm Suppt, W/Comp	615
		530-10-45-1045-360-13640-0 WSD, Adm Suppt, FICA	2,754
		530-10-45-1045-360-13660-0 WSD, Adm Suppt, PERS	3,300
		530-10-45-1045-410-24140-0 WSD, Adm Suppt, Legal	7,800
		530-10-60-1060-410-24100-0 WSD, O&M, Purch Svcs	30,000
		530-10-60-1060-430-24310-0 WSD, O&M, Water/Sewer	3,000
		530-10-60-1060-430-24360-0 WSD, O&M, Electricity	800
		530-10-60-1060-440-24400-0 WSD, O&M, Purch Svcs	2,000
		530-10-60-1060-450-24500-0 WSD, O&M, Supplies	12,000
		530-10-60-1060-450-24570-0 WSD, O&M, Non Cap Equip	3,000
		530-10-70-1070-360-13640-0 WSD, Activities, FICA	20
		530-10-70-1070-360-13660-0 WSD, Activities, PERS	50
TOTAL	140,120	TOTAL	140,120

REASON: Watershed; align account balances to reflect actual expenditures.

Administrative Services Office Review Budget  Chief Financial Officer 
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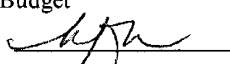
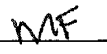
Board Approval Signature: _____

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-149**

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 2, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
520-10-10-1010-450-24500-0 EKC, Gen Instr, Supplies	25,424	520-10-10-1010-450-24510-0 EKC, Gen Instr, Software	346
		520-10-10-1010-450-24570-0 EKC, Gen Instr, Non Cap Equip	1,154
		520-10-20-1020-320-13270-0 EKC, Sped, Subs	2,136
		520-10-20-1020-360-13620-0 EKC, Sped, Unemployment	4
		520-10-20-1020-360-13630-0 EKC, Sped, W/Comp	36
		520-10-20-1020-360-13640-0 EKC, Sped, FICA	164
		520-10-35-1035-420-24200-0 EKC, Suppt Svcs, Travel	2,802
		520-10-40-1040-490-24900-0 EKC, Admin, Dues & Fees	614
		520-10-45-1045-440-24400-0 EKC, Admin Suppt, Purch Svcs	2,488
		520-10-60-1060-320-13245-0 EKC, O&M, Overtime	80
		520-10-60-1060-360-13620-0 EKC, O&M, Unemployment	1
		520-10-60-1060-360-13630-0 EKC, O&M, W/Comp	1
		520-10-60-1060-360-13640-0 EKC, O&M, FICA	6
		520-10-60-1060-360-13660-0 EKC, O&M, PERS	18
		520-10-60-1060-440-24450-0 EKC, O&M, Insurance	884
		520-10-70-1070-320-13255-0 EKC, Activities, Extra Duty	12,784
		520-10-70-1070-360-13620-0 EKC, Activities, Unemployment	25
		520-10-70-1070-360-13630-0 EKC, Activities, W/Comp	211
		520-10-70-1070-360-13640-0 EKC, Activities, FICA	978
		520-10-70-1070-425-24250-0 EKC, Activities, Student Travel	30
		520-10-70-1070-440-24400-0 EKC, Activities, Purchased Svcs	582
		520-10-70-1070-450-24500-0 EKC, Activities, Supplies	80
TOTAL	25,424	TOTAL	25,424

REASON: Effie Kokrine Charter School; align account balnces to reflect actual expenditures.

Administrative Services Office Review Budget  Chief Financial Officer 

Board Approval Signature: _____

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BUDGET TRANSFER
2013-153


TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 8, 2013

DECREASE		INCREASE	
Account Number & Name	Amount	Account Number & Name	Amount
655-10-35-1035-320-13290-- Network Svcs, Temps	5,500	655-10-35-1035-430-24330-0 Network Svcs, Communication	5,500
655-10-35-1035-360-13620-0 Network Svcs, Unemploymt	11		
655-10-35-1035-360-13630-0 Network Svcs, W/Comp	91		
655-10-35-1035-360-13640-0 Network Svcs, FICA	421		
655-10-35-1035-450-24500-0 Network Svcs, Supplies	9,477	655-10-35-1035-410-24100-0 Network Svcs, Prof & Tech	10,000
655-10-35-1035-450-24570-0 Network Svcs, Non Cap Equip	8,009	655-10-35-1035-440-24400-0 Network Svcs, Purch Svcs	2,643
		655-10-35-1035-450-24510-0 Network Svcs, Software	1,187
		655-10-55-1055-320-13290-0 Network Svcs, Temps	170
		655-10-55-1055-320-13290-0 Network Svcs, Unemployment	1
		655-10-55-1055-360-13620-0 Network Svcs, W/Comp	3
		655-10-55-1055-360-13630-0 Network Svcs, FICA	13
		655-10-55-1055-420-24210-0 Network Svcs, Mileage	22
		655-10-55-1055-440-24400-0 Network Svcs, Purch Svcs	119
		655-10-55-1055-450-24500-0 Network Svcs, Supplies	1,072
		655-10-55-1055-450-24570-0 Network Svcs, Non Cap Equip	2,779
TOTAL	23,509	TOTAL	23,509


REASON: Network Services; align account balances for increased dedicated internet access (13004559), software and maintenance renewals (13005656, 13005204), temporary office support, mileage expense, purchase of lap top and maintenance (13002870) & office supplies (13004095,13005087, 13004095).

Administrative Services Office Review

Budget



Chief Financial Officer



Chief Financial Officer

Board Approval
Signature: _____

TO: School Board
FROM: Mike Fisher, Chief Financial Officer, Administrative Services
SUBJECT: Budget Transfer, Board Approval
DATE: April 9, 2013

REASON: Star of the North Charter School; align account balances to reflect actual expenditures.

Board Approval
<p>Signature: _____</p>

Tanana Middle School

Team Tanana . . . A Community of Learners

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

DATE: 3/22/2013

TO: Dr. Karen Gaborik, Assistant Superintendent – Secondary

From:  Greg Platt, Principal, Tanana Middle School 

RE: **Student Travel Request/Fundraising**

Who is Traveling: 8 Tanana Middle School Students and 2 teacher/staff

Destination: Galapagos Islands, Ecuador

Purpose: Educational Science/Conservation Trip

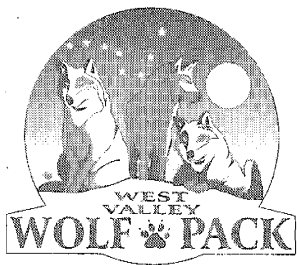
Dates of Travel: March 15th – 25th, 2014

Reason for Travel: Educational, Science, Cultural, Volunteer, Conservation and research

How Money Raised: Individual Student Fee, Car wash, pancake breakfast, and pizza cards.

Fund Raising Goal: \$4500.00 per student

Cost to the District: None



WEST VALLEY HIGH SCHOOL

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

MEMORANDUM

DATE: 27 March, 2013

TO: Karen Gaborik, Assistant Superintendent

FROM: Shaun Kraska, Principal, West Valley High School

RE: OUT-OF-STATE TRAVEL

Who is Traveling: FOUR high school science students and ONE faculty chaperone representing the **Alaska Statewide High School Science Symposium (ASHSSS)** at the 2013 **National Junior Science and Humanities Symposium (JSHS)** competition.

Destination: Dayton, OH

Dates Of Travel: May 1-May5, 2013

Reason For Travel: ASHSSS winners and faculty chaperone attending the JSHS national meeting and competition.

Cost To The District: Substitute teacher's pay (for faculty chaperone), 3 days (21 hours). All other expenses, including transportation, hotel, meals, and fees, will be paid by ASHSSS or JSHS.

Staff Sponsor: Cyndie Beale, WVHS Teacher and ASHSSS Assistant



AUSTIN E. LATHROP HIGH SCHOOL

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

MEMORANDUM

DATE: April 3, 2013
TO: Karen Gaborik, Assistant Superintendent
FROM: Dave Dershin, Principal
Lathrop High School
RE: Gift Acceptance

Donation From: The Langston Family Foundation
13771 Fountain Hills Blvd., Suite 114-348
Fountain Hills, AZ 85268

Money Donated: \$2,000.00

To Be Used For: Boys and Girls Basketball Travel

PERSONNEL ACTION REPORT

For the period: 3/27/13 – 4/9/13

EMPLOYMENT OF BUILDING ADMINISTRATION

None

EMPLOYMENT OF CERTIFIED PERSONNEL

Brown, Kenneth E

Education: B.A., 1997, Franciscan University of Steubenville, Ohio

Experience: One year Anchorage School District.
Four years teaching in California School Districts

Mr. Brown is being recommended to serve as a SPED Resource Teacher at Ticasuk Elementary School effective January 8, 2013. His annual salary of \$59,103 is based on 190 days a year.

(Bachelor, Step 6, \$31,572, 94 days)

Miller, Michela

Education: M.A., 2011, College of Mount St. Joseph

Experience: None

Ms. Miller is being recommended to serve as a science teacher at Effie Kokrine Charter School effective March 26, 2013. Her annual salary of \$50,959, is based on 190 days a year.

(Masters, Step 0, \$12,069, 45 days)

CERTIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

None

TERMINATION OF CERTIFIED PERSONNEL

Dreydoppel, Nancy

Date of Hire: August 25, 1982
Position: Music teacher at Badger Elementary School
Effective Date: May 28, 2013
Reason: Retire

Glover, Irene

Date of Hire: March 17, 1969
Position: Third grade teacher at Crawford Elementary School
Effective Date: May 28, 2013
Reason: Retire

Matelski, Julia

Date of Hire: August 11, 2011
Position: SPED Pre-K at Pearl Creek Elementary School
Effective Date: May 28, 2013
Reason: Resign

Nickel, Heidi

REVISED from 2/5/2013 Agenda
Date of Hire: August 12, 2002
Position: Music teacher at North Pole Elementary School
Effective Date: February 26, 2013
Reason: Resign

Taube, Elizabeth

Date of Hire: August 11, 2011
Position: SPED Resource at Ben Eielson High School
Effective Date: April 11, 2013
Reason: Resign

Umlauf, Ruth

Date of Hire: January 7, 2013
Position: SPED IR teacher at Joy Elementary School
Effective Date: April 4, 2013
Reason: Resign

PERSONNEL ACTION REPORT

For the period: 3/27/13 – 4/9/13

TERMINATION OF PRINCIPAL PERSONNEL

Robb, Bruce

Date of Hire: August 23, 1990
Position: Assistant Principal North Pole
Middle School
Effective Date: May 31, 2013
Reason: Retire

TRANSFER OF EXEMPT PERSONNEL

None

EMPLOYMENT OF EXEMPT PERSONNEL

None

TERMINATION OF EXEMPT PERSONNEL

None

CLASSIFIED PERSONNEL REQUEST FOR LEAVE OF ABSENCE

None

PROPOSED SOCIAL STUDIES MATERIALS **FOR PENDING ADOPTION**

Elementary School

Social Studies States and Regions (4th Grade)

Harcourt, 2012

Middle School

Discovering Our Past: History of U.S.
America: History of our Nation

McGraw-Hill, 2014
Prentice Hall, 2011

High School

World Cultures & Geography

National Geographic, 2013

Fairbanks North Star Borough School District

Career Technical Education (CTE) Curriculum Revision Report

Prepared by
Peggy Carlson, Executive Director – Curriculum & Instruction
April 2013

Curriculum development in all curricular areas is an ongoing process in the Fairbanks North Star Borough School District. The FNSBSD follows an ongoing cycle of review to provide continual program planning and evaluation for each discipline. Curriculum revisions are presented for adoption to ensure the school board and members of the general public are well informed about curriculum revisions, and have an opportunity for clarification and input, prior to implementation. This report describes the process followed in the development of the following career clusters of the *Career Technical Education (CTE) Curriculum* being presented to the Board of Education for adoption:

- *Arts, A/V Technology & Communications*
- *Business, Management & Administration*
- *Finance*
- *Health Science*
- *Hospitality & Tourism*
- *Information Technology*
- *Manufacturing*
- *Science, Technology, Engineering & Mathematics*
- *Transportation, Distribution & Logistics*

Background

The current *Career Technical Education Curriculum* was adopted in May 2006. In 2010, the *Alaska Career and Technical Education Plan* was developed by the Alaska Department of Education & Early Development, the Alaska Department of Labor and Workforce Development, and the University of Alaska. This plan outlines a comprehensive, integrated career and technical education system for Alaska that aligns training programs and coordinates delivery to prepare our citizens – youth and adults – for Alaska careers. The goals of the Alaska CTE Plan are being used to guide the development of the FNSBSD career clusters. The plan consists of the following strategies:

Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.

Strategy 2.0: Align curricula at all training institutions to meet current industry standards – including academic, professional and technical skills – from elementary through secondary to postsecondary and professional development levels.

Strategy 3.0: Identify and promote career and technical education delivery models that ensure all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

Strategy 4.0: Recruit, develop, support and retain high-quality CTE teachers and faculty.

Strategy 5.0: Maximize the use of public facilities for training.

Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

Research and Evaluation

In 2010-11 the Curriculum Department collected information pertaining to career technical education and conducted a *Leading and Learning in the 21st Century in Career Technical Education* seminar. This seminar began with focused discussions on the status of CTE at the national, state and local levels. These discussions included examining the newly published *Alaska CTE Plan*, state and national issues, current practices in CTE and future directions of CTE.

During this seminar, a number of current trends and issues related to CTE began to surface. After more discussion and further review of articles and research, the group determined the primary issues facing CTE included:

- the need to address the sustainability of various CTE programs;
- understanding the benefits to students taking CTE courses;
- the integration of academics and contextual teaching and learning;
- the role of Advisory Committees;
- the importance of introducing middle school students to CTE;
- certification of CTE instructors; and
- professional development opportunities for CTE instructors.

Groups of three and four participants collaborated to write the initial draft of each research paper consisting of a description/explanation, a rationale and recommendations to the School Board and the curriculum writers. The research groups presented their first drafts and, with collaboration from the entire group, the final draft was created. This procedure resulted in an extensive research of pertinent CTE issues while incorporating a collaborative writing process.

Revision Process

Curriculum revisers were selected and began their task the summer of 2012. To begin the process, the writers reviewed the Alaska CTE Plan, research from the *Leading & Learning* seminar, comments from the School Board work session held in April 2011, the currently adopted curriculum and pilot courses in each cluster.

The document was developed by Career Technical educators from each career cluster. They aligned the learner outcomes with occupational standards, Alaska State Standards, including Alaska Standards for Literacy in Technical Subjects, cultural standards, employability standards, All Aspects of Industry, Common Core Technical Standards and corresponding UAF/CTC courses when appropriate. Consideration was given to designing courses that would be of interest to both genders, and that would feed into a pathway, or

sequence of courses, to allow students to transition smoothly to post-secondary education and training. Writers met with CTE advisory boards and with UAF/CTC instructors as part of this process.

In March 2013, a draft of the revised *CTE Curriculum* was provided to district teachers, counselors, principals, Central Council PTA, CTE advisory boards, Board Curriculum Advisory Committee (BCAC), Career Technical Education Advisory (CTEAC) members and the school board. To increase public awareness and make the drafts accessible, they were also available electronically on the district's website.

Overview of March CTE Document:

The format for this document differs from any other curriculum document in the FNSBSD. The driving force behind this change is the Carl D. Perkins Vocational and Technical Education Grant. Because Perkins requires specific formatting in order to submit courses for approval, the writers made the decision to utilize the Perkins template for all courses.

Courses were renumbered so that the year of a course sequence is designated with a number after the course title; the first semester is designated with an A, and the second semester with a B. This change provides clarity of sequencing throughout all clusters. For example: *Video Production 1A indicates the first year and semester of the sequence.*

Specific changes by career cluster included the following:

Arts, A/V Technology & Communications

- *Graphic Design and Multimedia* and *Graphic Design and Publication* were moved from the Business Management cluster to Arts A/V.
- *Video Documentary Production*, *Radio/Audio Production* and *Publication Design & Layout* are no longer taught and have been removed.

Business, Management & Administration

- All of the accounting courses were moved from this cluster and placed in the Finance cluster to align to national Common Career Technical Core standards.
- Student assistants were moved from this cluster to the Miscellaneous Electives category.
- *Keyboarding 1 and 2*, and *Advanced Microsoft Word* are no longer taught and have been removed.
- *Yearbook* and *Law for Business and Personal Use* will be revised over the summer and available for review fall of 2013.

Finance

- All of the accounting courses were moved from the Business, Management & Administration cluster and placed in the Finance cluster to align to national Common Career Technical Core standards.
- *Honors Accounting* was added as a new course.
- *Business Management and Finance* was renamed *Student Business Enterprise*.
- *Personal Management and Finance* will be revised and available fall of 2013.

Health Science

- The Health Science cluster was revised and approved in the spring of 2012. After implementing the curriculum and collaboration with community partners, several course name changes were suggested:
 - *Introduction to Health Careers* is renamed *Introduction to Health Careers A*.
 - *Exploring Health Careers* was changed to *Introduction to Health Careers B*.The rationale is that previous course names caused confusion as to their similarities and differences. *Introduction to Health Careers A* explores more traditional health career pathways and will continue as the prerequisite for other Health Science courses. Course objectives have not changed.
- It is the recommendation of the revisers that *Principles of Biomedical Science* be approved as equivalent to *Introduction to Health Careers A* for prerequisite purposes.
- Two new courses have been added as part of the Project Lead the Way health pathway:
 - *Principles of Biomedical Science* and *Human Body Systems*.

Hospitality & Tourism

- A new course titled *Fundamentals of Hospitality & Tourism* was added.
- *Alaska Tourism & Lodging Management* and *Alaska Railroad Tour Guide Program* are no longer taught and have been removed.
- *Culinary Arts* and *ProStart* classes were revised and moved from the Human Services cluster to the Hospitality & Tourism cluster.

Information Technology

- *Web Design* was moved from the Business Management cluster.
- Other courses and objectives remained largely the same. Standards were updated.

Manufacturing

- *Introduction to Process Technology* was added to this pathway.

Science, Technology, Engineering & Mathematics

- Project Lead the Way engineering academy courses were added to this pathway from pilot status.

Transportation, Distribution and Logistics

- Industry standards and certifications were updated.
- *Automotive Technology I, IIA, and IIB* were combined into a single course called *Advanced Automotive Technology*.

In addition, the following changes were made which apply across clusters:

- *Careers and Employability* was revised; *Career Investigations 101* is no longer taught and has been removed. These courses contained very similar objectives and were combined.
- *Pre-Apprenticeship* has been included from pilot status.
- *Diversified Co-Op* and *Co-Op Training Station* have been revised and renamed as *Work Based Learning* and *Work Based Learning Training Station*.

Board Curriculum Advisory Committee (BCAC) and Career Technical Education Advisory Committee (CTEAC) Review:

BCAC and CTEAC have been involved throughout the revision process. The draft was reviewed by the committees; member concerns, as well as suggestions, were considered by the curriculum writers. The BCAC recommended adoption on April 4, 2013.

Conclusion

The final draft reflects a lengthy process of thought and discussion. The document represents a comprehensive approach to career and technical education from high school into post-secondary education and training. In addition, the curriculum aligns with the tenants and goals of the *Alaska CTE Plan* to provide a comprehensive, integrated career and technical program to students within the FNSBSD.

Curriculum revision of this document will continue. This summer, revisers will begin work on the remaining career clusters, *Education* and *Human Services*, the individual courses listed above and middle school courses. The CTE curriculum is a “living document” that will be adapted as industry standards, technology, economic trends and community needs evolve.

The administration anticipates recommending adoption of the revised *Career Technical Education Curriculum* at the May 7, 2013 School Board meeting.

PERSONNEL INFORMATION REPORT

For the period: 3/27/2013 – 4/9/2013

EMPLOYMENT OF CLASSIFIED PERSONNEL

Anderson, Erin

Date of Hire: April 1, 2013

Position: Library Assistant at
Lathrop High School

Reason: Roy Stamey resigned

McGee, Nicole

Date of Hire: April 8, 2013

Position: Library Associate at
Ladd Elementary School

Reason: Sonja Holden resigned

TERMINATION OF CLASSIFIED PERSONNEL

Ryan, Deborah

Date of Hire: March 19, 2001

Position: Library Assistant at Randy Smith
Middle School

Effective Date: March 29, 2013

Reason: Termination – Employee did not
provide notice of intent to return to work from
a two year leave of absence

Superintendent Approved Budget Transfers

Board Meeting

April 16, 2013

<u>FROM</u>		<u>TO</u>	<u>DESCRIPTION</u>
405-10-10-1010-450-24570-0	3,000	405-10-10-1010-450-24500-0	3,000 Hutchison, diplomas, honor cords and instructional supplies.
200-10-10-1010-450-24500-0	1,016	200-10-45-1045-450-24500-0	400 NPM, scoreboard, flags, awards, software and classroom supplies.
200-10-10-1115-450-24500-0	5	200-10-10-1010-450-24510-0	80
200-10-10-1010-450-24570-0	2,000	200-10-10-1115-450-24510-0	5
200-10-10-1010-425-24250-0	2,499	200-10-10-1240-450-24500-0	370
		200-10-10-1300-450-24510-0	166
		200-10-70-1070-450-24570-0	4,499
185-10-10-1227-310-13170-0	2,115	185-10-10-1227-450-24500-0	2,316 Weller, Ipads for Intervention Support program.
185-10-10-1227-360-13620-0	4		
185-10-10-1227-360-13630-0	35		
185-10-10-1227-360-13640-0	162		
170-10-10-1227-310-13170-0	1,815	170-10-10-1227-320-13290-0	1,815 Tic Brown, move Intervention Support funds for more aide support.
685-10-35-1035-410-24100-0	3,062	685-10-35-1035-450-24520-0	3,062 Library Media, anticipated end of year book purchases.
115-10-10-1180-450-24500-0	700	115-10-10-1010-450-24500-0	4,802 Badger, instructional and administrative support supply purchases.
115-10-10-1215-450-24500-0	500	115-10-45-1045-450-24500-0	3,245
115-10-30-1185-450-24500-0	232		
115-10-30-1195-450-24500-0	115		
115-10-10-1215-450-24570-0	700		
115-10-10-1285-450-24570-0	300		
115-10-35-1245-450-24570-0	3,500		
115-10-10-1010-425-24250-0	2,000		
405-10-45-1045-450-24500-0	2,000	405-10-10-1140-450-24500-0	2,000 Hutchison, additional welding supplies.
165-10-10-1010-450-24500-0	2,000	165-10-35-1245-450-24500-0	2,000 Salcha, library books.
630-10-10-2045-310-13150-0	9,200	655-10-55-1055-320-13240-0	9,200 Correction to budget transfer 2013-138 due to clerical error.
630-10-10-2045-360-13610-0	2,392	655-10-55-1055-360-13610-0	2,392
630-10-10-2045-360-13620-0	18	655-10-55-1055-360-13620-0	18
630-10-10-2045-360-13630-0	152	655-10-55-1055-360-13630-0	152
630-10-10-2045-360-13640-0	704	655-10-55-1055-360-13640-0	704
630-10-10-2045-360-13660-0	2,024	655-10-55-1055-360-13660-0	2,024

MINUTES

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

Special Meeting

MINUTES

April 1, 2013

President Brophy called the meeting to order at 5:38 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The meeting was called to consider HSGQE waiver requests and negotiation matters.

President Brophy read the district's mission statement: *"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."*

Present:

Kristina Brophy, President
Heidi Haas, Vice President
John Thies, Treasurer
Sue Hull, Member
Charlie Leonelli, Member

Absent:

Sean Rice, Clerk
Lisa Hall, Member

Staff Present:

Pete Lewis, Superintendent
Karen Gaborik, Assistant Superintendent – Secondary
Mike Fisher, Chief Financial Officer
Gayle Pierce, Director of Labor Relations
Debbie Johnson, Executive Assistant to the Superintendent

Executive Session

An executive session was called to discuss HSGQE waiver requests and negotiations.

HULL MOVED, THIES SECONDED, TO CONVENE IN EXECUTIVE SESSION TO DISCUSS HSGQE WAIVER REQUESTS AND MATTERS 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. 5 AYES

The Board convened to executive session at 5:40 p.m.

The executive session ended at 6:34 p.m.

HAAS MOVED, THIES SECONDED, TO APPROVE THE FOLLOWING HSGQE WAIVER REQUEST:

W1213-030 PASSED ANOTHER STATE'S EXIT EXAM

MOTION PASSED UNANIMOUSLY BY VOICE VOTE. 5 AYES

HAAS MOVED, THIES SECONDED, TO APPROVE THE FOLLOWING HSGQE
WAIVER REQUEST:

W1213-031 PASSED ANOTHER STATE'S EXIT EXAM

MOTION PASSED UNANIMOUSLY BY VOICE VOTE. 5 AYES

Board Comments/Discussion

None

The meeting adjourned at 6:36 p.m.

Submitted by Debbie Johnson, executive assistant to the Superintendent.

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

Work Session

MINUTES

April 1, 2013

President Brophy called the work session to order at 6:42 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The work session was called to discuss career technical education, receive the yearly report from the superintendent, and review Chapter 7 of *The School Board Fieldbook: Leading with Vision*.

President Brophy read the district's mission statement: *"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."*

Present:

Kristina Brophy, President
Heidi Haas, Vice President
John Thies, Treasurer
Sue Hull, Member
Charlie Leonelli, Member

Absent:

Lisa Hall, Member
Sean Rice, Clerk

Staff Present:

Pete Lewis, Superintendent of Schools
Karen Gaborik, Assistant Superintendent of Secondary Education
Roxa Hawkins, Assistant Superintendent of Elementary Education
Tom Hall, Director of Career & Technical Education
Peggy Carlson, Executive Director of Curriculum and Instruction
Traci Gatewood, Executive Director of Grants and Special Projects
Melanie Hadaway, Curriculum Coordinator
Debbie Johnson, Executive Assistant to the Superintendent

Career Technical Education

Tom Hall, career technical education director, Peggy Carlson, executive director of curriculum and instruction, and Melanie Hadaway, secondary curriculum coordinator, provided a PowerPoint presentation for the career and technical education (CTE) report. The report summarized CTE to date and provided a look at the future of CTE in the district.

The current CTE curriculum adopted in May 2006 was undergoing revision in several career clusters, and several new courses would be added. In the fall of 2013, middle school courses would also be included. Enrollment statistics from 2008-2009 were provided as a handout. The CTE director oversaw four CTE funding streams: SB84, Carl Perkins, Alaska Construction Academy, and Department of Labor Workforce Development (DOLWD) Youth First. SB84, currently in its second year, was the largest source of funding and was expanded to include middle schools. The focus of SB84 was on supporting CTE programs and could not be used for administrative expenses, or instruction in general literacy, mathematics, and job readiness skills.

Carl Perkins was a reliable but shrinking source of federal funding for CTE; dependent on a five-year local CTE plan, an approved application and budget, and state approved courses. Carl Perkins provided a solid framework for districtwide CTE implementation. Priorities included professional development,

Career Technical Education (continued)

access and assistance for special populations, development of planned programs of study leading to an employer-valued certificate, promoting rigorous academic standards in CTE courses, ensuring attention for career guidance, and support for high skill, high wage, high demand career pathways. Mr. Hall discussed the Carl Perkins performance indicators. Superintendent Lewis asked how the district performed in relation to other districts around the state with the performance indicators. Mr. Hall noted the district was a little ahead of other sites.

Alaska Construction Academy (AkCA) funded afterschool academies at North Pole and Lathrop High Schools; a series of workshops taught by Alaska Works; and provided supplies for construction related classes. This summer the district was planning a middle school construction awareness course targeting students considering a career in the trades.

Department of Labor Workforce Development (DOLWD) Youth First funded two career guides; one at North Pole High School responsible for the North Pole and Eielson area schools, and one at Lathrop High School responsible for the Fairbanks area schools. Both career guides provided or assisted with career guidance, youth employability skills, work experience, and the school to apprenticeship program.

Mr. Hall reported on the welding academy, which was an extended day program from 3:30-5:30 p.m., and the school to apprenticeship program. He reported the Alaska Ironworkers had recently been added as a partner to the existing linkage agreements with the Alaska Joint Electrical, Fairbanks Alaska Area Plumbers and Pipefitters, and Fairbanks Area Carpenters unions. It was anticipated three students from the welding academy would be accepted into the Plumbers and Pipefitters apprenticeship. The construction academy had been somewhat harder to fill but students were fighting to get into the welding academy. Mrs. Hull asked for some statistics on student placement.

Mrs. Haas asked if students provided their own transportation for extended learning. Mr. Hall stated yes.

The district's CTE website, currently in progress, would provide information about career technical education, the programs of study, and locations of school programs. Mrs. Haas asked about the possibility of including a printable PDF of the programs of study.

Discussion included the upcoming distance delivery classes for 2013-2014. Superintendent Lewis stated distance delivery was not trying to compete with Alaska Learning Network. Further discussion included the middle and high school five-year plans, course titles, aligning school schedules, and opening Hutchison High School to half-day options, beginning with juniors and seniors from Lathrop and West Valley. Students would still have their home school and would not lose athletic opportunities. Schools were working together collaboratively with CTE. Superintendent Lewis commented the intent was to create a culture to maximize the use of available resources. Mrs. Haas asked for the rationale of opening Hutchison to juniors and seniors. Was it a maturity concern? She wondered if it might be an option to catch freshman or sophomore students who might be interested in technical education, earlier in their education. Dr. Gaborik stated principals were focused on keeping freshman engaged, and stated juniors and seniors had the most room in their schedules for electives.

Mrs. Hull had concern with expanding the number of students in CTE classes. She asked for totals on the number of students who had taken courses. Mr. Hall would provide that information. Mrs. Hull wondered what impact the sample programs of study might have on electives such as music, as students who participated in the sample program would give up other electives.

Superintendent Lewis stated the district needed to be able to change and adjust to student needs. It also needed to look beyond a six or seven-period day, and he noted in his previous district students had been in the schools until 10:00 p.m. It was not a one-size-fits-all education system and sustainable programs needed to be done in keeping with the values and priorities of the board. He stated the district

Career Technical Education (continued)

was turning-out good students to the unions and the district was gaining labor's trust, providing opportunities for both labor and student gain. Superintendent Lewis commended everyone involved in the CTE program as there had been great work done and he appreciated their efforts over the past two years. The district would continue work on CTE until it had the best program in the state.

Mrs. Hull gave kudos to everyone involved with CTE. She believed it was a good opportunity for students. Mrs. Hull thought the apprenticeship program was great, and opening the plan to all students was positive.

Dr. Gaborik knew there was much information provided in a short amount of time and welcomed emails from board members if they had questions later.

Mrs. Brophy thanked everyone for the report and quoted Superintendent Lewis by stating it was best to 'go slow to go fast'.

Yearly Report

The yearly report was tabled to a future work session.

Book Study

Over the course of the past several months, the board had been conducting a book study using, *The School Board Fieldbook: Leading with Vision*. The book focused on the responsibilities and challenges of being a board member. It was helping new and experienced board members understand the differences between the board's strategic role in setting a vision, administration's tactical role in creating a plan to realize that vision, and the staff's operational role in implementing the plan at the classroom level.

Board members expressed their enthusiasm for the chapter. Chapter 7 completed the board's book study.

Board Discussion

Mrs. Hull reported she would be out of town for the work session on April 15 but might be able to call in. It appeared there was much on the agenda for April 15 and wondered why there was not a work session scheduled on May 6. Superintendent Lewis believed it was due to the retirement reception scheduled for May 7. She asked if part of the April 15 agenda could be moved to another night. Mrs. Hull felt it important to allow enough time for each topic to be addressed, and for discussion to adequately address superintendent and board evaluations.

Mrs. Hull expressed concern with attendance being marked 'absent' when folks phoned in for meetings. She believed it was technically not accurate. She reported both Mat-Su and Anchorage boards did not mark their folks as absent when they phoned in for a meeting. She would like to be counted as present.

Discussion took place on the next work session and what direction the board wanted to take. Mrs. Brophy noted time was tight with the end of the year approaching quickly. Mr. Thies preferred one long meeting rather than two.

Mrs. Hass appreciated the amount of CTE information provided.

Board Members were given CTE t-shirts the students in Sharon Ashlock's class at Ben Eielson had made.

The meeting adjourned at 8:28 p.m.

Submitted by Deb Johnson, executive assistant to the superintendent.

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

Regular Meeting

MINUTES

April 2, 2013

President Brophy called the meeting to order at 7:01 p.m. in the board room of the FNSBSD Administrative Center at 520 5th Avenue. The Lathrop High School Choir led the Pledge of Allegiance, and then performed for the school board under the guidance of Carolyn Soderlund, choir director.

President Brophy read the district's mission statement: *"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."*

Present:

Kristina Brophy, President
Heidi Haas, Vice President
John Thies, Treasurer
Lisa Hall, Member
Sue Hull, Member
Charlie Leonelli, Member
Thomas Daack, Base Representative
Ronald Johnson, Post Representative
Hanna Brewer, Student Representative

Absent:

Sean Rice, Clerk

Staff Present:

Pete Lewis, Superintendent
Roxa Hawkins, Assistant Superintendent – Elementary
Karen Gaborik, Assistant Superintendent – Secondary
Mike Fisher, Chief Financial Officer
Dave Norum, Executive Director of Facilities Management
Kathy Hughes, Executive Director of Research & Alternative Education
Bob Hadaway, Executive Director of Special Education
Clarence Bolden, Executive Director of Human Resources
Peggy Carlson, Executive Director of Curriculum and Instruction
Gayle Pierce, Director of Labor Relations
Louise Anderl, Director of Federal Programs
Katherine Sanders, Director of Library Media
Shaun Kraska, West Valley High School Principal
Deb Johnson, Executive Assistant to the Superintendent

PRELIMINARY ITEMS

2013 New York Wind Band Festival Gold Award: West Valley Band

The West Valley High School Band was selected by audition to compete in the New York Wind Band Festival held in New York City at the famous Carnegie Hall on February 18-20, 2013. The ensemble received a gold award with a score of 88 out of 100 points for their fine performance. Liesl Wietgreffe, West Valley High School band and steel drum director, made the presentation.

2013 New York Wind Band Festival Gold Award: West Valley Band (continued)

<u>Flute/Piccolo:</u> Vanessa Wetterhall	<u>Clarinet:</u> Victoria Wetterhall Kengo Nagaoka Sarah Larsen Kelly Morgan	<u>Alto Saxophone:</u> Harrison Alford Tiana White Zach John
<u>Flute:</u> Sierra Grimes Laura Price Daniel Woolf Kyrstin Allen Maggie McKissen Sadie Gleen	<u>Bass Clarinet:</u> Sammee Abel	<u>Tenor Saxophone:</u> Trevor Morton Pearl Lockwood
<u>Oboe:</u> Meryem Kugzruk	<u>Bassoon:</u> Rossana Villazor	<u>Baritone Saxophone:</u> Kacy Roach Joey Fath
<u>Trumpet:</u> Hayden Fisk Vincent Smith Tucker Manzie	<u>Tuba:</u> Kane Welty	<u>Percussion:</u> Tim Garland Garrett Monroe Rayne Blair
<u>French Horn:</u> Ivan Voronin	<u>Trombone:</u> David Swenson Adam Kurzbard Shaylene Dick Tristan Bandy	

Presentation of the 2013 John Kelly Scholarship Recipients

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

Wyatt Bush	B.E.S.T	Symone Simon.....	Lathrop
Heather Bertelson	Eielson	Sun-Young Pak.....	Lathrop
James Foster	Eielson	Lindsey Dreydoppel ...	North Pole High
Frances Johnson	Eielson	Ellissa Healey	North Pole High
Kaitlynn Lucas	Eielson	Charles Marshall	North Pole High
Aleshea Mingus	Eielson	Olivia Mathena	North Pole High
Laniece Serfling	Eielson	Janelle Pascoe.....	North Pole High
Amber Still	Eielson	Mark Stoller.....	North Pole High
Blaze Brooks	Hutchison	Raymond Tamse.....	North Pole High
Laurin Fisher.....	Hutchison	Kassandra Bruzon.....	Star of the North
KaCee Llewelyn.....	Hutchison	Kylie Burk	Star of the North
Nathanael Manning.....	Hutchison	Samantha Hillen.....	Star of the North
Abigail Moran.....	Hutchison	Maura Perry	Star of the North
Ariane Sinkey	Hutchison	Hannah Gillis.....	West Valley
Karl Buckley.....	Lathrop	Tayde Mendez-Pena.....	West Valley

Alaska Society for Technology in Education (ASTE) 2013 iDidaContest Winners

The Alaska Society for Technology in Education (ASTE) recently announced the winners of the 2013 iDidaContest. Kathy Port, K-12 technology coordinator, made the presentation.

**Alaska Society for Technology in Education (ASTE) 2013 iDidaContest Winners
(continued)**

iDidaPodcast:

Entertain Us Category:

Maryn Long	1 st Place: K-4 th grade	Caribou Poem	Salcha Elementary
Michaela Wilson & Shaie-Lynn Kisgen	1 st Place: 5 th -8 th grade	Our Inspiration	North Pole Middle

Tell Me a Story:

Seth Long	1 st Place: 5 th -8 th grade	Forever Frozen Float Hunt	Salcha Elementary
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Make Me Laugh:

Ian Nelson	1 st Place: 9 th -12 th grade	Facebook	Hutchison High
Jenny Long, Derek Shuttleworth & Natalie Castro	1 st Place: Teacher	McHenry Training Video	North Pole Middle

iDidaPhoto:

Tell Me a Story:

Brennen Bogardus	1 st Place: 5 th -8 th grade	Bar Slide	North Pole Middle
McKenzie Burgess	1 st Place: 9 th -12 th grade	Goalie Washout	Hutchison High
Tori Brannan	1 st Place: Teacher	Siblings and Friends	Salcha Elementary

Alaska Life:

Micah Bador	1 st Place: 9 th -12 th grade	Dragon Downtime	Hutchison High
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Make Me Laugh:

Jenny Long	1 st Place: Teacher	That's My Boy	North Pole Middle
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Enhanced Photos:

Benjamin Johnson	1 st Place: Teacher	Teachers Need Help	Hutchison High
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Alaska Arts Education Consortium (AAEC) Champions of Arts in Education Award

The Alaska Arts Education Consortium (AAEC) was an affiliation of school districts, organizations and individuals committed to preparing and supporting educators so that they could teach the arts across the curriculum. The AAEC Champions of Arts in Education award program was a way to formally recognize and honor individuals or organizations from around the State of Alaska who "championed" the arts in education. Laurel Herbeck, North Pole High School art instructor and Alaska Arts Education Consortium board member, presented the award to Cori Anthony, Ryan Middle School and Randy Smith Middle School assistant principal.

2013 Alaska Society for Technology in Education (ASTE) Tech Support of the Year Award

At the recent 2013 Alaska Society for Technology in Education (ASTE) Conference, Misha Brenner-Gelvin, instructional technology teacher, received the Tech Support of the Year Award. Kathy Port, K-12 technology coordinator, made the presentation.

ESP of the Month

Rebecca Kegley, Barnette Magnet School teacher assistant, was recognized as the Extra Special Support Staff Person for April 2013. Dana Evans, Barnette principal, made the presentation.

Spotlight: Alaska Native Education (ANE) Program

Yatibaey Evans, Alaska Native Education (ANE) coordinator, provided an ANE program update. Included within the presentation were highlights from the Literacy Challenge, Alaska Native Heritage Celebration, Cultural Science Night, February Potluck, and Native Youth Olympics.

AGENDA

HAAS MOVED, HALL SECONDED, TO ADOPT THE AGENDA WITH
CONSENT ITEMS.

The following consent items were moved:

approved the minutes from the special meeting on March 18 and three on March 21; the work session on March 18; and the regular meeting on March 19, 2013, as submitted.

approved Budget Transfer 2013-137: Classified Employees for \$1,009,124.

approved Budget Transfer 2013-138: Districtwide Classified Employees for \$168,840.

approved Budget Transfer 2013-139: Response to Intervention (RTI) for \$74,490.

approved Budget Transfer 2013-140: Family Centered Services for \$136,420.

approved Budget Transfer 2013-144: School Resource Officers for \$202,750.

approved submission of the Title VI-B grant application in the amount of \$3,667,667.

approved submission of the Section 619 Preschool Disabled grant application in the amount of \$98,338.

approved the Personnel Action Report for the period March 8-26, 2013.

acknowledged the Personnel Information Report for the period March 8-26, 2013.

acknowledged the Superintendent's Budget Transfer Report for April 2, 2013.

acknowledged the Board's Reading File.

acknowledged Coming Events and Meeting Announcements.

ADVISORY VOTE. NOT CALLED

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

PUBLIC COMMENT ON NONAGENDA ITEMS

Amy Krier, 448 Keep Drive, spoke to her opposition to the proposed additional advisory period at Lathrop High School. Ms. Krier had two daughters who had gone through Fairbanks schools and her youngest daughter was currently a senior at Lathrop. An additional advisory would mean reduced instructional time, and she believed advisory was not in the best interest of the majority of students. She stated advisory was a glorified study hall, and while it should be an option for some students, advisory should not be a requirement for all students. She had spoken with others and thought it fair to say most students felt the same way about advisory. Ms. Krier stated she had spent considerable time several years ago on a workgroup which identified areas that reduced instructional time. At that time, nearly one third of instructional time had already been eliminated through testing, teacher work-days, parent teacher conferences, early-outs and holidays. With student and teachers absences, there was no instructional time to spare. Ms. Krier had heard the rationale for an additional advisory, but stated none of the reasons justified decreasing instructional time. She stated while some areas in the country were lengthening their school days, or adding Saturday school, she found it shocking the district would consider further reducing instructional time. Ms. Krier urged the board to reconsider adding an additional advisory.

Marmian Grimes, PO Box 84068, was a parent of three children who had gone through the district. Ms. Grimes thanked the board for their support over the years for arts in the schools. She believed there was foresight and wisdom to continue supporting the arts, and urged the board and educational leadership to be mindful of that as budget decisions moved to the school level. She urged everyone to look for creative solutions to maintain the valuable programs.

OLD BUSINESS

Policy 720: Safety Program (Second Reading)

The administration recently reviewed and revised School Board Policy 720: Safety Program, which was originally adopted in 1981. The proposed revisions broadened the concept of safety to include physical, emotional, and social safety of students and staff. The Policy Review Committee recommended forwarding Policy 720: Safety Program to the school board for consideration. From school board member comments made during first reading, the administration added language regarding parent and guardian notification.

Board Priority: *Provide a safe learning environment.*

HAAS MOVED, THIES SECONDED, TO APPROVE SECOND READING,
PUBLIC HEARING, AND ADOPTION OF POLICY 720: SAFETY PROGRAM.

Gayle Pierce, labor relations director, pointed out the new language regarding parent and guardian notification.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked Ms. Pierce for the addition of the language which addressed board concerns.

ADVISORY VOTE. 3 AYES

MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

NEW BUSINESS

Policy 724: Allergies (First Reading)

The Policy Review Committee forwarded the administration's recommended language on School Board Policy 724: Allergies for the school board's consideration.

Board Priority: *Provide a safe learning environment.*

HAAS MOVED, HALL SECONDED, TO APPROVE FIRST READING, PUBLIC HEARING, AND ADVANCEMENT TO SECOND READING OF POLICY 724: ALLERGIES.

Superintendent Lewis pointed out backing up the policy were a handbook, significant website resources, and other items that would strengthen the overall safety plan to ensure a comprehensive allergy package that would be easy for parents to find and for staff to follow. He looked forward to the first reading, and the administration recommended approval.

Gayle Pierce, labor relations director, stated the policy was reviewed by the Policy Review Committee and forwarded to the board without comment, for recommendation.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hass thanked Superintendent Lewis, administration, and the Policy Review Committee for the swift movement on the policy. She appreciated the handbook and additional resources, and thought it was moving the district in the right direction for students.

ADVISORY VOTE. 2 AYES. NO COMMENT: JOHNSON
MOTION CARRIED UNANIMOUSLY BY ROLL CALL VOTE. 6 AYES

INFORMATION AND REPORTS

Legislative Update

Board Priority: *Develop long-term sustainability of overall district operations.*

John Ringstad, district lobbyist, provided a legislative update. He reviewed the revenue forecast, which was expected to be lower by 2-4 hundred million dollars. A lower oil production forecast was also expected with anticipated deficit budgets in five years. The overall theme was now was not the time to be building up a larger budget. Budgets were being reviewed in all agencies, in every department, and most were being reduced.

The consistent message heard was there would not be an increase to the BSA. There could be some one-time additional money, around 25M, to cover energy costs and other increased costs. There was also support for some transportation and technology money.

Mr. Ringstad spoke to the capital budget and it being reduced to where it had been four years ago. There were a number of large items in the capital budget such as Liquid Natural Gas (LNG) for Fairbanks, Susitna Dam, building a gas pipeline, a focus on energy items, and trying to secure funds for the second half of the UAF engineering building. He reported from the Interior Delegation's point of view, there was not much money going back into big projects. Mr. Ringstad reported Ryan might not be funded in the current year, and they were aware Ryan was an issue the district needed to address. There was some support to fund some of the smaller items, but most capital items would be relatively small.

Legislative Update (continued)

Mr. Ringstad provided a review several education bills. HB162, regarding dates for notice of layoff, passed the house earlier in the day: SB57 was the senate version of HB162 with additional components, including transportation, which passed out of senate finance. Mr. Ringstad gave an overview of bills that were still being considered: one related to student counts; one regarding reserved funds left in budgets at the end of the year that was moving early on, but was now sitting. He stated it would remain to be seen if a compromise would be reached to further move the bill. SB90 was a new bill introduced related to health care. Mr. Ringstad expected the bill would be worked on over the summer and next fall and might be brought back next year.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked Mr. Ringstad for his work over the session and she was still hopeful there might be support for education funding. She encouraged everyone listening to communicate with their legislators in support of education.

Mrs. Brophy stated the board had received some email communication from community members who had written to their legislators. All communication was appreciated.

Social Studies Curriculum Revision Update

The proposed K-12 social studies curriculum was provided under separate cover for the board's review and consideration. Peggy Carlson, executive director of curriculum and instruction, provided a copy of the revision report and summarized the revisions. The board would be asked to act on the item at its April 16, 2013 meeting.

Board Priority: *Student learning is at the center of everything we do.*

Curriculum development in all content areas was an ongoing process in the Fairbanks North Star Borough School District. A curriculum review cycle was followed to provide continual program planning and evaluation for each discipline. During the revision process, each draft was widely disseminated to ensure teachers, administrators, the school board and members of the general public were well informed about revisions, and had an opportunity for clarification and input, prior to adoption and implementation. Ms. Carlson described the process followed in the development of the proposed social studies curriculum.

Historical Background

The current social studies curriculum document was adopted in March 2007. During the revision process for the 2007 document:

- 6th grade focus moved from *World Geography and Societies (up to 500 A.D.)* to *Ancient Societies in a Geographical Context*.
- 7th grade focus moved from *Growth of Civilization in a World of Many Cultures (500-1789)* to *Global Geography and Culture*.
- All high school core courses identified common skills at each grade level for mastery of all students, yet provided schools flexibility in how mastery was achieved.
- At the high school level, emphasis was placed on the use of primary sources, critical thinking about cause and effect, analysis of historical interpretation, respect for diversities of cultures, their accomplishments and contributions and opportunities to grow as effective, participatory citizens.

Social Studies Curriculum Revision Update (continued)

Research

In 2010-2011, the curriculum department, in conjunction with Hillary Midgley, Susan McIntosh, and Terri Thompson, facilitated a *Leading and Learning in the 21st Century Social Studies Education* seminar. Participants met to discuss current philosophy and practices in social studies education. They met as a K-12 integrated group and in small discipline focused groups.

The participants read and discussed current research, key issues, philosophy, and exemplary practices in social studies education; developed and implemented a districtwide survey; and explored the use of technology. They worked collaboratively on topics the group agreed would support the revision of the curriculum. The papers presented by the participants reflected their research and seminar discussions. Topics ranged from *Information Literacy* to *Bridging the Gap Between Hands-On Curriculum and Textbooks*. The papers were published in the document *Leading and Learning in the 21st Century* in April 2011.

Revision Process

Curriculum writers were selected and began their task in the spring of 2012. They participated in a work session with the school board, the curriculum department, and the Board Curriculum Advisory Committee (BCAC) on April 16, 2012.

During the 2012 summer months, the writers worked on the first draft of the Social Studies Curriculum. They were guided by comments from the school board, BCAC, and a social studies survey conducted in November 2010. Additionally, writers were guided by the *Leading and Learning* document and the new Alaska Standards for Literacy in History/Social Studies. The focal point for the curriculum revision process was Robert Marzano's concept of a "guaranteed and viable curriculum." Providing students across the district an equitable social studies education that could be delivered within the scheduled time allocation was a priority in developing the document.

In August 2012, a first draft of the revised social studies curriculum was provided to district teachers, counselors, principals, Board Curriculum Advisory Committee members, PTAs, UAF and the school board. Secondary social studies teachers were invited to review and provide feedback during the September 24, 2012 professional development day. To increase public awareness and make the drafts accessible, it was also available electronically on the district's web site.

Proposed changes to the curriculum revision were outlined on a cover sheet that accompanied each draft document.

Overview of August 2012 Social Studies Document (Draft 1):

Philosophy and Mission Statements

- Revised to support the new Alaska Standards for Literacy in History/Social Studies.

Elementary Content (K-6):

The initial changes were based on responses received from an elementary Social Studies Curriculum Leading & Learning survey. Additionally, the revisers attempted to spread out some of the dense content in fifth grade through both fourth and fifth grades.

Social Studies Curriculum Revision Update (continued)

Specific content shifts were outlined below:

Second Grade	Third Grade	Fourth Grade
Understanding local borough/county, state and national (Shifted from Third Grade)	Alaska History and Geography (Shifted from Fourth Grade)	U.S. Regions (Native American groups, Economics, Geography, History) (Shifted from 5 th grade)
Local History and Geography (Fairbanks, Tanana Valley, Athabaskan) (Shifted from Third Grade)	Alaska Regions (Shifted from Fourth Grade)	U.S. State and Capitals (Shifted from 5 th grade)
	Alaska Native Groups (Shifted from Fourth Grade)	U.S. Physical Geography and Topography (Shifted from 5 th grade)
	Alaska Economics (Shifted from Fourth Grade)	Continents, Oceans (Shifted from 5 th grade)

Secondary Content (7-12): The secondary revisers discussed and began a process of identifying essential learnings, key concepts and vocabulary, and literacy skills for students in grades 7-12. The revisers also identified important elements in the curriculum in order to vertically align all grades and included historical and critical thinking skills from the National Council of Social Studies.

- The new format included specific strands in reading, writing and critical thinking. The strands were adapted from school's essential learnings, the Alaska Standards for Literacy in History/Social Studies, and the NCSS themes.

7th Grade

- Added a research paper/project to be incorporated into unit of choice.

8th Grade

- Instead of focusing on U.S. History from the creation of the nation through WWII, content was changed to European Discovery through Civil War/Reconstruction.

AK Studies

- Increased emphasis on economics of Alaska.

World History

- Dropped unit on ancient civilizations (covered thoroughly in 6th grade).
- Begin with Empires and Classical Civilizations.
- Currently as written, the 10th grade World History course covered an extensive period of time. The information was presented chronologically and consequently only presented a survey level depth of inquiry into the topics.
- There were two proposed changes to World History:
 1. Shift the survey-type course into a more focused Area Studies course. The course would be rewritten and organized regionally. Content in the units would then be organized chronologically to expose students to the major historical eras in the regions.
 2. Shift the course into a Western Civilizations course. Western Civilizations was the study of the political, economic, social and cultural history of the West from antiquity to the present. The emphasis would be on the development of civilization and the evolution of national and international stability and the development of institutions and ideas, which shaped society today.

U.S. History

- Began with a short review of Civil War/Reconstruction and then moved forward with Industrialization and through Political and Economic Globalization and Technology in the Modern Era.

Social Studies Curriculum Revision Update (continued)

American Government

- Removed objectives relating to state and local government (covered in Alaska Studies).

Economics

- Included as one of several choices to fulfill the second semester of senior graduation requirements.

SECONDARY FEEDBACK REQUESTED:

- Should World History morph into a more viable year-long course? Which approach was preferred: Area Studies or Western Civilizations?
- Should Economics continue to be a required senior-level course or move to an elective choice requirement?
- Were U.S. History concepts and events appropriately covered with the proposed shifts in content in U.S. History throughout the K-12 curriculum?

Comments, suggestions, and recommendations regarding the first draft of the document were solicited and discussed at the September 12, 2012 BCAC meeting. All input was considered for incorporation into the second draft.

Changes Reflected in October 2012 Social Studies Document (Draft 2):

Elementary Content (K-6):

- The Social Studies Essential Questions and Learning Targets were aligned to Alaska State Standards.
- The format changed from a chart/table format to a more narrative flow. Additionally, the focus was more global and overarching instead of a focus on specific details.

Secondary Content (7-12): Since the first draft, the secondary revisers had continued to discuss the need for a “guaranteed and viable curriculum” and begun aligning state and national standards to each course. In addition:

- More explicit use and definition of economic, social, and political (ESP) contexts was included. ESP was included in every course as an analytical framework.
- Concepts and events of United States history were refocused. U.S. history was taught primarily in grades 5, 8, and 11. In Grade 5, students focused on the historical perspectives that shaped the physical, economic, and cultural regions of the U.S. as well as the significant events of the American Revolution. In Grade 8, students began with pre-European contact, studied the foundations of democracy, and worked through the Civil War. Eighth grade would end with a research unit on key events and topics from Civil War to the present. Eleventh grade United States history would begin with a unit reviewing the foundations of democracy and then focus on Reconstruction to the Present.
- Economics would continue to be a required 12th grade course.
- Electives, honors-level, and advanced placement courses continued to be revised and developed.
- Input received supported the need for some student choice to support student engagement, but suggested the choice occur in the earlier grades (9-11), not 12th. As such, the recommendation was to offer student choice for meeting the world history requirement as follows:

Social Studies Curriculum Revision Update (continued)

Alaska Studies: 1 semester required, grades 9 - 12	
Core: Alaska Studies	
World studies: 2 semesters required, which must include at least one semester of Core, grades 9 - 10	
<u>Core:</u> <ul style="list-style-type: none"> World History 1 World History 2 World History Honors 1 World History Honors 2 AP European History/ Literature (Semester 2) 	<u>Alternate for World History 1:</u> <ul style="list-style-type: none"> Comparative Religion World Geography <u>Alternate for World History 2:</u> <ul style="list-style-type: none"> World Globalization/World Events
United States History: 2 semesters required, grade 11	
<u>Core:</u> <ul style="list-style-type: none"> United States History 1 and 2 Advanced Placement History 1 and 2 	
Government Studies: 1 semester required, grade 12	
<u>Core:</u> <ul style="list-style-type: none"> American Government AP American Government 	
Economic Studies: 1 semester required, grade 12	
<u>Core:</u> <ul style="list-style-type: none"> Principles of Economics General Economics AP Microeconomics AP Macroeconomics 	

8th Grade

- Addition of modern American issues/event research unit at end of course.

World Studies

- The year-long *World History* course was divided into two semester courses.
- A chronological approach in *World History* was used in developing this survey course.
- Essential content was focused to provide a viable curriculum.
- Two semesters of world studies were required. Designated alternate courses might meet one semester of the requirement.
- Work continued to align concepts and vocabulary between world studies courses and NCSS themes for consistency and to ensure rigor.
- World History* was recommended as open to 9th and 10th graders.

U.S. History

- Introductory unit on foundations of democracy was strengthened.
- Year-long course separated into two semester courses.

The second draft document was widely distributed in October 2012. Comments and suggestions were again solicited from community members and educational staff. BCAC members discussed the social studies curriculum at their meetings on November 14, 2012 and February 7, 2013. Writers met, considered all of the input, and developed the next draft.

Social Studies Curriculum Revision Update (continued)

Changes Reflected in February 2013 Social Studies Document (Draft 3):

Elementary Content (K-6):

- The Alaska State Standards were correlated to each grade level and the Skill Matrix.
- Suggested activities and resources were added.

Secondary Content (7-12): Since the second draft, the secondary revisers had continued to align each course to state and national standards. In addition:

- Economics course descriptions were completed.
- Electives, honors-level, and advanced placement courses were revised and included.
- Suggested resources and activities were included.
- Additional elective courses were added.

FNSBSD SOCIAL STUDIES High School Social Studies Graduation Requirements

Three and one half (3.5) credits (7 semesters) are required for graduation, including .5 credit Alaska Studies.

World Studies Options/9 th -10 th (Two semesters required, which must include at least one semester of Core)		American Studies Options/ 11 th (Two semesters required)	Government Studies Options/12 th (One semester required)	Alaska Studies/9 th -12 th (One semester required)
Core <ul style="list-style-type: none"> • World History 1 • World History 2 • World History Honors • AP World History • AP European History/Literature 	Alternate for World History 1 <ul style="list-style-type: none"> • Comparative Religions • World Geography 	<ul style="list-style-type: none"> • U.S. History 1 • U.S. History 2 <p>OR</p> <ul style="list-style-type: none"> • AP U.S. History 1 • AP U.S. History 2 	<ul style="list-style-type: none"> • American Government • AP American Government & Politics: United States • American Legal Systems • Current Issues & Events 	<ul style="list-style-type: none"> • Alaska Studies
	Alternate for World History 2 <ul style="list-style-type: none"> • Global Issues 			Contemporary Economic Studies Options/12th (One semester required) <ul style="list-style-type: none"> • General Economics • Principles of Economics • U.S. in a Global Economy • AP Macroeconomics • AP Microeconomics

High School Social Studies Electives	
All electives were one semester unless otherwise noted Students may select from the above core courses to meet the graduation requirements. The electives provide opportunity for a variety of interests.	
Core courses not taken as graduation requirements may be taken as elective courses depending on availability.	
<ul style="list-style-type: none"> • AP American Government & Politics: Comparative • AP Art History • Comparative Religions 	<ul style="list-style-type: none"> • Diversity in America • Global Issues • Psychology • U.S. in a Global Context • Women's History • World Geography

The draft was again widely distributed to gain input. BCAC members discussed the social studies curriculum at their March 5, 2013 meeting. The writers met with BCAC at that time to update the committee and discuss any suggestions and concerns of the members. The curriculum department has since worked with the writers to finalize the recommended revisions.

Social Studies Curriculum Revision Update (continued)

Summary of Proposed Social Studies Curriculum

The proposed Social Studies curriculum reflected a lengthy process of research, thought, and discussion. Concerns and suggestions expressed by the Board Curriculum Advisory Committee and other community members throughout this process were addressed. The input from all responses was carefully taken into consideration and evaluated by the writers.

Alaska Reading and Writing Standards for Literacy in History/Social Studies 6-12 (June 2012) were reflected in the curriculum.

Board Curriculum Advisory Committee (BCAC) Review

The Board Curriculum Advisory Committee was involved throughout the revision process. All drafts were reviewed by the committee; member concerns, as well as suggestions, were considered by the curriculum writers. At the March 5, 2013 BCAC meeting, members voted and approved forwarding the document to the school board for adoption at the April 16th meeting. Their formal recommendation has been sent to the school board.

Administrative Recommendation

The administration anticipated recommending adoption of the revised social studies curriculum at the April 16, 2013 school board meeting.

BOARD QUESTIONS

None

PUBLIC COMMENTS

None

BOARD COMMENTS

Mrs. Hull thanked the curriculum department for their work and reiterated her concern the U.S. History course in high school needed to have enough of the foundations of democracy. She knew the course listed in the document was a review, but hoped it would not be just a quick review. The curriculum overall was great and would serve students well.

Mrs. Hadaway stated the foundations of democracy had been a big topic of discussion during the revision process. The topic would be covered in 11th grade and also in Government and Alaska Studies. Foundations of democracy had also been a topic of discussion for professional development last fall.

Mrs. Brophy thanked the committee for the report.

BOARD AND SUPERINTENDENT'S COMMENTS & COMMITTEE REPORTS

Mrs. Hull wondered if there might be an impact to the arts if staff reductions occurred at the secondary level. She asked for a brief report at a future meeting on the impact that might have.

Mrs. Hull reported the public comment period for the regulations relative to the Alaska School Performance Index, the new rating systems for schools, would end on April 29. She was certain the administration was aware of the comment period and hoped the board could be kept informed and able to provide some input. She thanked the curriculum committee for the great job they had done.

Mr. Leonelli stated the policy review committee continued work on the attendance policy. Committee members felt they needed a little more time to address it in more depth and had also asked for some administrative assistance. The committee anticipated finalizing their consensus at the April 29 meeting.

BOARD AND SUPERINTENDENT'S COMMENTS & COMMITTEE REPORTS (continued)

Mrs. Haas wished all students well as they participated in testing throughout the week. She also acknowledged her appreciation for public comments received on the draft calendars and believed it was important for the public to be involved in the process.

Mrs. Hass still had concerns with the budget. She was hopeful as the legislature finished their session, there would be a full picture in terms of finances. She encouraged everyone to contact legislators, representatives, and the borough assembly on the importance of education funding. She was interested in having a work session on the policies, and timelines of the policies, related to the budget process. She requested additional information on the instructional and non-instructional positions that had been provided by Mr. Fisher on March 21. She stated after reviewing the information, it appeared most of the instructional increases were from one department, and the decreases in the non-instructional category were from one department. She believed it would be beneficial to have additional conversation regarding the issue.

Ms. Hall toured Badger and North Pole Elementary schools and enjoyed watching students incorporate technology through the use of iPads.

Ms. Brewer congratulated the award recipients.

Superintendent Lewis attended the military appreciation banquet which was a wonderful community event in support of Fairbanks military. He thanked Colonel Daack and Colonel Johnson for their work in the district. Superintendent Lewis also attended the JROTC military ball that included cadets from Lathrop, North Pole High, and Ben Eielson.

He reported on the Junior High workshop, sponsored by regional student council, which was held on March 27. The entire event was coordinated by the regional student council and included several workshops from each school.

A team of Japanese students from the Kizuna Project recently visited Fairbanks. Their visit included home stays and a trip to Chena Hot Springs. The project was a wonderful opportunity for the students involved and provided opportunities for communication and growth across the globe.

A principal training on the Alaska State Standards took place at Wedgewood Resort last week. The training provided information on the state standards with regard to specific high yield instructional strategies. The standards would be looked at further for implementation in the district. On April 10, a team of district staff would be attending the ASDN Spring Leadership Retreat where they would discuss tying the strategies to the teacher evaluation component.

Superintendent Lewis provided a flier regarding the new Safety Hotline that would begin on Monday. The new hotline would allow a way for the public to make anonymous calls regarding safety issues or concerns.

Superintendent Lewis reiterated the message from Mrs. Haas on contacting legislators and assembly. These were difficult budget times, people and programs were in jeopardy, and it was critical to continue advocating for education funding.

On behalf of the board, Mrs. Brophy extended congratulations to the award recipients. She thanked the Lathrop Choir for their wonderful performance; Yatibaey Evans for the Alaska Native Education program update; Ms. Pierce for the update on the allergy and safety policies; Mr. Ringstad for the legislative update, and Mrs. Carlson and staff for the social studies curriculum revision update.

The meeting adjourned at 9:03 p.m.

Submitted by Deb Johnson, executive assistant to the Superintendent.



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2012

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	11
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: 41 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: 47 days

2012

August

- 14 & 20 Teacher Work Days
- 15-17 Professional Development Days
- 21 First Day for Students

September

- 3 Labor Day Holiday
- 21 Early Dismissal - Students
- 24 Professional Development

October

- 2-4 HSGQE Retakes
- 12 End of 1st Quarter (early dismissal)
- 25-26 Parent-Teacher Conferences

November

- 9 Early Dismissal - Students
- 22-23 Thanksgiving Holiday

December

- 11 CLOSED - BAD WEATHER
- 19-21 Last 3 Days - Early Dismissal
- 21 End of 1st Semester (early dismissal)
- 24 Winter Break - Begin

2013

January

- 4 Winter Break - END
- 7 Teacher Work Day (no school)
- 15 CLOSED - BAD WEATHER
- 18 Early Dismissal - Students
- 21 Martin Luther King Jr. Holiday

February

- 1 Early Dismissal - Students
- 4 Professional Development Day
- 21-22 Parent-Teacher Conferences

March

- 8 End of 3rd Quarter (early dismissal)
- 11-15 Spring Break

April

- 2-5 Testing - All
- 19 Early Dismissal - Students

May

- 21, 22, 23 Last 3 Days - Early Dismissal
- 23 Last Day for Students
- 24 Professional Development Day
- 27 Memorial Day
- 28 Teacher Work Day

□ School Start/End

□ End of Quarter (early dismissal)

T Testing Day

◇ Teacher Training (early dismissal)

● Last 3 days (early dismissal)

◆ Professional Development Day (no school)

■ Vacation/Holiday (no school)

▲ Parent-Teacher Conferences (no school)

○ Teacher Work Day (no school)

▣ Tentative make-up days for bad weather

⊠ CLOSED BAD WEATHER
1st semester: 88 days
2nd semester: 92 days

2013

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		

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: 42 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: 50 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						